



CEDEFOP

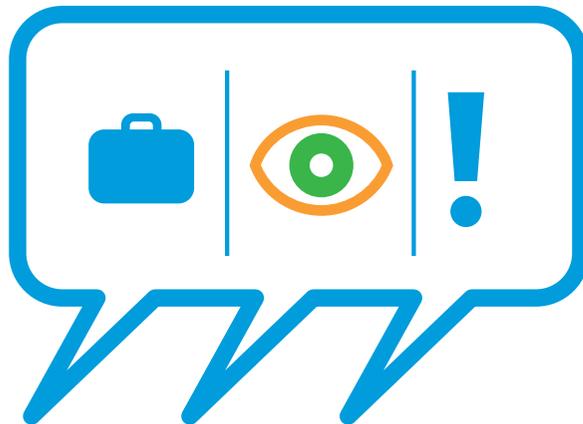
European Centre for the Development
of Vocational Training



Education and Culture DG

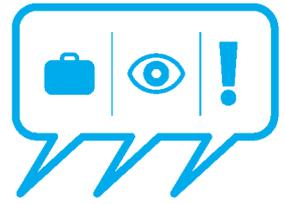
Lifelong Learning Programme

EN



Go, see, understand ... tell others

Findings from study visits 2005-07





Go, see, understand ... tell others

Findings from study visits 2005-07



A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu>).

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

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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training.

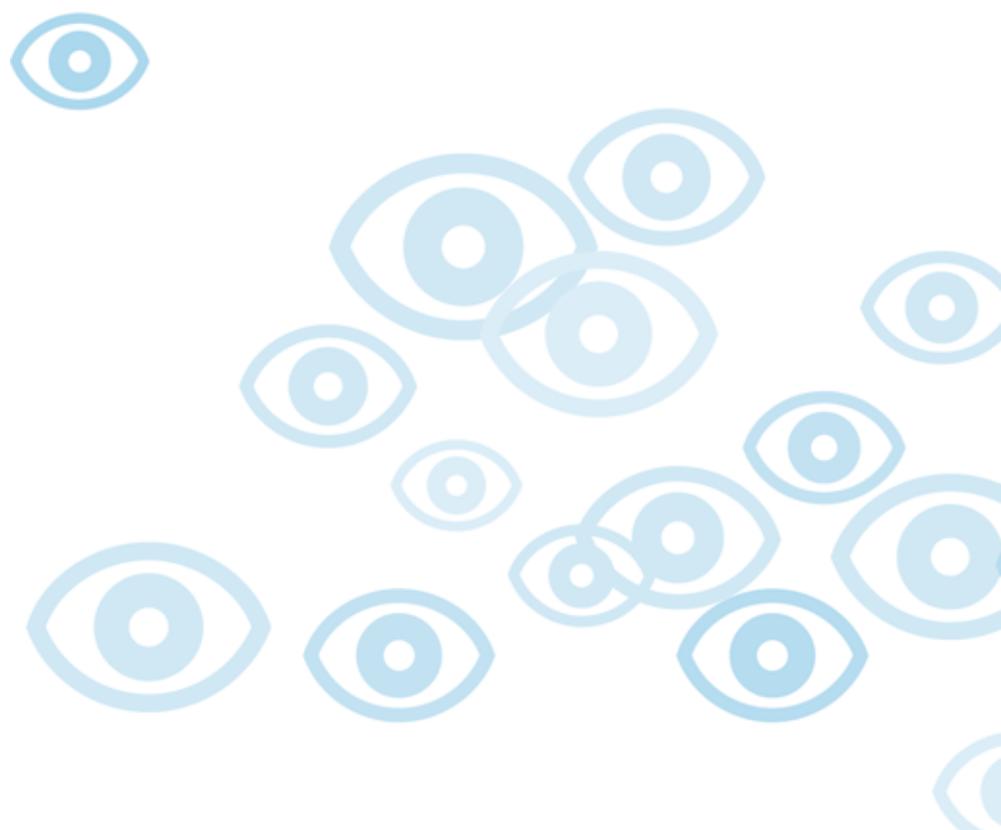
We provide information on and analyses of vocational education and training systems, policies, research and practice.

Cedefop was established in 1975
by Council Regulation (EEC) No 337/75.

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Foreword

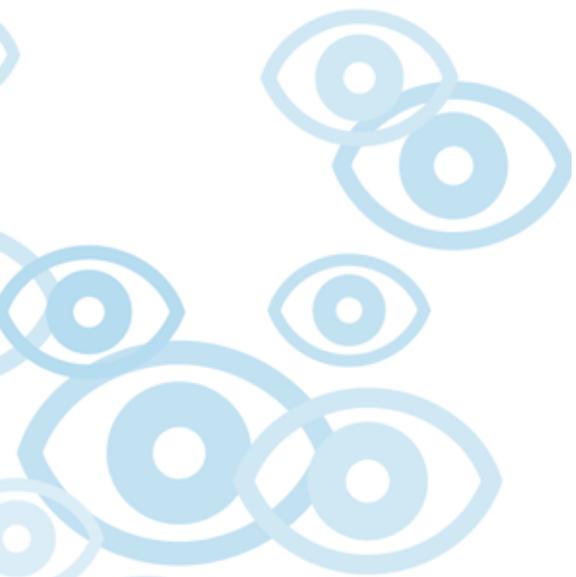
Since 2008, Cedefop coordinates the study visits programme for education and vocational training specialists, one of the key actions of the European lifelong learning programme (2007-13). The study visits programme is an effective platform for education and training policy development and cooperation in Europe. The programme provides excellent opportunities for discussion, exchange of ideas and practices, networking and future cooperation for a wide spectrum of education and vocational training specialists and policy-makers.

In cooperation with key actors at European and national levels, Cedefop is committed to stimulate further reflection and debate through analysis of practices and common learning on issues at European level. As we close the study visits programme which was part of the Leonardo da Vinci programme specifically targeted at vocational education and training (VET) experts and we embark on coordination of the consolidated programme of study visits, we should like to present selected initiatives identified by participants of study visits which took place between 2005 and 2007 to those interested in VET in Europe.

I hope this publication will enrich understanding of how countries deal with specific topics in vocational education and training. It should also help study visit organisers and participants, experts and practitioners find partners for European cooperation projects and develop innovative ideas in the framework of the Lifelong learning programme (2007-13).

Cedefop will continue collecting and disseminating results of study visits and we strongly believe that interesting findings that participants make during study visits should be made wider known to decision-makers and education and training specialists. This will be a good basis for further learning and cooperation.

Aviana Bulgarelli
Director of Cedefop



Acknowledgements

This brochure is the result of a team effort. Thanks are due to the group rapporteurs and participants of study visits that took place in 2005, 2006 and 2007 who brought to light the initiatives and projects in their group reports; to the organisers of the study visits and representatives of hosting institutions who contributed the descriptions; to national coordinators and liaison officers who helped to get in touch with host institutions and collect information.

Cedefop would like to thank Irina Jemeljanova who coordinated the work and Angela Musca of the study visits team who collected the information and prepared it for this publication.

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Introduction

Recognising Cedefop's high quality work in coordinating the programme for vocational education and training specialists, the European Commission invited the Centre to coordinate the consolidated study visits programme for 2008-13. Previously implemented separately, the study visits for education specialists – known as the Arion programme – and the study visits for those responsible for vocational training coordinated by Cedefop have been brought together within the framework of the Lifelong learning programme.

The study visits programme serves three main objectives:

- enabling participants to improve their understanding of specific aspects of vocational training policy and themes of common interest in other countries;
- continuing exchange of advice, ideas and information between all those participating in the programme, including both visitors and hosts;
- enriching the flow of information between participating countries and at EU level.

The study visits programme stimulates and supports policy learning and cooperation. Study visits provide excellent opportunities to meet experts and specialists with different backgrounds from other countries to learn and debate on themes of common interest concerning education and training.

Each study visit includes presentations and on-site visits to various education and training institutions and organisations. In each visit participants prepare group reports that stimulate reflection and discussion and summarise their findings on the theme of the visit. In most groups, participants identify initiatives, projects and policies that they consider examples of good practice in providing education and training worth exploration and dissemination.

The reports usually provide interesting insights into the ways that the host country as well as participants' countries deal with specific topics and issues. That is why this valuable information should be further disseminated to those not able to participate in a visit but who are looking for information about a country or a topic or are interested in developing a project and are looking for a partner. Learning about concrete examples of policy implementation in countries, it is possible to enrich policy-making processes.

The Cedefop study visits team collected information from reports of the study visits that took

place between 2005 and 2007 (see the table below for key data). More than 100 policies, initiatives and projects were described by participants as examples of good practice in specific topics; about 40 were selected and contacted for further information. Finally, 20 initiatives from Austria, Cyprus, Denmark, Finland, Hungary, Iceland, Ireland, Netherlands, Norway, Spain, Sweden and United Kingdom were selected for this publication.

Key data on study visits 2005-07

	2005	2006	2007
Number of study visits	66	68	59
Number of participants	760	842	764
Countries:			
• hosting visits	26	29	26
• sending participants	32	30	30

The description of each initiative follows the same common structure, presenting theme, title and purpose of the initiative, its duration, target group, main activities and achieved outcomes.

The initiatives are grouped under the following eight themes:

- attractiveness of vocational training,
- developing entrepreneurship among young people and adults,
- equal opportunities for disadvantaged groups,
- ICT in education and training,
- increasing adult participation in education and training,
- lifelong guidance and counselling,
- meeting labour market needs,
- social partners' contribution to meeting the challenge of employability.

The initiatives target various groups, such as young students and adult learners, teachers, entrepreneurs, employers and employees.

The initiatives are placed in specific national, regional and local contexts to understand why they were initiated and which issues they intended to address, to reflect on their transferability to other contexts.

The descriptions also contain contact information of host institutions and details of a contact person should anyone wish to learn more or establish cooperation.

ATTRACTIVENESS OF VOCATIONAL TRAINING

English as a medium of instruction in science and technology

WHERE?

HTBL u. VA BULME Graz-Gösting
 Ibererstrasse 15-21
 8051 Graz, Austria
 Tel. +43 3166081-218, Fax +43 316684604
 E-mail: willkommen@bulme.at

 **CONTACT PERSON**
 Ms **Ingrid Tlapak**
 Headmistress
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WHY?

The PEA project 'English as a medium of instruction in science and technology' is an integral part of the department of electrical engineering at the BULME Secondary Technical College in Graz as both technical knowledge and well-developed soft skills guarantee better qualification for the job market.

WHEN?

This unprecedented model of content and language integrated learning was developed in the past 15 years by a team of language and subject matter teachers.

WHOM?

Students of secondary technical colleges in Austria.

WHAT/HOW?

A hands-on approach to science and technology combined with use of English as a working language in experimental work contributes to improving students' linguistic skills significantly over the course of their five-year education. Moreover, students are encouraged to use English in whatever subjects they choose for their final examinations.

This has resulted in the number of English lessons being doubled for all classes of the information technology branch of the department and new subjects such as English for technical purposes (ETP) being introduced. BULME has also witnessed frequent cross-curricular cooperation as well as full-scale project weeks being organised regularly, which involve public presentations in English while applying modern methods of project engineering at the same time. Interdisciplinary team-teaching has also been established, language

weeks abroad have become a standard and so has comprehensive external language certification.

OUTCOMES AND RESULTS

Since 1999, students have been certified by the Cambridge University Examination Board (ESOL). It needs to be highlighted that all students of the fourth year of the project classes take the First Certificate in English (FCE) exam at pass rates of 87 % (see the table below).

Year	Class	ST (¹)	STP (²)	Grade A	Grade B	Grade C	Pass rate (%)
1999	4AEH	19	19	0	4	15	100
2002	4BEH	22	21	2	8	11	95
2005	4EEH	30	20	1	5	14	67
2006	4EEH	24	23	4	10	9	96
2007	4EEH	19	17	3	6	8	90
2008	4EHETI	23	18	2	3	13	78
Total		219	189	24	54	111	87

(¹) ST: Number of students

(²) STP: Number of students passed

Moreover, 13 subject matter teachers in electrical engineering and sciences also passed their FCE exams at the exceptional pass rate of 100 % since 1998.

ATTRACTIVENESS OF VOCATIONAL TRAINING

Cooperation between general and vocational upper secondary education in Jyväskylä district

WHERE?	
<p>Jyväskylä college (Jyväskylän ammattiopisto) P.O. Box 472, FI-40101 Jyväskylä, Finland Tel. +358 403416150, Fax + 358 403416189 Website: www.jao.fi</p>	
	<p>CONTACT PERSON Ms Kirsti Kosonen Principal E-mail: kirsti.kosonen@jao.fi</p>

WHY?

In vocational upper secondary education, studies primarily aim at obtaining vocational skills needed in working life. Additionally, three-year studies give general eligibility to engage in tertiary studies at universities and polytechnics. The dual-degree system is also available in Finland which means double qualifications - vocational upper secondary qualification plus upper secondary school certificate (matriculation examination). At Jyväskylä college we wanted to get this theoretical possibility to reality and make it available for every student.

WHEN?

The initiative started in 1997.

WHOM?

Students in the vocational programme of Jyväskylä college and students in general upper secondary schools.

WHAT/HOW?

Dual degree studies started at Jyväskylä College in cooperation with the Jyväskylä general upper secondary school for adults on the curriculum for general upper secondary school for adults. At the beginning a common regional choice of courses was organised.

From 2001 to 2004, ESF funding was granted for two periods during which a system was developed enabling students in vocational upper secondary education to take dual degree studies according to the curriculum for general upper secondary school and students in general upper secondary schools to take vocational studies developed for them.

Since 2005, dual degree studies for vocational students have been implemented in cooperation with regional general upper secondary schools and operations are coordinated by Jyväskylä college.

The focus of development today is on vocational periods and vocational qualifications offered to general upper secondary school students ('triple exams').

OUTCOMES AND RESULTS

Currently, 50 general upper secondary school students study vocational periods to get vocational qualification and this number is growing every year.

ATTRACTIVENESS OF VOCATIONAL TRAINING

Transition year

WHERE?	
<p>Transition year support service Blackrock Education Centre Kill Avenue, Dun Laoghaire, Co. Dublin, Ireland Tel. +353 12365023, Fax +353 12365070 Website: http://ty.slss.ie/</p>	
<p>CONTACT PERSON Mr Michael O'Leary National coordinator Transition year programme Second level support service E-mail: michaeloleary@slss.ie</p>	

WHY?

The transition year programme was introduced in schools to provide students with broad and balanced education free from the constraints associated with a curriculum driven by preparation for examinations. The aim of the transition year is to promote the personal, social, vocational and educational development of students and to prepare them for their role as autonomous, participative and responsible members of society.

WHEN?

The transition year was introduced in three schools on a pilot basis in 1973. By 1994, when it was mainstreamed, approximately 150 schools offered the programme.

WHOM?

Junior certificate students.

WHAT/HOW?

The transition year is a one-year programme taken after the junior certificate and before the leaving certificate. The junior certificate is the first national State examination in Ireland; the leaving certificate is the final State examination in second level schools.

Once students have completed the junior certificate they can do the transition year programme if the school offers it and there are sufficient places. Students follow a broad and balanced curriculum which can be subdivided into four layers, namely:

- core subjects (maths, Irish, English, religious education, physical education);
- subject sampling (European language, science, business studies, technology);
- transition year specific subjects/modules (mental health matters, safe food for life, road safety, tourism awareness);
- transition year calendar layer (work experience, musical or drama production, trips, guest speakers, etc.).

At the end of this year students reenter mainstream education and start studying for the next two years for the leaving certificate.

OUTCOMES AND RESULTS

The transition year is now offered in approximately 550 schools representing over 75 % of second level schools in Ireland. Currently, approximately 27 000 annually follow the programme representing about 50 % of the student cohort. Research has shown that students perform better at the leaving certificate examinations by about 10 to 15 % and also perform better at third level education.

The programme brings about greater levels of students' maturity, confidence, personal responsibility in terms of learning and decision-making, improved performance and results in exams, social and personal development and skills development.

DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE AND ADULTS

Cooperation with farmers and advisory service

WHERE?	
<p>Dalum agricultural college Landbrugsvej 65 DK 5260, Odense S, Denmark Tel. (+45) 6613 2130 Website: www.dalumls.dk</p>	
	<p>CONTACT PERSON Mr Ove Gejl Christensen International coordinator E-mail: ogc@dalumls.dk</p>

WHY?

The initiative for the activity was taken by Dalum agricultural college to give agricultural students a close view of how and why farmers do what they do, and how they can get relevant information and advice on different agricultural issues.

It is important to have close contact with stakeholders in agriculture, and one is the advisory service. Dalum established contact with Centrovic (an extension advisory service for farmers, owned and paid for by farmers). Agricultural students were new customers at the advisory service and the advisory service was very interested in cooperating with Dalum agricultural college.

WHEN?

The activity has been running for many years. There has for several decades been cooperation between the advisory service and Dalum. But within the past 10 years activities on strategic management and HR management have been increased because farms are growing bigger and the competences of human resources on the farm are more important than ever.

WHOM?

All students in agricultural economist courses at Dalum.

WHAT/HOW?

Students work in triangular collaboration between the advisory service, farmers and students on such topics as business planning, gross margin calculation on all production branches, managerial aspects, feed analyses, investment planning and animal welfare.

During their studies at Dalum, students get the latest information and discuss and have their theories evaluated by advisors at Centrovic who each cover a professional and technical area of farming. Very often students visit farms recommended by Centrovic to use as counter-partners in discussion on theories and also use these farms in interdisciplinary projects.

The farmers open up their farms, including the farm accounts, for further examination. Very often students come up with suggestions that the farmer never thought of and some farmers use these suggestions in their further strategic planning. It is crucial for students to make a business plan that is as up-to-date and reliable as possible. They can also use these business plans in negotiations with banks for financial planning.

OUTCOMES AND RESULTS

Students are prepared to negotiate loans and financing with banks and negotiate prices when selling or buying products. Students are used to working with the advisory service, which is important for developing their own farms. There are several examples of students who have used their reports or exam projects as a business plan for developing on their own or the farm they work on.

More and more farmers began their agricultural study at Dalum. Farmers can see the benefit of having their farm examined by students who might have another view on the way the farm has been run until now.

DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE AND ADULTS

Entrepreneurship from kindergarten to student enterprises

 WHERE?	
<p>Department of Education Nordland County Council Fylkeshuset N8048 Bodø, Norway Tel. +47 75650200, Fax +47 75650201 E-mail: jsp@nfk.no</p>	
	<p>CONTACT PERSON Mr Jann S. Pettersen Senior Executive Officer E-mail: jsp@nfk.no</p>

WHY?

Innovation and entrepreneurship throughout the educational system

The changes in the labour market in Nordland county put an end to many traditional professions. This forced the county parliament in 2001 to decide upon a new vision for the county. The intention was to become the most innovative county in Norway. Earlier, the national parliament had also presented a plan for entrepreneurship: 'See opportunities and make them work!' To be competitive, trade and industry need highly qualified employees. The estimated lifetime for companies and products decreases and Nordland needs more small enterprises. New companies will not be created if young people don't know how to start a business. As a result, a common entrepreneurial strategy in the entire educational system, from kindergarten to university, was developed. The idea was to make creativity and the capability of problem solving grow within each person.

WHEN?

The idea was launched in 2001 and the project started in September 2006.

WHOM?

Teachers at all levels and students from kindergarten to tertiary level.

WHAT/HOW?

Since the county council adopted an action plan in April 2006, the following has been implemented:

- a university programme, 'pedagogical entrepreneurship', started at three university colleges in autumn 2006 to increase competitiveness and skills among teachers at all levels;
- school enterprises were established at several schools and kindergartens in Nordland;
- research programmes were put in place with the first of three PhD students starting her research in entrepreneurship in autumn 2008 and a network of PhD students in entrepreneurship at national level being under construction;
- junior achievement – young enterprise programmes have developed projects called 'innovation camps' and 'founders camp' in which an increasing number of upper secondary school students participate. Special attention is given to female entrepreneurs with a training course for future female leaders 'female future'.

OUTCOMES AND RESULTS

Data (2007) show that 16.1 % of young people who have participated in an entrepreneurial activity in school actually start their own business (in Norway on average about 11 % of the population start their own business). This shows that the various initiatives make a difference in entrepreneurial thinking.

DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE AND ADULTS

Niki Agathocleous Ltd

WHERE?	
	
Niki Agathocleous Ltd Triantafillou 5, Agros Limassol, Cyprus Tel. +357 25521400, Fax +357 25521717	
	CONTACT PERSON Ms Niki Agathocleous Managing Director E-mail: nikiagathocleous@gmail.com

WHY?

Niki Agathocleous initially began to make sweets just because she enjoyed it and to meet the needs of her own family and then this hobby developed into a small cottage industry, as a means of supplementing the family income.

WHEN?

Started in 1986, the business prospered so well that in 1989 Niki Agathocleous founded a company, Niki Agathocleous Ltd, with a view to further expansion and more diverse products.

WHOM?

Entrepreneurs.

WHAT/HOW?

In 1989, the company used a low-interest loan of EUR 11 960 under a programme intended to encourage young entrepreneurs in rural areas to build and equip new premises. The next step was to hire staff to expand production.

In 2003 she set herself a new series of goals. She built new premises with a 15 % grant from the Ministry of Trade and Industry for building installations and new machinery. She began to implement the hazard analysis and critical control points (HACCP) food safety system, to upgrade product quality. She further expanded her range of products, introducing, for example, *soutzioukos* and related items. She began advertising her products abroad.

It is worth stressing that Niki Agathocleous invested in administrative training, with management programmes to improve efficiency, and personnel training, with HACCP programmes for healthier products, through the Human Resources Development Authority.

OUTCOMES AND RESULTS

Sales have risen steadily, so that from a modest initial turnover of EUR 854 a year the company now posts annual earnings of EUR 170 860. This success is due to the fine quality of her products, the expansion of her product list, and the excellence of her customer service.

Currently, the company employs 18 people full-time, runs its own distribution network, and has three representatives in cities across Cyprus to supply the Cypriot market. It also exports products to seven countries, including the Australia, France, Japan, the UK and the USA. Meanwhile, the factory outlet continues to attract visitors from all over Cyprus and around the world.

In the meantime, one of the children of the family decided to go into the business and so, making use of a Ministry of Agriculture programme to keep young people in the countryside, the company took out a new loan of EUR 37 589 in his name.

DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE AND ADULTS

Crece programme

 WHERE?	
<p>Fundación EOI C./ Gregorio del Amo, 6 28040 Madrid, Spain Tel. +34 913495600, Fax +34 915542394 E-mail: luissanchez@eoi.es Website: www.eoi.es</p>	
	<p>CONTACT PERSON Mr Luis Sánchez Programme director E-mail: luissanchez@eoi.es</p>

WHY?

The Crece programme was set up to support the creation and consolidation of businesses in Spain.

WHEN?

The initiative began officially in 1994 with the support of the European Social Fund, with subsequent funding awarded in 1994-99, 2000-06 and 2007-13.

WHOM?

Anyone wishing to set up a business or to improve the management of the business they run or work in.

WHAT/HOW?

The EOI has developed a successful three-stage methodology that has helped it to achieve its objectives. First, a training programme of 500 hours is offered with personalised tutorials to advise entrepreneurs on their business project. Once students have completed the course, they are followed up and offered technical support to help them set up their business. Once the businesses have been set up, they join Redepyme, a network that currently includes over 3 500 small and medium-sized businesses throughout Spain, the aim of which is to support their consolidation and growth. The network provides mentoring for companies, workshops, a virtual space and an annual conference.

OUTCOMES AND RESULTS

Since 1994, over 28 000 people have taken part in the programme and over 13 000 businesses have been set up or consolidated.

EQUAL OPPORTUNITIES FOR EDUCATION AND TRAINING FOR DISADVANTAGED GROUPS

Vocational programmes for disadvantaged students in Hungary

 **WHERE?**

Vocational School and Special Technical Vocational School of the National Children and Youth Public Foundation
 Nyírjespuszta 5
 2660 Balassagyarmat-Nyírjes, Hungary
 Tel. (+36) 35 300 585
 E-mail: zsigajudit@gmail.com
 Website: <http://www.ngyiknyirjes.extra.hu/>

 **CONTACT PERSON**
 Ms **Judit Siketné Zsiga**
 Headmistress
 E-mail: zsigajudit@gmail.com

WHY?

Since the beginning, it was planned to create a complex rehabilitation centre for young people and adults with mental and physical disabilities to help our students with psychological and/or somatic health problems to integrate into society at the highest level possible.

WHEN?

Our school was established in 1998.

WHOM?

Children and youngsters between the age of 14 and 25 with physical or mental disabilities and social problems.

WHAT/HOW?

The school provides vocational training in six different trades and a rehabilitation programme designed to help students develop their general competences, which enable them to carry out most daily tasks on their own. One of the key elements of the rehabilitation programme is to raise their interest in self-improvement in order to have the chance to lead an autonomous lifestyle. It goes without saying, that the use of cooperative working methods plays an essential role in developing our students' personal and social skills.

Two years ago we introduced competence-based education in all competence areas. To improve the level and the competitiveness of our vocational training we have started to cooperate closely with the Regional Integrated Vocational Training Organisation of Nógrád county.

We are determined to improve the level of vocational training through putting more and more emphasis on competence-based education. To improve the material, financial and human resources of our institution, we take advantage of available funding at regional, national and international levels.

At the same time, it is a challenge to increase the popularity of our school through PR activities by participating in trade forums, trade exhibitions and creating closer contact with different organisations for people with disabilities and, of course, with our students' parents.

OUTCOMES AND RESULTS

Since establishing our school we have been able to develop it both professionally and structurally. Today we have over 150 students, which is a great improvement from only 35 in the first year.

EQUAL OPPORTUNITIES FOR EDUCATION AND TRAINING FOR DISADVANTAGED GROUPS

Odense Produktions-Højskole

WHERE?	
<p>Elsesminde (Odense Produktions-Højskole) Sanderumvej 117 DK 5250 Odense SV, Denmark Tel. +45 66170843, Fax +45 63174800 E-mail: elsesminde@elsesminde.dk Website: www.elsesminde.dk</p>	
<p>CONTACT PERSON Ms Vibeke Nørby Mouridsen Principal E-mail: vnm@elsesminde.dk</p>	

WHY?

Elsesminde, Odense Production School, provides an opportunity for young people of 17 to 25 to find out what they want in their lives; to try to work in a workshop; to develop their professional, personal or social skills before starting an education or a job and to increase self-confidence.

WHEN?

–

WHOM?

Young people with low self-esteem, problems with the police, in need of extra supervision and care or problems with finishing school.

WHAT/HOW?

A school period consists of instruction, production, community and supervision. Elsesminde has several workshops, such as music, kitchen, media, metal, carpentry, textiles, farm. At the school students meet and have something in common with the other students and the workshop teacher. They receive instruction in making articles, have general education and individual supervision. Everyone has opportunities for traineeships in private or public companies. This helps to prepare better for an education or a job.

Students receive payment for their contribution to the workshops with food and insurance deducted. Another programme offered by Elsesminde is EGU (vocational basic training). It is targeted at young persons between 16 and 30 years who are unable to complete an ordinary education but who want to work with their hands and best learn through practical work. An EGU takes one and a half to three years and includes school and traineeship periods. The education can be adapted to the person's capacity. When EGU is completed, an education certificate is issued. In traineeship periods a trainee receives pay.

OUTCOMES AND RESULTS

The following can give an idea of the impact the programme has on students:

- “if the production school did not exist I would not make anything today. It is nice to get up in the morning and have something to do. When I left school, I did not know what I wanted to do. My mum heard of the production school and now I have been here for 18 months. Now I know I want to be a painter” (Anna);
- “I left the *folkeskole* and tried a few things, such as a cook but did not like it. I started at the production school and now I am convinced that I will be a painter. I got maturity and responsibility which I did not have before” (Søren).

ICT IN EDUCATION AND TRAINING

ICT-supported healthcare training at secondary and tertiary levels in Norway


WHERE?

Rogaland Training and Education Centre
 (RKK Rygjabø)
 P.O. Box 130, Rogaland, Norway
 Tel. +47 51516737, Fax +47 51523860
 E-mail: post@rkk.no
 Website: www.rkk.no

 **CONTACT PERSON**
Mr Ole Imsland
 Managing Director
 E-mail: imslan@rkk.no

WHY?

The RKK Rygjabø Study Centre for health and care was initially developed to meet an increase in demand of skilled health workers in general and healthcare education and training at secondary VET level, among adult workers in particular. At the same time, there was a reduction among young people wanting to start on foundation courses in health and care, leading to some redundancy among highly qualified healthcare teachers. All these teachers were asked by RKK and Rygjabø to develop health and care courses for adult learners.

RKK wanted to develop and establish a web-based offer in health and care education to make this available in rural areas of the region. In addition to geographical conditions, the requirements of adult workers needing to combine work and family with training, pointed towards optimal flexibility.

WHEN?

The centre became operational in autumn 2000. New VET training curricula following the reform 'Knowledge promotion' in 2007 has been integrated and the initiative is continuously developed to meet new requirements from the market, standards and legislation.

WHOM?

Adult workers and learners wanting to participate in theoretical and mandatory practical training in health work, child care and youth work.

WHAT/HOW?

Today RKK Rygjabø offers secondary and tertiary vocational continuing education in counselling,

mental healthcare, care of the elderly, rehabilitation and cancer and palliative care. The formal training programmes are supplemented by various specialist courses, such as first aid, first aid for would-be suicidal, language courses for foreign health workers, apprenticeship instructor training courses, etc. ICT is key to make the training as flexible and accessible as possible. Training at RKK is marked by extensive use of ICT to support the learning process in a blended learning model, using an online learning management system, video conference and video streams.

The learning management system (LMS) allows us to conduct course and training management. RKK's infrastructure for distributing learning is based on the idea that students should only have to relate to one single point as the hub for learning resources and activities. As such, the LMS is the central point around which everything evolves. This is where all information is presented to participants, and where documentation is provided (portfolio and process). Technologies related to use of video recordings of live lectures, streamed data presentations etc., are all disseminated via the LMS platform. We emphasise instead the mentoring role, and keep very close contact with course participants via the LMS and video. In our new healthcare courses, participants only attend common lectures every three weeks, and keep in contact with their mentor over the Internet.

There is continuous enrolment throughout the year, not limiting participants to start only in the autumn but when they are ready, increasing flexibility further.

OUTCOMES AND RESULTS

Over the years, the centre has become a major success and is today Norway's largest provider of health and care training for adults. The number of available education programmes has increased to seven, and the centre offers training at both secondary and tertiary levels.

We managed to retrain and upgrade elderly teachers to work in an ICT-supported learning environment. Our LMS has become both a tool and a model for several other institutions in our region. We have established proven training offers at regional and national levels and training programmes have also been approved by NOKUT, the Norwegian Agency for Quality Assurance in Education.

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Restoring historical heritage of Porche de San Antonio

 **WHERE?**

Town council for employment and local development of Municipality of Lorca
 (Concejalía de empleo y desarrollo local del Ayuntamiento de Lorca)
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 Website: <http://www.concejaliadeempleo.lorca.es/>

 **CONTACT PERSON**
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 Head of Employment and local development
 E-mail: antonio.bastida@lorca.es

WHY?

The basic aim of this project was to provide training and professional qualifications for unemployed people through vocational training and work experience in various professions and help them enter the labour market.

The working objectives of this project based on preservation of historical heritage were to restore the surroundings of a section of the wall of the Porche de San Antonio and to pave the *calle Gigante* (Gigante street) and the surroundings of the Porche de San Antonio.

WHEN?

The project lasted for one year, from 16 December 2005 until 15 December 2006.

WHOM?

30 unemployed persons aged over 25, five of them women specialising as assistant archaeologists.

WHAT/HOW?

Specific vocational training was provided in each of the following trades: bricklaying (15 students), stone masonry (seven students) and assistant archaeologist (eight students). Students also received basic supplementary training, training in prevention of hazards at work, training in job-seeking and self-employment, training in new technologies and training in environmental awareness. Training was combined with on-the-job work practice.

OUTCOMES AND RESULTS

55 % of project participants found jobs after the project.

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Accreditation of prior learning (APL)

WHERE?	
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	<p>CONTACT PERSON Mr Norbert Ruepert Head of International office E-mail: n.ruepert@rocmn.nl</p>

WHY?

Accreditation of prior learning (APL) is a common name given to the process of recognising the competences an individual has gained through formal, informal or non-formal learning in various settings. This implies that professional competences acquired by learning on the job, in a home setting or in voluntary work are in principle comparable to those acquired in formal education and training. Moreover, competences include more than knowledge, skills and attitudes. They also implicitly refer to the talent to adjust to changing circumstances, flexibility or deployment potential. Therefore, competences not only include professional competences but social and personal competences as well.

WHEN?

It started at ROC Midden Nederland on 1 January 2005 as a cross-college procedure for (mature) students, companies and employment agencies.

WHOM?

Adults willing to develop their careers or move into a different career due to unemployment or work-related disability.

WHAT/HOW?

Recognition means awarding certificates or diplomas based on a generally recognised standard, such as the qualification structure for vocational education. Obviously, there are also other standards relating to the labour market which employers and employees regard as relevant. External legitimacy is the key requirement for recognition.

Applicants go through an APL procedure and competence assessment by the dedicated trained staff. This is done in close cooperation with the different vocational departments.

After completing the APL procedure, there are generally three options:

- all competences required for a qualification are recognised, no further training is required;
- some competences required for a qualification are recognised, but further training is required;
- no competences are recognised, a full training programme is required.

OUTCOMES AND RESULTS

Currently, about 250 adults go through the procedure every year and receive a vocational qualification, with some additional training in most cases.

LIFELONG GUIDANCE AND COUNSELLING

Adult education guidance service (AEGS) in Dublin City South West

WHERE?	
 <p>Crumlin College of Further Education Crumlin Road Dublin 12, Ireland Tel. +3531 4547193, Fax +3531 4540704 E-mail: aegs@ccfe.cdvec.ie</p>	
	<p>CONTACT PERSON Ms Anne Smyth Adult Education Guidance Coordinator E-mail: anne.smyth@ccfe.cdvec.ie</p>

WHY?

'Guidance facilitates people throughout their lives to manage their own educational, training, occupational, personal, social and life choices so that they reach their full potential and contribute to the development of a better society' (National Guidance Forum, 2007).

The adult education guidance initiative (AEGI) was formally established by the Department of Education and Science under the national development plan 2000-06 in response to the proposal in the Learning for life 2000: White Paper on adult education (July 2000).

The White Paper marked the adoption for the first time of a commitment to lifelong learning as the governing principle of the Irish education policy, recognised that adult guidance was emerging as a lynchpin in the lifelong learning model in enabling adults to make educational, work and life transitions in a fast moving technologically-based information society.

WHEN?

The Dublin City South West AEGS, one of four services provided by the City of Dublin vocational education committee, was established in 2002.

WHOM?

Adults considering or participating in adult basic education, community education, including the back to education initiative (BTEI) in South West Dublin.

WHAT/HOW?

Adult education guidance aims to provide information, guidance and support for adults who consider returning to education, those engaged in

education and those who have not yet returned to education. A person is offered information, advice, and guidance support by telephone, through one-to-one meetings with a guidance counsellor and/or group sessions.

A one-to-one guidance session provides a person time and space to explore all possible options regarding returning to education and future career opportunities. The counsellor sets aside time for a person to discuss aspirations, any concerns a person may have and may include future career prospects. Guidance meetings are by appointment, in a private and confidential setting, to help a person explore best possible choices for learning. Other guidance tools are used in certain circumstances, such as careers interest inventory for those who do not know their interests or have little education/work experience.

An important piece of work includes group guidance sessions to community education groups participating in education classes. These groups include adults studying in community development programmes and intercultural groups learning English at a local primary school. Sessions are conducted one off or over several weeks on a once weekly basis, depending on the requirements of the group.

In 2007, our service introduced a 'foundation for further learning' course. Designed by us for adult clients embarking on full-time further education courses, this initiative includes study skills, time management, learning styles, mind maps. Students are encouraged to raise any concerns about returning to education during class. The sessions are jointly facilitated by guidance counsellors. Groups meet once weekly over a six-week period, mid-May to end June.

OUTCOMES AND RESULTS

The service continues to grow, broadening out to include marginalised people who have not benefited from education. The course 'foundation for further learning' was repeated in 2008 with more participants and proved successful in reducing fears and equipping students with skills helpful in staying with their chosen course. We have begun recruiting in 2009, compiling our list from present clients.

LIFELONG GUIDANCE AND COUNSELLING

Bridge building activities in youth education

 **WHERE?**

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 Head of department
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WHY?

Bridge building activities aim at providing young students with an opportunity to assess their abilities, skills and qualifications against the requirements of upper education levels, to be active and responsible for their future educational planning and to make realistic choices of further educational strands.

WHEN?

Bridge building activities have been implemented in Denmark since 1997.

WHOM?

Young students, who need more practical clarification about the different strands of education.

WHAT/HOW?

Bridge building in youth education implies that students spend one week or maybe two weeks.

During a specially planned week or two of the school year, students from lower secondary education 9th and 10th grades visit one or more upper secondary education programmes and vocational education and training programmes. Students can make individual choices of the programmes with certain conditions implied.

Students are taught specific youth education subjects in classrooms and in workshops. They often make a product if they spend their week in a vocational education programme.

OUTCOMES AND RESULTS

Most students are satisfied with the bridge building activities and about 50 % of them state that the bridge building activities give them a better platform to make decisions on future choices of education.

MEETING LABOUR MARKET NEEDS

Edströmska School for automotive and transport industries

WHERE?

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 72187 Västerås, Sweden
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www1.vasteras.se/edstromska/english/english.shtml

 **CONTACT PERSON**
Mr Thomas Malmgren
 International coordinator
 E-mail: Thomas.malmgren@vasteras.se

WHY?

The Edströmska Gymnasiet was created as an answer to the automotive and transport trade industries request for a single learning institution for youth interested in automobiles and heavy vehicles. Previously the mechanic/technician programme was provided at the Wenströmska Gymnasiet and transport programmes at the Hässlö Gymnasiet.

WHEN?

The Edströmska Gymnasiet was opened in 2004.

WHOM?

Young people of 16 to 19 and adults willing to learn a new trade.

WHAT/HOW?

With a modern school building and donations of the latest technology from the trade industry, Edströmska was planned to be the most progressive vocational/technical school of its kind.

Edströmska is unique among publicly run schools in Sweden in that it has an active board of directors comprised of representatives of the automotive trade industry and the two headmasters of the school. The board meets four times a year to discuss advances in technology, changes in curriculum and overall matters concerning the industry.

Edströmska has 400 young learners and over 150 adults in different programmes. This creates a unique atmosphere where young and old learn side by side, interacting in a healthy and constructive way.

With over 100 written contracts with local businesses, Edströmska ensures that its students have multiple possibilities to fine tune their trade in the form of internships, work placements and on site learning. Students spend at least 17 weeks of their three year training at businesses, and those students who excel in the theoretical parts of their training have the possibility of more time in internships.

As part of the ongoing cooperation with the automotive industry, Edströmska offers its training areas to businesses for further training of their employees. This includes using the premises for internal company training, as well as courses such as forklift and heavy vehicle licences taught by Edströmska's well-trained staff.

To meet the needs of a more open work market within the EU, Edströmska has worked actively to gain international connections throughout Europe. We have functioning exchanges with Finland and Denmark, as well as programmes with an English school which will begin in the spring. Further, steps are being taken to have mobility projects with similar schools in Hungary, France, and Russia.

OUTCOMES AND RESULTS

With a school that is constantly updated to the needs of the industry, Edströmska's students graduate with all the qualifications needed to begin working directly. In fact, 90 % of the graduates already have jobs on the day of their graduation. Many of these have the possibility to apply for further studies at university level, perhaps deepening their knowledge in the automotive industry with the goal of someday becoming an engineer.

MEETING LABOUR MARKET NEEDS

Futureskills Scotland

WHERE?	
<p>Futureskills Scotland The Scottish Government Meridian Court 5 Cadogan Street, Glasgow G2 6AT, Scotland, UK Tel./Fax +441 412420272 E-mail: futureskills@scotland.gsi.gov.uk</p>	
	<p>CONTACT PERSON Ms Adele McAnuff Research Analyst E-mail: Adele.mcanuff@scotland.gsi.gov.uk</p>

WHY?

Scottish ministers initiated Futureskills Scotland (FS) with the aim to analyse the Scottish labour market to inform policy-making and to improve the availability, quality and consistency of labour market information and intelligence.

WHEN?

Futureskills Scotland (FS) was launched in November 2002. In April 2008, as part of a wider restructuring of the public sector in Scotland, Futureskills Scotland was transferred to the Scottish Government.

WHOM?

A range of users from beginners to experts.

WHAT/HOW?

Futureskills Scotland is a team of four professional staff. It produces a series of core reports which set the context for more detailed research into the Scottish labour market:

- an international comparison of Scotland's labour market performance;
- an analysis of current issues in the Scottish labour market;
- an examination of Scottish employers' views on skills, recruitment and training issues;
- an assessment of what Scotland's labour market might look like 10 years in the future.

Futureskills Scotland provides improved access to labour market intelligence and information through key indicators and research online web resources (www.keyindicators.org.uk; www.researchonline.org.uk).

Futureskills Scotland also commissions and publishes bespoke research into specific aspects of the Scottish labour market and expert briefings to stimulate debate as well as engages with our key stakeholders through ongoing dialogue and attendance in strategic groups.

All materials are available free of charge via our website. We try to present our analysis in a user-friendly, clear and accessible format using robust and reliable information. FS strives to maintain the highest standards of accuracy and clarity in all of our products. We also undertake an annual user survey to gather feedback and to inform our future services.

OUTCOMES AND RESULTS

The success of FS in providing robust national analysis has been explicitly recognised in the Scottish Government's skills strategy (2007).

MEETING LABOUR MARKET NEEDS

Industry controlled education in Sweden

 WHERE?	
Scania Industrial Upper Secondary School S-151 87, Södertälje, Sweden Tel. +46 855383038, Fax +46 855383640 Website: www.scania.com/industrigymnasiet	
	CONTACT PERSON Mr Birger Gunnarsson Head of the school E-mail: birger.gunnarsson@scania.com

WHY?

Scania Industrial Upper Secondary School is a private school owned by Scania CV AB and totally financed by the company, no financial support from the State or municipality. The mission for the school is to provide Scania employed people with technical training, coordinate the company's activities for compulsory and upper secondary schools and provide other school activities to raise interest in technology and science in early years.

WHEN?

The school was founded 1941 as an industrial school and since 1992, it has been an official industrial upper secondary school.

WHOM?

Students – future industrial technicians for Scania production units and Scania's employees.

WHAT/HOW?

The school prepares industrial technicians for Scania production units. Students are prepared in machining, assembly and logistic processes, including good preparation in teamwork and project work. The teachers, therefore, are very well aware of production processes, technical level and working methods.

Students who have passed through a well-defined admission process are employed from their first day with salary. About 48 students are admitted each year from 247 applicants in 2008. Females comprise 20 % of students.

The programme includes 5 000 hours of study/training (compared to 2 500 hours in municipal upper secondary schools). The total of 43 weeks of production practice in three of Scania's production units is included. The school's working week comprises 37 hours.

The school gives a possibility to apply to university.

OUTCOMES AND RESULTS

80 % of students continue working at Scania after 10 years. Scania is one of the world's largest producers of heavy vehicles. One of our leading strengths is that our trucks and buses are in the technical upfront. Another is our super modern production and, of course, well-planned training policies.

SOCIAL PARTNERS' CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

Union learning representatives

	WHERE?
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	<p>CONTACT PERSON Mr Peter Amphlett Regional Development Worker E-mail: pamphlett@tuc.org.uk</p>

WHY?

The union learning representative (ULR) initiative was started to tackle the need to raise skills of working people in the UK. A report by Lord Moser (1999) to the government showed that UK workers were behind many comparable countries, especially in literacy and numeracy. The government had also established the union learning fund (ULF), where individual unions could apply for funding to set up small projects to tackle skills needs in workplaces. ULF funding was increased each year (around GBP 14 million in 2008) as unions drew up plans for networks of project workers, covering regions or the whole country. Project workers assisted in identifying and training ULRs and supported them in their work of setting up local learning opportunities. The key aim was to embed learning as a mainstream union activity, in the same way as pay, pensions and health and safety are core issues.

WHEN?

The initiative started in 2000. In 2002, ULRs were given the right to paid time off work to be trained and to undertake their duties. In 2003, the government created 25 sector skills councils (SSCs), to identify and tackle the skills and learning needs of specific economic sectors.

WHOM?

Working people in the UK.

WHAT/HOW?

ULRs were trained to identify skills and learning needs among their colleagues and to work with their employers and colleges to set up opportunities to learn skills, especially in literacy, numeracy and ICT. The introduction of the right to paid time off work enabled their work to become much more organised and effective.

ULRs conduct confidential surveys among the workforce to identify areas where they lack skills, or need previous knowledge refreshing. They are trained to reach those people who have not been involved in learning for many years, or who had bad experiences at school. For example, they might set up taster courses which do not have tests or exams, which are designed to tempt people back into learning. These taster sessions are used to lead learners onto other, often formal courses. They work with colleges to put on courses in the workplace and at times which match employees' attendance patterns. The aim is for ULRs to identify barriers people have in accessing learning and to work with partners to remove the problems.

Unionlearn sets up links between a wide range of organisations to help in this work, for example, regional development agencies, learning and skills councils as well as colleges, universities and private training providers. Unionlearn commissions research into the benefits of improving skills to individuals and employers. Demonstrating to businesses the improvements to profitability, lower error rates and reduced staff turnover are key tools for ULRs when trying to get support and partnerships established.

OUTCOMES AND RESULTS

Around 85 % of the British workforce is covered and unions have seats on the board of each of the sector skills councils. Unionlearn is helping unions to make use of the workplace knowledge of ULRs to identify learning and skills needs through SSCs. The union learning representative initiative has resulted in the training of over 20 000 ULRs by 2008. These ULRs helped over 200 000 workers into learning in 2008 alone. The targets Unionlearn has set itself for 2010 are 22 000 ULRs, helping 250 000 workers per year access learning.

SOCIAL PARTNERS' CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

Lifelong learning centre for public employees

 WHERE?	
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 CONTACT PERSON	
<p>Ms Hulda A. Arnljotsdottir Manager E-mail: hulda@smennt.is</p>	

WHY?

Starfsmennt Lifelong Learning Centre for Public Employees' is an outcome of the collective labour market agreement between owners, the Ministry of Finance acting as the employer and the majority of unions within the Federation of State and Municipal Employees (BSRB). The main goal of the operation is twofold and reflects the dimension of the ownership. It is supposed to assist staff, managers and institutions to meet the fast growing demands of societal/work-related changes and diversities. Starfsmennt aims at updating and improving work-related education for staff in State institutions whose educational level is lower than university degree. According to a survey done for the biggest union within BSRB, 70 % of its members are women in their mid careers and 36 % have finished at least two years at the upper secondary level. Only 7 % of members have finished a university degree.

WHEN?

The centre was established in 2001. The contract has been renewed every fourth year.

WHOM?

Staff in public institutions.

WHAT/HOW?

Starfsmennt offers lifelong learning courses in work-related subjects based on a curriculum designed within steering groups where managers and staff work together. Curriculum can vary from 20 hours to 180 hours and can be changed and updated according to current or future needs in the work place.

Starfsmennt uses various educational methods, among them specific training, personal guidance and web-based overview of taken courses for each individual. Starfsmennt has developed quite a unique web-based platform for educational means, registration and accreditation which enables them to contract curriculum to various stakeholders nationwide without losing quality.

Starfsmennt also offers institutions a HRM specialist to work on specific tasks to increase the wellbeing and level of job satisfaction within the whole institution. Starfsmennt assists institutions to develop methods of career development and implement competence-based schemes. All courses that Starfsmennt offers are seen as an integrated part of the job and as such, are offered during daily working hours and nationwide and in some cases they are connected to pay schemes as a motivational factor to update and increase participation in work-related education.

OUTCOMES AND RESULTS

By being flexible and offering a platform for cooperation between stakeholders, Starfsmennt meets its goal to serve both individuals and equip institutions with necessary human resource management techniques to meet changes. The operation of Starfsmennt has been growing steadily over the years and it is foreseen that it will continue to do so. Recently, the centre received a national award for excellence in providing vocational education among schools and educational providers.

SOCIAL PARTNERS' CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

One-stop shop for business Castilla – La Mancha – Toledo

**WHERE?**

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**CONTACT PERSON**
Ms **Maria Fernanda Conde**
Responsible for promoting entrepreneurship
E-mail: cpita@vue.es

WHY?

The service was created to inform and guide entrepreneurs through comprehensive advice on various aspects of starting up a business.

WHEN?

The one-stop shop for business opened in Toledo in December 2001.

WHOM?

Entrepreneurs.

WHAT/HOW?

The one-stop shop brings administration closer to the citizen. It assists with business formation where information is provided on procedures for setting up companies (including requirements of the tax authority, the Central Treasury for Social Security, the autonomous community and the municipal council), possible legal forms, types of financing, and public aid and subsidies available for new businesses. The service is free.

OUTCOMES AND RESULTS

Setting up a business requires a shorter project preparation and processing time and it is ensured that all procedures are carried out. Needs of individual entrepreneurs are treated in a personalised manner.



CEDEFOP

European Centre for the Development
of Vocational Training

Go, see, understand ... tell others

Findings from study visits 2005-07

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Education and Culture DG

Lifelong Learning Programme

EN

The study visits programme for education and vocational training specialists, part of the lifelong learning programme (2007-13), is an initiative of the European Commission's Directorate-General for Education and Culture. Cedefop coordinates the programme at the European level, whereas the national agencies implement the programme in the Member States.



This publication presents 20 policies, initiatives and projects from 12 countries that were the subjects of study visits between 2005 and 2007. It aims to make these initiatives known to various stakeholders and interested public and to support specialists in vocational education and training in finding partners in other countries for developing European cooperation projects. The initiatives were selected based on participants' experiences in host countries and their feedback provided in group reports. Each description contains the theme, title and purpose of the initiative, duration, target group, main activities and achieved outcomes. The initiatives are placed in a specific context and grouped around eight themes.

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CEDEFOP

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