



CEDEFOP

European Centre
for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme



2011/12

FOR EDUCATION AND VOCATIONAL TRAINING
SPECIALISTS AND DECISION-MAKERS



Study visits programme 2011/12

for education and vocational training
specialists and decision-makers

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.

Europe 123, GR-570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, GR-551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu
www.cedefop.europa.eu

Cedefop – Study Visits
Tel. +30 2310490154, Fax +30 2310490044
E-mail: studyvisits@cedefop.europa.eu
<http://studyvisits.cedefop.europa.eu>

Christian F. Lettmayr, *Acting Director*
Tarja Riihimäki, *Chair of the Governing Board*

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>).

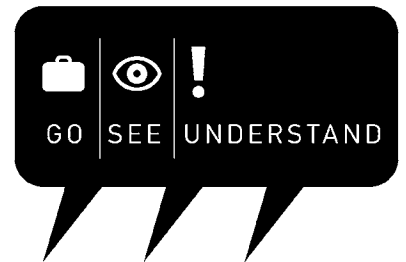
Cataloguing data can be found at the end of this publication.

Luxembourg:
Publications Office of the European Union, 2011

ISBN 978-92-896-0680-6

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Designed by Fotone – Greece
Printed in the European Union



About the study visits programme

The study visits programme for education and vocational training specialists, part of the lifelong learning programme 2007-13 (LLP), is an initiative of the European Commission's Directorate-General for Education and Culture. Its objective is to support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and the education and training agenda 2020 (ET 2020), as well as the Bologna and Copenhagen processes and their successors.

As from 1 January 2008, Cedefop (European Centre for the Development of Vocational Training) coordinates, on behalf of the European Commission, the study visits for education and vocational training specialists and policy-makers from 2008 to 2013.

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

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

The groups usually consist of 10 to 15 participants.

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

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

This publication presents a list of study visits that will take place between September 2011 and June 2012 and brief summaries of the thematic categories under which they are grouped.

Full descriptions of the visits are provided in the 2011/12 Study visits catalogue that is available online at: <http://studyvisits.cedefop.europa.eu>. The catalogue can also be ordered in hard copy from Cedefop's Publications webpage at: <http://www.cedefop.europa.eu/EN/publications/17622.aspx>.

Study visits 2011/12 will be organised by **five categories of theme** that reflect the latest policy goals in education and training in Europe, namely:

1. Encourage cooperation between the worlds of education, training and work;
2. Support initial and continuous training of teachers, trainers and education and training institution' managers;
3. Promote the acquisition of key competences throughout the education and training system;
4. Promote social inclusion and gender equality in education and training, including the integration of migrants;
5. Develop strategies for lifelong learning and mobility.

The descriptions of the thematic categories (see pp. 16-27) present the European context and latest developments, highlight aspects to be considered when approaching the theme in study visits and provide a list of reference sources. The descriptions also identify the topics and keywords explored within each category.

The study visits explore the themes from three different angles:

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

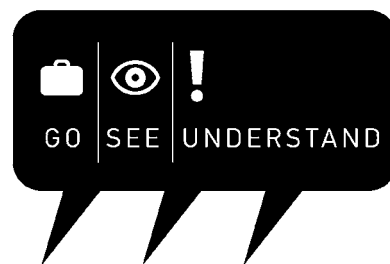
Study visits are grouped by theme in chronological order and are divided into two rounds: September 2011 to February 2012 and March to June 2012. The list of visits provided allows you to search for a visit quickly by a number of criteria: category of theme, topic, round and date, country, working language.

HOW TO APPLY

If you wish to participate in a visit, please contact your National Agency to find out about the eligibility criteria and the procedures. National agencies evaluate and select candidates and provide all further information and clarifications. A list of contact persons in your country is available online at: <http://studyvisits.cedefop.europa.eu>

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

Please note that there will be **two application rounds** in 2011/12. For study visits taking place from September 2011 to February 2012, you have until **31 March 2011** to apply and for study visits taking place from March to June 2012, you have until **14 October 2011**.



Study visits 2011/12

■ ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 01/09/2011 – 29/02/2012

Deadline/délais/Bewerbungsschluss/plazo: 31/3/2011

■ ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2012 - 30/06/2012

Deadline/délais/Bewerbungsschluss/plazo: 14/10/2011

ENCOURAGE COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK

ENCOURAGER LA COOPÉRATION ENTRE LES MONDES DE L'ÉDUCATION, DE LA FORMATION ET DU TRAVAIL

FÖRDERUNG DER ZUSAMMENARBEIT ZWISCHEN ALLGEMEINER UND BERUFLICHER BILDUNG UND ARBEITSWELT

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

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

round	group	title of visit	wl	country	date
1	1	Building our future - the fate of unemployed youngsters	EN	Turkey	26/09/11 - 30/09/11
1	2	Du local au global: l'école comme système ouvert au territoire	FR	Italie	04/10/11 - 07/10/11
1	3	Right skills for the right jobs	EN	Czech Republic	17/10/11 - 21/10/11
1	4	The Bologna process and graduate career tracking system	EN	Hungary	17/10/11 - 21/10/11
1	5	Exploring new ways to increase the effectiveness of adult training	EN	Turkey	14/11/11 - 18/11/11
1	6	From school to work or school and work - Integration better than transition	EN	Italy	12/12/11 - 16/12/11
2	141	VET in Spain - Strategies to merge learning and the labour market	EN	Spain	26/03/12 - 29/03/12
2	142	L'enseignement en alternance, une clé vers un emploi qualifié	FR	Belgique	24/04/12 - 27/04/12
2	143	Improving informed student choices through collaboration of schools and enterprises	EN	Norway	07/05/12 - 11/05/12
2	144	Bridging VET and the workplace: Malta as a case study	EN	Malta	21/05/12 - 25/05/12

WORKPLACE LEARNING

round	group	title of visit	wl	country	date
1	7	Upgrading skills and competence development in and for companies	EN	Germany	04/10/11 - 06/10/11
1	8	Building relationships with and supporting employers to upskill staff	EN	United Kingdom	07/11/11 - 11/11/11
1	9	Work-based learning and skill building in Wales	EN	United Kingdom	14/11/11 - 18/11/11
1	10	Supporting growth of SMEs through effective leadership and management development	EN	United Kingdom	20/02/12 - 23/02/12
2	145	Challenges and opportunities for skills development in the labour market	EN	Ireland	06/03/12 - 09/03/12

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date
1	11	Adult education - A stepping stone for immigrants entering the labour market	EN	Sweden	27/09/11 - 30/09/11
1	12	Volunteer networking to address unfair competition and sustainable development	EN	France	17/10/11 - 20/10/11
1	13	Development of special need education in vocational training in Styria	EN	Austria	14/11/11 - 18/11/11
2	146	Marketable professions for young Roma: reintegration into the labour market	EN	Hungary	02/04/12 - 05/04/12
2	147	Integration of young people with disabilities into the labour market and society	EN	Germany	24/04/12 - 27/04/12

INCREASING ATTRACTIVENESS OF VET

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

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

round	group	title of visit	wl	country	date
1	14	Schools in enterprises, enterprises in schools – How to bring them closer	EN	Czech Republic	10/10/11 - 13/10/11
1	15	Zukunftsorientierte Berufsausbildung	DE	Deutschland	10/10/11 - 14/10/11
1	16	New skills for new jobs: the importance of improving the quality of VET	EN	Italy	24/10/11 - 26/10/11
1	17	Increasing attractiveness of vocational education through correct guidance	EN	Turkey	24/10/11 - 27/10/11
1	18	How to attract elementary school leavers to technical VET schools	EN	Czech Republic	07/11/11 - 11/11/11
2	148	Das duale Ausbildungssystem in Tirol	DE	Österreich	12/03/12 - 16/03/12
2	149	Improving vocational education through ICT and language skill development	EN	Spain	19/03/12 - 22/03/12
2	150	Active development of in-company training as a tool for more employability	EN	Germany	24/04/12 - 27/04/12
2	151	La formation à l'enseignement professionnel: le référentiel de compétences	FR	Espagne	07/05/12 - 11/05/12

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date
1	19	The role of the social partners in vocational education and training	EN	Sweden	17/10/11 - 21/10/11
1	20	Trade unions creating a learning culture in the workplace	EN	United Kingdom	07/11/11 - 11/11/11
1	21	Challenges for developing competences in the chemical sector in Europe	EN	Germany	27/02/12 - 02/03/12
2	152	Elderly workers in companies and the labour market	EN	Germany	12/03/12 - 16/03/12
2	153	'Competent': an instrument for efficient career guidance and other labour market services	EN	Belgium	30/05/12 - 01/06/12

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION, LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES
ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN

round	group	title of visit	wl	country	date
1	22	Recognising and measuring in archaeological research fields	EN	Italy	05/09/11 - 09/09/11
1	23	Environmental engineering education perspectives in the Mediterranean region	EN	Turkey	05/09/11 - 08/09/11
1	24	New horizons for adult education	EN	Turkey	19/09/11 - 23/09/11
1	25	Raising quality of VET in cooperation with employers and higher education	EN	Poland	19/09/11 - 23/09/11
1	26	Triple helix dynamics in rural areas	EN	Iceland	20/09/11 - 23/09/11
1	27	Chiusi en terre de Sienne: une communauté d'apprentissage	FR	Italie	03/10/11 - 07/10/11
1	28	Acquiring formal education in a non-formal way: meeting labour market requirements	EN	Czech Republic	10/10/11 - 14/10/11
1	29	Sustainable network of research and education in natural science and technology	EN	Austria	10/10/11 - 13/10/11
1	30	Cooperation of VET institutions and employers' organisations in northern Hungary	EN	Hungary	10/10/11 - 14/10/11
1	31	Collaborative networks developing new sustainable technologies in VET	EN	United Kingdom	11/10/11 - 13/10/11
1	32	Cooperation of schools, the world of work and social partners	EN	Germany	07/11/11 - 11/11/11
1	33	Réussite éducative et rythmes scolaires: méthodes et résultats	FR	France	14/11/11 - 18/11/11
1	34	A community-based approach to delivering diverse learning opportunities	EN	United Kingdom	22/11/11 - 25/11/11
1	35	Promoting synergy between business and education	EN	Lithuania	06/12/11 - 09/12/11
1	36	Learning by doing, the road to achievement	EN	France	06/02/12 - 10/02/12
1	37	Partnership in the educational network	EN	Ireland	07/02/12 - 10/02/12
2	154	Developing local campus - different schools and systems living together	EN	Denmark	19/03/12 - 23/03/12
2	155	Partnership between enterprises and vocational education	EN	Denmark	23/04/12 - 27/04/12
2	156	Berufsbildende Schulen als Gestalter von Übergängen	DE	Deutschland	07/05/12 - 11/05/12
2	157	Developing the spirit of entrepreneurship in young people	EN	Italy	30/05/12 - 01/06/12

NEW SKILLS FOR NEW JOBS

round	group	title of visit	wl	country	date
1	38	Diversifying vocational education and training to amplify employment possibilities	EN	Spain	17/10/11 - 20/10/11
1	39	Cooperation between education and companies to provide the right mix of skills	EN	Netherlands	07/11/11 - 10/11/11
2	158	Raising the quality of teaching and training to improve skills for the labour market	EN	United Kingdom	16/04/12 - 20/04/12

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY ENCOURAGER L'ESPRIT D'ENTREPRISE ET L'EMPLOYABILITÉ

round	group	title of visit	wl	country	date
1	40	From innovative professional training to success on the labour market	EN	Poland	19/09/11 - 23/09/11
1	41	Labour market engagement in competence-based VET	EN	Finland	03/10/11 - 07/10/11
2	159	A comprehensive regional approach to entrepreneurship education in Asturias	EN	Spain	05/03/12 - 09/03/12
2	160	De l'école à l'entreprise: favoriser les synergies à dimension européenne	FR	France	27/03/12 - 29/03/12
2	161	Cross-curricular entrepreneurial activities	EN	Portugal	04/06/12 - 08/06/12
2	162	Developing entrepreneurial culture: university-enterprise partnerships for innovation	EN	Italy	11/06/12 - 14/06/12

SUPPORT INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS SOUTENIR LA FORMATION INITIALE ET CONTINUE DES ENSEIGNANTS, DES FORMATEURS ET DES CHEFS D'ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION UNTERSTÜTZUNG DER ERSTAUSBILDUNG UND WEITERBILDUNG VON LEHRKRÄFTEN, AUSBILDERN UND LEITERN VON EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS MÉCANISMES D'ASSURANCE QUALITÉ DANS LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

round	group	title of visit	wl	country	date
1	42	Development of management and quality systems of educational institutions in Tallinn municipality	EN	Estonia	19/09/11 - 23/09/11
1	43	Implementing and evaluating sustainable quality management systems in schools	EN	Germany	26/09/11 - 30/09/11
1	44	Quality assurance in Dutch vocational education and training	EN	Netherlands	26/09/11 - 29/09/11
1	45	Raising the quality of education	EN	Turkey	10/10/11 - 14/10/11
1	46	ICT in national assessment and examinations reform in Romania	EN	Romania	10/10/11 - 14/10/11
1	47	Qualitative Bildung und Ausbildung - Tradition und Weiterentwicklung	DE	Bulgarien	10/10/11 - 14/10/11
1	48	What pedagogical supervision do schools need for quality assurance?	EN	Poland	17/10/11 - 21/10/11
1	49	Impact of school evaluation on quality improvement	EN	Portugal	24/10/11 - 28/10/11
1	50	Pädagogische Schulaufsicht als Instrument zur Verbesserung von Schulqualität	DE	Polen	21/11/11 - 25/11/11
1	51	Driving up standards in VET through continuous professional development and quality assessment	EN	United Kingdom	28/11/11 - 02/12/11
2	163	Quality assurance and governance in education and training	EN	Netherlands	26/03/12 - 29/03/12
2	164	Control and evaluation in education	EN	Turkey	16/04/12 - 20/04/12
2	165	Quality for teacher's continuous professional development	EN	Spain	23/04/12 - 27/04/12
2	166	Leading innovation. In-service training priorities: quality, multilingualism and ICT	EN	Spain	23/04/12 - 27/04/12
2	167	Internal evaluation system in general education in Estonia	EN	Estonia	23/04/12 - 27/04/12
2	168	Developing quality assurance mechanisms through EU programmes	EN	Romania	07/05/12 - 11/05/12

2	169	Pilotage du système éducatif, une réforme globale des mécanismes d'évaluation	FR	Belgique	07/05/12 - 11/05/12
2	170	School self-evaluation: setting up a new system and support for schools	EN	Czech Republic	14/05/12 - 18/05/12
2	171	School internal evaluation - A way to improve education	EN	Romania	28/05/12 - 31/05/12

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

round	group	title of visit	wl	country	date
1	52	Innovative approaches to teachers' training	EN	Turkey	03/10/11 - 07/10/11
1	53	Quelles compétences pour enseignants et formateurs dans un système de formation de qualité	FR	Italie	12/12/11 - 16/12/11
2	172	The teaching profession, teacher training and basic education in Finland	EN	Finland	26/03/12 - 30/03/12
2	173	Teachers' initial training - Recruitment and evaluation	EN	Germany	23/04/12 - 27/04/12

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

round	group	title of visit	wl	country	date
1	54	E-learning and other forms of teachers' continuing professional development	EN	Hungary	03/10/11 - 07/10/11
1	55	Further training and professional development of in-company trainers	EN	Germany	24/10/11 - 28/10/11
1	56	Qualification of vocational teachers in Germany	EN	Germany	28/11/11 - 02/12/11
1	57	La formation continue des enseignants au sein de l'établissement scolaire	FR	Espagne	30/01/12 - 03/02/12
1	58	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	31/01/12 - 03/02/12
1	59	The professional development of teachers in Scotland	EN	United Kingdom	06/02/12 - 10/02/12
2	174	Qualifications and competences for today's teachers	EN	Spain	19/03/12 - 23/03/12
2	175	Continuous professional development of teachers and trainers	EN	Ireland	27/03/12 - 30/03/12
2	176	Pratiques de formation continue des enseignants et des chefs d'établissements	FR	Roumanie	07/05/12 - 11/05/12
2	177	Continuing professional development easing innovation and change in schools	EN	United Kingdom	14/05/12 - 18/05/12
2	178	New media in education and professional development of librarians	EN	Poland	14/05/12 - 18/05/12
2	179	Academic writing skills, a necessity for education and work	EN	Poland	14/05/12 - 17/05/12
2	180	Managing career development in a multicultural society	EN	Romania	14/05/12 - 17/05/12
2	181	Promoting excellence in VET teacher education in Finland	EN	Finland	21/05/12 - 25/05/12
2	182	Teachers' professional development for raising the quality of teaching	EN	Poland	11/06/12 - 15/06/12

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

round	group	title of visit	wl	country	date
1	60	Leadership and change management in an education and training environment	EN	Turkey	03/10/11 - 07/10/11
1	61	Management in education - The Järfälla model	EN	Sweden	24/10/11 - 28/10/11
1	62	School leaders as actors for improvement	EN	Portugal	24/10/11 - 28/10/11
2	183	Leadership and management in VET: national and local practices in Finland	EN	Finland	23/04/12 - 27/04/12
2	184	Leadership and management at school - A lifelong challenge	EN	Germany	07/05/12 - 11/05/12
2	185	All_together@school	EN	Portugal	14/05/12 - 18/05/12
2	186	Innovative leadership and teacher training in autonomous schools	EN	Germany	21/05/12 - 25/05/12
2	187	An integrative approach to school leadership development programmes	EN	Romania	04/06/12 - 08/06/12

PROMOTE ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

ENCOURAGER L'ACQUISITION DE COMPÉTENCES CLÉS DANS TOUT LE SYSTÈME D'ÉDUCATION ET DE FORMATION

FÖRDERUNG DES ERWERBS VON SCHLÜSSELKOMPETENZEN IM GESAMTEN SYSTEM DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

PROMOVER LA ADQUISICIÓN DE COMPETENCIAS CLAVE EN EL SISTEMA EDUCATIVO Y DE FORMACIÓN PROFESIONAL

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date
1	63	School libraries for increasing reading skills and literacy	EN	Portugal	10/10/11 - 14/10/11
2	188	From kindergarten to school - Differentiated school entry phase	EN	Austria	19/03/12 - 23/03/12
2	189	Cooperation of municipalities to improve schools in a Norwegian region	EN	Norway	07/05/12 - 11/05/12

LANGUAGE TEACHING AND LEARNING

ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

round	group	title of visit	wl	country	date
1	64	Innovative approaches to learning and teaching languages for 4 to 16 year-olds	EN	United Kingdom	26/09/11 - 28/09/11
1	65	Instill CLIL	EN	Czech Republic	07/11/11 - 11/11/11
1	66	Effective foreign language teaching for young learners	EN	Cyprus	07/11/11 - 11/11/11
1	67	An early start: education at an early age promotes learning and social life	EN	Turkey	07/11/11 - 11/11/11
1	68	CLIL - A strategic approach to enhancing key qualifications	EN	Austria	28/11/11 - 02/12/11
1	69	Improving language learning in primary schools	EN	France	16/01/12 - 20/01/12
1	70	Improving early, bilingual and trilingual language teaching	EN	Netherlands	06/02/12 - 10/02/12
2	190	Teaching languages in formal and non-formal education	EN	Greece	19/03/12 - 23/03/12
2	191	Successive bilingual modules in general and vocational schools	EN	Germany	19/03/12 - 23/03/12
2	192	Social dimension of language learning	EN	Spain	19/03/12 - 23/03/12
2	193	El Programa de centros bilingües (inglés/español) de la Comunidad de Madrid	ES	España	16/04/12 - 20/04/12

2	194	Integrating ICT and foreign language learning in language schools in Spain	EN	Spain	23/04/12 - 27/04/12
2	195	Plurilingualism in the Galician educational system	EN	Spain	07/05/12 - 10/05/12
2	196	Towards a plurilingual society: the Andalusian foreign language education system	EN	Spain	14/05/12 - 18/05/12

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

round	group	title of visit	wl	country	date
1	71	Methods, tools and strategies for using ICT in education and training	EN	Italy	19/09/11 - 23/09/11
1	72	New humanities in the e-era	EN	Poland	26/09/11 - 30/09/11
1	73	Innovative use of ICT in general and vocational education	EN	Poland	03/10/11 - 07/10/11
1	74	Improving learning and teaching by institutional collaboration supported by ICT	EN	Croatia	10/10/11 - 14/10/11
1	75	New learning approaches by using digital learning resources	EN	Germany	17/10/11 - 21/10/11
1	76	Use of ICT and interactive methods in pre-primary school	EN	Bulgaria	21/11/11 - 25/11/11
1	77	Effective use of ICT in developing numeracy skills for compulsory education	EN	United Kingdom	05/12/11 - 08/12/11
1	78	Innovative approaches for delivering e-learning to a new generation of learners	EN	United Kingdom	06/12/11 - 08/12/11
2	197	Developing digital competence through innovative approaches	EN	United Kingdom	12/03/12 - 16/03/12
2	198	'Abalar' project in Galicia, part of 'School 2.0' programme for the digital classroom	EN	Spain	20/03/12 - 23/03/12
2	199	Usages des TIC: pratiques et enjeux	FR	France	26/03/12 - 30/03/12
2	200	Creating and developing sustainable Internet-based partnerships	EN	Bulgaria	23/04/12 - 27/04/12
2	201	'School 2.0' - A school we want in the 21st century	EN	Spain	07/05/12 - 11/05/12
2	202	Wide minds – Human face of digital learning	EN	Italy	07/05/12 - 11/05/12
2	203	'Log on to education': improving methodology and teaching techniques through ICT	EN	Spain	07/05/12 - 11/05/12
2	204	Media literacy - An important democratic issue for all students	EN	Sweden	07/05/12 - 11/05/12
2	205	E-learning, ICT in education	EN	Estonia	07/05/12 - 11/05/12
2	206	Expanding horizons for prospective methods in education	EN	Turkey	21/05/12 - 25/05/12
2	207	Supporting teachers through technology-enhanced learning	EN	Croatia	21/05/12 - 24/05/12
2	208	Towards flexible, innovative and creative teaching and learning using web-based tools	EN	Spain	25/06/12 - 29/06/12

DEVELOPING ENTREPRENEURSHIP

round	group	title of visit	wl	country	date
1	79	Entrepreneurial learning and enterprise education: tried and tested initiatives	EN	Belgium	18/10/11 - 21/10/11
2	209	Entrepreneurship and villages: employment and social ties in remote rural areas	EN	France	06/03/12 - 09/03/12

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT
ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE
ERZIEHUNG ZUR AKTIVEN BÜRGERCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

round	group	title of visit	wl	country	date
1	80	Outdoor classrooms – Using the environment to inspire learning	EN	United Kingdom	05/09/11 - 09/09/11
1	81	Innovative approaches to reinforcing respect for the environment	EN	Greece	26/09/11 - 30/09/11
1	82	Climate change and climate protection. What is it all about?	EN	Austria	03/10/11 - 07/10/11
1	83	Retisser le lien social par la formation avec les habitants des quartiers	FR	France	05/10/11 - 07/10/11
1	84	The theory and practice of active inclusion in general and minority education	EN	Hungary	10/10/11 - 14/10/11
1	85	Les compétences de citoyenneté dans l'Europe de la connaissance	FR	Italie	17/10/11 - 20/10/11
1	86	Europakompetenz in der Frühpädagogik	DE	Deutschland	17/10/11 - 21/10/11
1	87	Handeln für Andere – Schlüsselkompetenzen stärken	DE	Polen	17/10/11 - 21/10/11
1	88	Higher education for sustainable development: guiding principles and good practices	EN	Belgium	24/10/11 - 28/10/11
1	89	Improving quality of education	EN	Latvia	24/10/11 - 28/10/11
1	90	Developing key competences through active citizenship and volunteering	EN	Turkey	07/11/11 - 11/11/11
1	91	Education for sustainable development in Flemish schools	EN	Belgium	21/11/11 - 25/11/11
1	92	Education - Participation - Citizenship	EN	Netherlands	23/01/12 - 27/01/12
1	93	Learning from nature: effective learning for sustainability and citizenship	EN	United Kingdom	30/01/12 - 03/02/12
2	210	Play, learn and live in the educating city!	EN	Portugal	05/03/12 - 09/03/12
2	211	Embedding environmental education into the curriculum	EN	France	19/03/12 - 23/03/12
2	212	Innovative practices in environmental education	EN	Spain	26/03/12 - 30/03/12
2	213	Rural activity leaders: ensuring territorial cohesion in rural communities	EN	France	27/03/12 - 30/03/12
2	214	How to develop active, autonomous and responsible citizenship	EN	France	09/04/12 - 13/04/12
2	215	Health + school = wellbeing	EN	Poland	23/04/12 - 27/04/12
2	216	Environmental education in primary and secondary schools	EN	Greece	07/05/12 - 11/05/12
2	217	Bildung für nachhaltige Entwicklung - ein Motor für neue Schulen	DE	Deutschland	07/05/12 - 11/05/12
2	218	Health education and promotion in society	EN	Poland	22/05/12 - 25/05/12

DEVELOPING CREATIVITY IN LEARNING AND TEACHING
DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT
ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

round	group	title of visit	wl	country	date
1	94	Project-based learning in an open and flexible structure	EN	Denmark	26/09/11 - 30/09/11
1	95	Soft skills in everyday life or how to develop key competences	EN	Czech Republic	03/10/11 - 07/10/11
1	96	Creative ways to motivate and innovate in education	EN	Italy	03/10/11 - 06/10/11
1	97	CLIL in an inquiry-based classroom experience	EN	Poland	03/10/11 - 07/10/11
1	98	Creativity and critical thinking in education and training	EN	Turkey	17/10/11 - 21/10/11

1	99	La place de l'artiste dans l'éducation artistique et culturelle	FR	France	17/10/11 - 19/10/11
1	100	Supporting students' skills and passions – A challenge for contemporary school	EN	Poland	18/10/11 - 21/10/11
1	101	How does the brain learn? Neurodidactic answers to increasing social challenges	EN	Turkey	24/10/11 - 28/10/11
1	102	Itinéraires croisés: sciences, littérature, art	FR	Italie	07/11/11 - 11/11/11
1	103	Supporting innovation in education in Teruel	EN	Spain	13/02/12 - 17/02/12
2	219	Creativity - A key competence for learning, participating, inclusion and developing new jobs	EN	Italy	19/03/12 - 23/03/12
2	220	Learning outside the classroom in the natural world	EN	United Kingdom	26/03/12 - 30/03/12
2	221	Ausbildung des kreativen und effektiven Fremdsprachenlehrers	DE	Polen	26/03/12 - 30/03/12
2	222	Les écritures: sujet transdisciplinaire pour travailler en arts	FR	France	23/04/12 - 27/04/12
2	223	Identifying and supporting gifted children in Poland	EN	Poland	07/05/12 - 11/05/12
2	224	Developing creativity in all age groups by playing chess	EN	Lithuania	07/05/12 - 11/05/12
2	225	L'histoire des arts dans l'éducation et la formation tout au long de la vie	FR	France	14/05/12 - 18/05/12
2	226	Improving, engaging and empowering teaching and learning through use of ICT	EN	United Kingdom	11/06/12 - 15/06/12

LEARNING MATHEMATICS AND SCIENCE

round	group	title of visit	wl	country	date
1	104	Quality and cohesion in teaching science: collaboration across general education levels	EN	Denmark	26/09/11 - 30/09/11
1	105	Innovation and creative approaches – Precondition for qualitative education	EN	Latvia	03/10/11 - 07/10/11
1	106	New approaches to competence-based teaching and learning science	EN	Germany	10/10/11 - 14/10/11
2	227	Bulgarian school experience of forming key competencies in mathematics and science	EN	Bulgaria	19/03/12 - 22/03/12

PROMOTE SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS FAVORISER L'INTÉGRATION SOCIALE ET L'ÉGALITÉ ENTRE LES GENRES DANS L'ÉDUCATION ET LA FORMATION, NOTAMMENT L'INTÉGRATION DES MIGRANTS FÖRDERUNG DER SOZIALEN EINGLIEDERUNG UND DER GLEICHSTELLUNG DER GESCHLECHTER IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, EINSCHLIESSLICH DER INTEGRATION VON MIGRANTEN

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

round	group	title of visit	wl	country	date
1	107	Development of creativity and the environment in pre-schools	EN	Sweden	26/09/11 - 30/09/11
1	108	Une vision globale du développement de l'enfant – quelques initiatives innovantes	FR	Belgique	10/10/11 - 14/10/11

APPROCHES D'APPRENTISSAGE PERSONNALISÉES

round	group	title of visit	wl	country	date
1	109	Éducation à l'image et approche transversale de la construction collective	FR	France	13/12/11 - 16/12/11

MEASURES TO PREVENT EARLY SCHOOL LEAVING

round	group	title of visit	wl	country	date
1	110	Retain - Retention in education and training	EN	Sweden	05/12/11 - 09/12/11
2	228	Social inclusion – Keep in the dropout	EN	Portugal	05/03/12 - 09/03/12
2	229	Inclusive educational approaches - An Arctic approach	EN	Norway	19/03/12 - 23/03/12

 EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS
 ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

round	group	title of visit	wl	country	date
1	111	European football social responsibility network	EN	United Kingdom	05/09/11 - 07/09/11
1	112	Local implementation of lifelong learning	EN	Turkey	26/09/11 - 30/09/11
1	113	Ensuring the appropriate environment for citizens in inclusive schools	EN	Latvia	26/09/11 - 30/09/11
1	114	Moving out of segregation: Roma support programmes in primary education	EN	Hungary	03/10/11 - 07/10/11
1	115	The role of schools in creating a safe environment for pupils	EN	Netherlands	03/10/11 - 07/10/11
1	116	New perspectives in inclusion of people with disabilities	EN	Italy	04/10/11 - 07/10/11
1	117	Developing inclusion in vocational education and training	EN	Finland	10/10/11 - 14/10/11
1	118	Equal opportunities in lifelong learning for all	EN	Germany	10/10/11 - 14/10/11
1	119	L'éducation prioritaire: du concept à la salle de classe	FR	France	10/10/11 - 14/10/11
1	120	Managing equality in changing times in the VET sector	EN	Ireland	15/11/11 - 18/11/11
1	121	Equal opportunities in school education	EN	Ireland	29/11/11 - 02/12/11
1	122	Supporting disadvantaged groups in primary and secondary education	EN	Greece	23/01/12 - 27/01/12
1	123	Concepts and good practice for the integration of disadvantaged groups into VET	EN	Germany	23/01/12 - 27/01/12
1	124	Cultures et intégrations	FR	France	24/01/12 - 27/01/12
1	125	Helping children achieve more	EN	United Kingdom	30/01/12 - 03/02/12
2	230	New tools for training the disadvantaged	EN	Spain	05/03/12 - 08/03/12
2	231	Where does our brain drive?	EN	Slovenia	12/03/12 - 16/03/12
2	232	Creative community learning for social inclusion	EN	United Kingdom	13/03/12 - 16/03/12
2	233	Les programmes d'éducation à l'attention de l'enfant malade de la ville de Madrid	FR	Espagne	16/04/12 - 20/04/12
2	234	Le défi de l'école: égalité des chances pour femmes et hommes dans l'enseignement	FR	Espagne	24/04/12 - 27/04/12
2	235	Elèves à besoins particuliers: éthique professionnelle, pratiques et dispositifs	FR	France	30/04/12 - 04/05/12
2	236	Prise en charge des élèves à besoins particuliers dans le second degré	FR	France	14/05/12 - 17/05/12
2	237	Community cohesion in Leicester schools	EN	United Kingdom	11/06/12 - 15/06/12

DEVELOP STRATEGIES FOR LIFELONG LEARNING AND MOBILITY CONCEVOIR DES STRATÉGIES POUR L'ÉDUCATION ET LA FORMATION TOUT AU LONG DE LA VIE ET LA MOBILITÉ ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

round	group	title of visit	wl	country	date
1	126	The role of social partners in developing national qualifications frameworks	EN	Germany	26/09/11 - 30/09/11
1	127	The qualifications and credit framework: delivering vocational qualifications	EN	United Kingdom	03/10/11 - 05/10/11
1	128	Improving links between education and training and the labour market - Mechanisms and instruments	EN	Portugal	10/10/11 - 12/10/11
1	129	NFQ and EQF, frameworks for lifelong learning	EN	Ireland	11/10/11 - 14/10/11

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS INSTRUMENTE ZUR FÖRDERUNG DER TRANSPARENZ VON QUALIFIKATIONEN UND DER MOBILITÄT DER BÜRGER

round	group	title of visit	wl	country	date
1	130	Ausbildungsangebote in der Tourismusbranche - Kompetenzen fördern und transparent machen	DE	Österreich	07/11/11 - 09/11/11
2	238	How development of quality profiles contributes to improve mobility in higher education	EN	Belgium	12/03/12 - 16/03/12
2	239	Development of a credit system for vocational education and training in Germany	EN	Germany	25/06/12 - 28/06/12

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

round	group	title of visit	wl	country	date
2	240	Recognition and validation of informal and non-formal learning in Germany	EN	Germany	04/06/12 - 07/06/12

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS RÉFORMES DES SYSTÈMES NATIONAUX D'ÉDUCATION ET DE FORMATION

round	group	title of visit	wl	country	date
1	131	Reforming the Greek educational system	EN	Greece	05/12/11 - 09/12/11
2	241	L'internat d'excellence: une expérience innovante de l'égalité des chances	FR	France	26/03/12 - 30/03/12

MISE EN ŒUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

round	group	title of visit	wl	country	date
1	132	La formation modulaire au service de l'orientation et de la formation tout au long de la vie	FR	Belgique	24/10/11 - 27/10/11

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING FÖRDERUNG DER BETEILIGUNG VON ERWACHSENEN AN ALLGEMEINER UND BERUFLICHER BILDUNG

round	group	title of visit	wl	country	date
1	133	University of the third age fostering adult education	EN	Poland	03/10/11 - 07/10/11
1	134	Better working skills through lifelong adult education	EN	Finland	17/10/11 - 21/10/11
1	135	Integrating seniors into non-formal education	EN	Slovenia	15/11/11 - 17/11/11
1	136	Increasing opportunities for adult learning	EN	Netherlands	28/11/11 - 01/12/11

1	137	Förderung der Bildungsteilnahme älterer Menschen	DE	Litauen	21/02/12 - 23/02/12
2	242	Adult education practices in Norway	EN	Norway	23/04/12 - 27/04/12

LIFELONG GUIDANCE FOR LEARNING AND WORKING

round	group	title of visit	wl	country	date
1	138	Guidance – A tool for today's training	EN	Romania	27/09/11 - 30/09/11
2	243	Vocational guidance in the Netherlands	EN	Netherlands	26/03/12 - 29/03/12

LEARNING MOBILITY IN EDUCATION AND TRAINING

LA MOBILITÉ DES APPRENANTS DANS L'ÉDUCATION ET LA FORMATION

round	group	title of visit	wl	country	date
1	139	Cross-border cooperation and mobility in VET in the Euregion Meuse-Rhine	EN	Germany	01/11/11 - 04/11/11
1	140	Linking EU programmes on educational mobility and lifelong learning	EN	Turkey	14/11/11 - 18/11/11
2	244	L'impact des programmes européens sur la formation continue des enseignants	FR	Roumanie	07/05/12 - 11/05/12

VISITS BY SECTOR

VISITES PAR SECTEUR

BESUCHE NACH SEKTOREN

VISITAS POR SECTORES

	group / round 1	group / round 2
Accommodation and food service activities	3, 130	160
Agriculture, forestry and fishing	29, 40	
Arts, entertainment and recreation	98, 99	222
Human health and social work activities		231
Manufacturing	13, 21, 31	
Transportation and storage	39	

VISITS FOR HIGH-LEVEL DECISION- AND POLICY-MAKERS

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

round	group	title of visit	wl	country	date
1	25	Raising quality of VET in cooperation with employers and higher education	EN	Poland	19/09/11 - 23/09/11
1	126	The role of social partners in developing national qualifications frameworks	EN	Germany	26/09/11 - 30/09/11
1	129	NFQ and EQF, frameworks for lifelong learning	EN	Ireland	11/10/11 - 14/10/11
2	159	A comprehensive regional approach to entrepreneurship education in Asturias	EN	Spain	05/03/12 - 09/03/12
2	162	Developing entrepreneurial culture: university-enterprise partnerships for innovation	EN	Italy	11/06/12 - 14/06/12
2	183	Leadership and management in VET: national and local practices in Finland	EN	Finland	23/04/12 - 27/04/12

STUDY VISITS PROGRAMME FOR EDUCATION AND VOCATIONAL TRAINING SPECIALISTS AND DECISION-MAKERS 2011/12

Categories of themes

1. ENCOURAGE COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK

1.1. Description

Europe 2020 strategy puts strong emphasis on education and training to promote ‘smart, sustainable and inclusive growth’ (Council of the European Union, 2010e). In the strategic framework for European cooperation in education and training after 2010, the Council of the European Union stresses that it is important to develop partnerships between education and training providers and businesses, research institutions, cultural actors and creative industries for acquiring the skills and competences required by the labour market and for fostering innovation (Council of the European Union, 2009a). Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted to create a climate conducive to creativity and better reconciling professional and social needs, as well as individual wellbeing (Council of the European Union, 2009b).

The current economic crisis facing Europe requires immediate and efficient measures that will aid long-term economic and social development, reinforce competitiveness, support employability and strengthen social cohesion. The European Commission in its communication, *A shared commitment for employment* (2009a), outlined several elements that should help Member States design and implement appropriate and effective employment policies. **Three key priorities** were defined: maintaining employment, creating jobs and promoting mobility; upgrading skills and matching labour market needs; increasing access to employment.

Initial education and training provides the skills base to build on. The knowledge, skills and competences people acquire during initial education and training can help them move successfully into employment and later adjust to emerging requirements, working methods and jobs. The Council conclusions on **new skills for new jobs** (Council of the European Union, 2010d) reflect on how people can be better educated and trained to take up jobs that do not yet exist. In 2020, 50 % of all jobs are expected to require medium qualifications and around 31.5 % will need high qualifications, whereas demand for low qualifications will fall from a third in 1996 to around 18.5 %. The skills in many current jobs will change and require people to update them continuously, in other cases people will need to adapt to new jobs.

According to the Council conclusions on adult learning (Council of the European Union, 2008a), it is vital both for employability and social inclusion that **adults continue to learn and adapt to change**: ongoing upskilling, reskilling and further development of competences are essential prerequisites for their access to employment and active participation in society.

It is important to make education and training **more relevant to the world of work**. To achieve this, it is necessary to encourage dialogue between education and training institutions at all levels - from schools to vocational, adult and higher educational institutions – and partners in the labour market, more specifically enterprises and employers (Council of the European Union, 2009d). As highlighted in the Europe 2020 strategy, **partnerships between stakeholders in VET** and particularly **involvement of social partners** in the design, organisation, delivery and financing of VET are a prerequisite to **efficiency** and relevance to labour market needs. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. This kind of cooperation can take different forms (Council of the European Union, 2009a), such as:

- creating education and training programmes based on learning outcomes that reflect the needs of the labour market;
- curriculum development aimed at developing key competences and complementing theoretical content with practical components from the world of business;
- work placements and internships of teachers and learners that make them familiar with a real work environment;
- participation of professionals and entrepreneurs in the teaching-learning process;

- recognition of the knowledge, skills and competences people acquire outside formal education systems, for example, at work, in voluntary activities or their family lives.

The **European social partners** have developed their own framework of actions for lifelong learning competence development and qualifications, but are also partners in the Commission's and countries' efforts to make VET in Europe better and more attractive. Social partners should be supported to play their part in organising, providing and financing training, but should also play an active role in promoting and easing mobility (European Commission, 2010a).

Study visits will present approaches and examples of good practice on:

- (a) education and training's contribution to improving knowledge, skills and competences for the labour market;
- (b) analysing emerging skills needs and gaps in EU Member States labour markets and developing policies to address these;
- (c) designing and implementing activities such as transition from education and training to work, occupational guidance and workplace learning to increase employability;
- (d) incentives and initiatives developed at national and regional levels for education and training institutions to cooperate with external partners, including parents, municipalities, enterprises, social partners, NGOs, etc.;
- (e) national, regional and local examples of participative governance.

1.2. List of topics for study visits

- Transition from education and training to the world of work
- Workplace learning
- Integration of disadvantaged groups into the labour market
- Increasing attractiveness of VET
- Social partners' contribution to lifelong learning
- Cooperation between education and training institutions, enterprises and local communities
- New skills for new jobs
- Fostering entrepreneurship and employability

1.3. Keywords

- Adult learning,
- apprenticeship,
- autonomy (school or institution),
- entrepreneurship,
- financing,
- key competences,
- language skills,
- leadership and management,
- lifelong guidance,
- older workers,
- school environment,
- skill needs,
- social inclusion,
- social partners,
- sustainable development,
- validation of non-formal and informal learning,
- work placement.

2. SUPPORT INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS

2.1. Description

The strategic framework for European cooperation in education and training (Council of the European Union, 2009b) after 2010 reiterates the need for high quality teaching through adequate initial teacher education and continuous professional development and through making teaching an attractive career choice. All stages

of teacher training from initial training through induction to continuous professional development should be interconnected to create a more coherent learning and development system for teachers (OECD, 2005).

Perception of **the role of the teacher (trainer)** has changed in recent years with more expectation from teachers as well as from schools in general. Key players in supporting the learning experience of learners, teachers and trainers need to take greater responsibility for updating and developing their own knowledge and skills (Council of the European Union, 2009c) and adapt their skills and working practices to a changing context. There is **convergence in the roles of teachers and trainers**: a trainer in a work-based setting will need more pedagogical competences and must play a supportive and mentoring role; while a teacher in a school will need, like a trainer, a good understanding of work practices (European Commission, 2010a).

Teachers need to work with more heterogeneous groups of students and improve integration of disadvantaged students into mainstream education and training. Teachers and trainers need to master, develop and apply new teaching and training approaches and reflective thinking. This also implies more individualised approaches to teaching and learning, good communication skills, methods of teamwork, democratic schooling management and supportive mechanisms for pupil assessment and school evaluation. Teachers should be more involved and active in school improvement processes.

New demands have made policy-makers and leaders of educational and training institutions look much more forward than before and changed the role of school leaders across Europe. **School leaders** nowadays are at the forefront and central actors of school improvement efforts. There is a need for **effective leadership skills and competences** (including financial management, ICT skills, staff motivation, quality assurance, communication, etc.) to embrace change and new roles. During the informal meeting of Ministers for Education in Gothenburg in September 2009, it was stressed that with students and teachers, school leaders should benefit from ‘opportunities to share good practice and professional development across national boundaries’ (Swedish Presidency of the European Union, 2009).

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training. Council conclusions on a strategic framework for cooperation (Council of European Union, 2009b) stressed the importance of improving **governance and leadership of education** and training institutions and developing effective **quality assurance systems**.

Building quality includes capacity building of teachers, school leaders, trainers and training managers, policies to build bridges with parents, modernising curricula and broadening extra-curricular activities, improving infrastructure and establishing a respectful environment. *Quality assurance mechanisms* are important at all levels of education including assessing students’ competences, institutional self-assessments, external and internal evaluations, transparency and validating results. Involving, for example, social partners and actors from the labour market (‘learning communities’) in evaluations and validation of results is becoming more and more frequent.

Study visits will present developments and measures making teaching and training more attractive, improving leadership and raising quality by highlighting:

- (a) programmes designed to recruit and retain highly qualified staff in all educational and training professions;
- (b) the quality and competences of leaders of education and training providers;
- (c) ongoing professional development of teachers and trainers;
- (d) initiatives easing mobility of teachers and trainers;
- (e) measures to increase quality of education and training provision.

2.2. List of topics for study visits

- Quality assurance mechanisms in schools and training institutions
- Teachers’ and trainers’ initial training, recruitment and evaluation
- Teachers’ and trainers’ continuing professional development and career opportunities
- Leadership and management in schools and training providers

2.3. Keywords

- Evaluation (school or institution),
- leadership and management,
- quality assurance,
- status of teachers and trainers,
- teachers’ and trainers’ competences,
- teachers’ and trainers’ mobility,
- teachers’ and trainers’ qualifications.

3. PROMOTE ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

3.1. Description

The recommendation of the European Parliament and the Council on **key competences for lifelong learning** (European Parliament; Council of the European Union, 2006a) defined a framework combining knowledge, skills and attitudes which all individuals need for personal fulfilment, active citizenship, social inclusion and employment. It is **a reference tool** to support policy-makers, education and training providers, employers and learners.

Key competences are a priority for all age groups. Young people should acquire key competences by the end of initial education and training to a level that equips them for adult life and provides a basis for further learning and working life. Adults need to develop and update their key competences throughout their lives to adapt flexibly to a rapidly changing world.

Key competences are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) reinforced the need for everyone to acquire key competences, placing it as one of the strategic objectives to improve creativity and innovation, including entrepreneurship at all levels of education and training. Education for entrepreneurship, meaning a sense of initiative, ability to turn ideas into practice, creativity and self-confidence, should be encouraged and accessible to all VET students, across all curricula and fields of study. It should build awareness of self-employment as a career option and train them to start their own businesses. Entrepreneurship must become a normal part of the competence framework of teachers and trainers (European Commission, 2010a).

Recent research shows there is a trend across the EU towards **competence-based teaching and learning and a learning outcomes approach** (Council of the European Union, 2010a) that forms part of an innovative approach to teaching and learning. European countries have made good progress in developing school curricula with more emphasis on cross-curricular approaches and 'real-life' applications that support development of students' key competences necessary for personal fulfilment, active citizenship and employability. Although improving literacy and basic skills still requires effort, **transversal competences** (digital competence, social skills, cooperation skills and learning skills) are gaining more and more attention. There is also growing demand from employers for these competences (Council of the European Union, 2010b).

The European year of voluntary activities promoting active citizenship 2011 will encourage and support - notably through exchange of experience and good practices - efforts of the EU, Member States, local and regional authorities to create the conditions in civil society conducive to volunteering in the EU.

Those attending study visits on these themes will get acquainted with measures taken by participating countries to develop key competences for young people and adults and promote creative and innovative approaches to education and training, such as:

- (a) national, regional, local policies to increase the level of key competences and support creativity and innovation;
- (b) national curricular reforms of or regional and local developments in school curricula;
- (c) specific initiatives and projects which promote development of key competences, creativity and innovation;
- (d) new approaches to organising learning and teaching;
- (e) innovative methods, learning environments, learning materials or assessment techniques.

3.2. List of topics for study visits

- Increasing literacy and numeracy levels
- Language teaching and learning
- Use of ICT in learning
- Developing entrepreneurship
- Education for active citizenship and sustainable development
- Developing creativity in learning and teaching
- Learning mathematics and science

3.3. Keywords

- Adult learning,
- bullying,
- communication in foreign languages,
- communication in the mother tongue,
- competences in science and technology,
- content and language integrated learning (CLIL),
- cultural awareness and expression,
- curriculum,
- digital competence,
- extra-curricular activities,
- health education,
- innovative approaches,
- intercultural education,
- learning to learn,
- mathematical competence,
- parents involvement,
- personalised learning,
- skill needs,
- social and civic competences,
- social inclusion,
- student assessment,
- sustainable development,
- volunteering,
- young people.

4. PROMOTE SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS

4.1. Description

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) sets promoting equity, social cohesion and active citizenship as a strategic priority for Member States until 2020. Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, through, where appropriate, second-chance education and more personalised learning. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education.

Reducing the share of early school leavers to 10% in both general education and VET is one of the headline targets of Europe 2020 strategy. Examples from some countries with high quality training provisions including apprenticeship schemes show there is potential for VET to provide drop-outs with an option for getting back to learning. Use of non-classroom, work-based learning with close links to the local labour market and integrating non-formal and informal learning can provide an attractive alternative for learners who are less academically oriented (European Commission, 2010a).

Access to **pre-primary education** is essential for a good start in life as it promotes children's sociability and lays the basis for further learning. It is especially important for children from families with low incomes, ethnic minorities and migrants.

Member States have introduced **alternative (more flexible) forms** of education and training, second-chance programmes, mechanisms for informing parents about absences and reduced costs by providing free course materials and transportation. Close cooperation between general education and vocational sectors and 'second-chance' schools for adults is important. For children with **special needs**, access is increasingly considered as being given the possibility to attend general or special education based on what provides the best learning possibilities for the individual child. At **higher education** level, free education is key as tuition fees may reduce access.

Member States should develop diverse pathways through VET to further learning and employment. They should also improve public training programmes for the unemployed and disadvantaged learners. The quality

and relevance of such programmes can be improved by encouraging stakeholder partnerships at regional and local levels and by promoting private sector involvement.

Adult learning has a key role to play in responding to social exclusion. Member States should implement efficient adult learning systems that provide adults with key competences and increased labour market access. Education and training can contribute to overcoming socio-economic disadvantages, but it may also perpetuate it.

All students should have an equal chance to succeed; success should not be dependent on circumstances outside the control of the pupil or student, such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial identity, gender and disability. At compulsory school level, the possibility for pupils who drop out of school to get a 'second chance' to learn has also received considerable attention. The role of initial vocational training in equipping these pupils with skills, knowledge and qualifications is important for their integration into society. More initiatives are still needed in most Member States to reduce the number of early school leavers and fight inequity due to socioeconomic disadvantages. Individualised support for pupils at risk can include provision of personalised learning, counselling, mentorship and tutorship systems, welfare support and extracurricular activities in support of learning (Council of the European Union, 2010c).

The European year for combating poverty and social exclusion 2010 aimed to raise awareness of social exclusion and promote active inclusion and focused on eradicating disadvantages in education and training, by addressing the needs of disabled people, immigrants and ethnic minorities and groups or persons in vulnerable situations as well as gender and age dimensions (European Commission, 2010d).

Study visits will present developments and measures on the following:

- (a) developing and implementing measures to improve access to education and training for disadvantaged groups;
- (b) designing and carrying out activities to achieve equity.

4.2. List of topics for study visits

- Early learning opportunities
- Personalised learning approaches
- Measures to prevent early school leaving
- Equal opportunities for disadvantaged groups

4.3. Keywords

- Adult learning,
- drop-outs,
- education and training attainment,
- gender equity,
- lifelong guidance,
- migrants and minorities,
- older workers,
- pre-primary learning,
- social inclusion,
- special needs,
- volunteering.

5. DEVELOP STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

5.1. Description

Making **lifelong learning and mobility** a reality is one of the strategic objectives for European cooperation in education and training after 2010 (Council of the European Union, 2009b). Most countries have made progress in defining unified and overarching lifelong learning strategies. Cooperation should address learning in all contexts – whether formal, non-formal or informal – and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning.

Exchanging information on different policy options can help advance reforms of national education and training systems and, with other common learning activities, progress towards the common objectives and benchmarks for lifelong learning. **Coherent and comprehensive lifelong learning strategies** integrating education, higher

education, adult learning and VET still need to be implemented. A holistic approach connecting lifelong learning and VET with other policy areas such as macroeconomics, employment, competition, enterprise, research and innovation, and social policies is crucial.

Mobility of citizens, especially as part of education and training, helps promote a feeling of belonging to Europe, developing European awareness and emergence of European citizenship. More practically, it allows young people to improve their personal skills and employability, and teachers and trainers to broaden their experience and improve their skills. Finally, in an international economy, ability to educate oneself and work in a multilingual environment is essential for the competitiveness of the European economy. The lifelong learning programme supports exchanges and connections between people, institutions and countries.

The Europe 2020 strategy (Council of the European Union, 2010e) and its **youth on the move initiative** underline the value of learning mobility and propose that its benefits should be made more available to all young people. In line with it, new innovative approaches should be explored on how mobility in VET, particularly of apprentices, can be strengthened. **The 2006 European quality charter for mobility** provides guidance on mobility arrangements for learning or other purposes, such as professional improvement, to both young people and adults while the European Commission's **green paper on promoting the learning mobility of young people** (European Commission, 2009b) deals with issues from preparation until the follow up of a mobility period. It also addresses the main barriers and obstacles to mobility and asks for suggestions and examples of good practice to overcome them.

To promote mobility of European citizens as well as their qualifications and learning achievements, several common tools, principles and frameworks have been or are being developed at European level. They all aim to strengthen European cooperation and improve transparency, recognition and quality assurance in all sectors of education and training.

The European qualifications framework (EQF) is a common European reference framework which links countries' qualifications to make them more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and lifelong learning. More and more European countries are developing and implementing **national qualifications frameworks (NQFs)** which are closely – although not exclusively – related to EQF.

The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. This may also help to link the long-term skills demand of the labour market with education and training policies to adapt to change and restructuring brought about by globalisation. Most European countries are now engaged in development of comprehensive national qualification frameworks (NQFs) which cover all subsystems; Ireland, Malta and the UK have already referenced their levels to the EQF. An NQF is a tool supporting coherence of policy development and lifelong learning aiming at improving access, progression and recognition of learning outcomes.

Europass (2010) is a tool to make citizens' knowledge, skills and qualifications clearly and easily understood, and foster mobility in Europe. It consists of five documents: curriculum vitae, language passport, Europass mobility, certificate supplement and diploma supplement.

Transparency of qualifications and recognition of learning outcomes is further supported by tools that help learners transfer credits gained during learning periods in their own country or abroad. These are: the **European credit system for vocational education and training (ECVET)** (European Parliament; Council of the European Union, 2009a) for vocational education and training (VET) and the **European credit transfer and accumulation system (ECTS)** for higher education. In 2009, the European Parliament and Council adopted recommendations on establishing a European credit system for vocational education and training (ECVET) and a **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b).

High quality **guidance and counselling services** support citizens' lifelong learning, career management and achievement of personal goals. Lifelong guidance contributes to achieving wider goals of full employment, high educational attainment and economic growth. In 2008, the Council of the European Union adopted a resolution on better integrating lifelong guidance into lifelong learning strategies (European Parliament; Council of the European Union, 2008b) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

Study visits will present developments on:

- (a) reforms in education and training, policy measures for implementing integrated lifelong learning strategies;
- (b) policy measures to increase adult participation in lifelong learning;

- (c) implementation of flexible learning pathways and transition between different parts of national systems;
- (d) initiatives and projects on learning mobility in different learning contexts;
- (e) initiatives and projects which promote the widest access to mobility for individuals;
- (f) developing and implementing qualifications frameworks with reference to the EQF.

5.2. List of topics for study visits

- National and sectoral qualifications frameworks linked to EQF
- Tools to promote transparency of qualifications and mobility of citizens
- Validation of non-formal and informal learning
- Reforms in national education and training systems
- Developing links between VET and higher education
- Implementation of flexible learning pathways
- Increasing adult participation in education and training
- Lifelong guidance for learning and working
- Learning mobility in education and training

5.3. Keywords

- Adult learning,
- cultural awareness and expression,
- disadvantaged groups,
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- innovative approaches,
- language skills,
- learners' mobility,
- learning outcomes,
- lifelong guidance,
- lifelong learning programme,
- low skilled,
- migrants and minorities,
- national qualifications frameworks,
- older workers,
- skill needs,
- social partners,
- teachers' and trainers' mobility,
- transparency of qualifications,
- validation of non-formal and informal learning,
- workers' mobility.

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CEDEFOP

European Centre for the Development
of Vocational Training

Study visits programme 2011/12

Luxembourg:
Publications Office of the European Union

2011 – VI, 27 pp. – 20.5 x 28.5 cm

ISBN 978-92-896-0680-6

Cat. No: TI-31-10-695-EN-C

Free of charge – 4098 EN –



Education and Culture DG

Lifelong Learning Programme



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2011/12

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4098 – TI-31-10-695-EN-C



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European Centre for the Development
of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020, E-mail: info@cedefop.europa.eu

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Publications Office

ISBN 978-92-896-0680-6



9 789289 606806