



CEDEFOP

European Centre
for the Development
of Vocational Training



Lifelong
Learning
Programme



STUDYVISITS PROGRAMME 2013/14

FOR EDUCATION AND
VOCATIONAL TRAINING SPECIALISTS
AND DECISION-MAKERS



Study visits programme 2013/14

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.

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

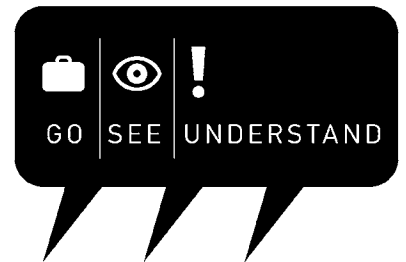
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About the study visits programme

The study visits programme for education and vocational training specialists and decision makers, 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 decision-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 2013 and June 2014 and brief summaries of the thematic categories under which they are grouped. Visits are grouped by theme in chronological order and are divided into two rounds: September 2013 to February 2014 and March to June 2014.

Full descriptions of the visits are provided in the 2013/14 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.aspx>.

Study visits 2013/14 will be organised around 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. 20-31) 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).

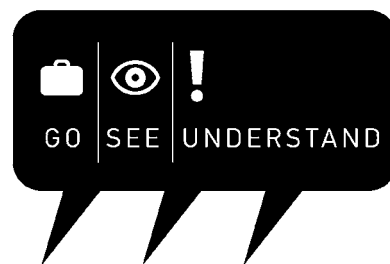
HOW TO APPLY

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>.

There will be **two application rounds in 2013/14**. For study visits taking place from September 2013 to February 2014, you have until **28 March 2013** to apply and for study visits taking place from March to June 2014, you have until **15 October 2013**.

This is the last catalogue of the study visits programme; therefore it is the last opportunity for education and training specialists to benefit from participating in study visits.



Catalogue 2013/14

■ ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 02/09/2013 – 28/02/2014

Deadline/délais/Bewerbungsschluss/plazo: 28/03/2013

■ ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 03/03/2014 - 27/06/2014

Deadline/délais/Bewerbungsschluss/plazo: 15/10/2013

ENCOURAGING 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
FAVORECER LA COOPERACIÓN ENTRE LOS MUNDOS DE LA EDUCACIÓN, LA FORMACIÓN PROFESIONAL Y EL TRABAJO

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

round	group	title of visit	wl	country	date
1	1	From trends in business to trends in hospitality and tourism education	EN	Slovenia	17/09/2013 - 20/09/2013
1	2	Arranging practical training in specialities 'from the field to our dinner table'	EN	Estonia	23/09/2013 - 27/09/2013
1	3	Practice-oriented and demand-controlled vocational training	EN	Hungary	07/10/2013 - 11/10/2013
1	4	Réussir le passage de l'éducation au monde du travail	FR	Pologne	16/10/2013 - 18/10/2013
1	5	Helping students find work – Cayman Islands employability strategy	EN	United Kingdom	04/11/2013 - 08/11/2013
1	6	Making the right choice – Preparing pupils for study or vocational training	EN	Germany	25/11/2013 - 29/11/2013
1	7	Vocational training and employability	EN	Greece	20/01/2014 - 24/01/2014
1	8	Easing transition from school to VET in Bavaria	EN	Germany	21/01/2014 - 24/01/2014
2	120	Europäische Standards in der Bildungs- und Berufsberatung und der Berufspraktika	DE	Polen	31/03/2014 - 04/04/2014
2	121	Practical application of the international mountain leader qualification standard	EN	Czech Republic	28/04/2014 - 02/05/2014
2	122	Improving informed student choices through cooperation between schools and enterprises	EN	Norway	05/05/2014 - 09/05/2014
2	123	Bridging the gap between VET schools and the labour market	EN	Portugal	05/05/2014 - 09/05/2014
2	124	Helping students find work – Cayman Islands employability strategy	EN	United Kingdom	19/05/2014 - 23/05/2014

WORKPLACE LEARNING

round	group	title of visit	wl	country	date
1	9	The dual VET system in Germany: learning at the workplace	EN	Germany	25/11/2013 - 29/11/2013
1	10	Challenges and opportunities for skills development in the labour market	EN	Ireland	11/02/2014 - 14/02/2014
2	125	Apprenticeships for workplace learning in the creative and cultural sector and schools	EN	United Kingdom	31/03/2014 - 04/04/2014

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date
1	11	Upskilling the disadvantaged, upskilling Europe	EN	United Kingdom	09/09/2013 - 12/09/2013
2	126	Integration through learning – Practical support towards employment	EN	United Kingdom	11/03/2014 - 14/03/2014
2	127	Innovative, experimental employment programmes for disadvantaged groups	EN	Hungary	05/05/2014 - 09/05/2014

INCREASING ATTRACTIVENESS OF VET

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

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

AUMENTO DEL ATRACTIVO DE LA FP

round	group	title of visit	wl	country	date
1	12	Image der Berufsausbildung: Verbesserungswege und -möglichkeiten.	DE	Estland	23/09/2013 - 27/09/2013
1	13	Making vocational education attractive	EN	Turkey	07/10/2013 - 10/10/2013
1	14	Une transition professionnelle réussie pour une bonne intégration dans le marché du travail	FR	Bulgarie	14/10/2013 - 18/10/2013
1	15	Vigne et vin en Aquitaine: des formations innovantes pour des métiers d'avenir	FR	France	22/10/2013 - 25/10/2013
1	16	Successful practice in VET and preparation of young people for the labour market	EN	Bulgaria	11/11/2013 - 15/11/2013
1	17	El reto de la formación profesional en el Marco Europeo de Cualificaciones	ES	España	13/11/2013 - 15/11/2013
1	18	Vocational education as a way to fight youth unemployment	EN	Spain	09/12/2013 - 12/12/2013
2	128	Vocational teaching and learning: backbone of national education and the economy	EN	Czech Republic	03/03/2014 - 07/03/2014
2	129	Cooperation between schools and enterprises to improve VET	EN	Spain	03/03/2014 - 06/03/2014
2	130	Making vocational education attractive	EN	Turkey	10/03/2014 - 13/03/2014
2	131	New methods in teaching vocational subjects	EN	Slovakia	31/03/2014 - 04/04/2014
2	132	Higher vocational education – On demand	EN	Sweden	12/05/2014 - 16/05/2014
2	133	La formación profesional dual en la comunidad de Madrid	ES	España	19/05/2014 - 23/05/2014
2	134	Strengthening and encouraging VET: Malta as a case study	EN	Malta	19/05/2014 - 23/05/2014

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date
1	19	Role of social partners in VET	EN	Sweden	14/10/2013 - 18/10/2013
2	135	Social dialogue in defining and implementing new knowledge, skills and competences	EN	Portugal	24/03/2014 - 28/03/2014
2	136	Older workers in companies and on the labour market	EN	Germany	12/05/2014 - 16/05/2014
2	137	'Competent', an instrument for new labour market services and more efficient career guidance	EN	Belgium	10/06/2014 - 13/06/2014

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN

round	group	title of visit	wl	country	date
1	20	Sustainable development in a learning region	EN	Slovenia	16/09/2013 - 20/09/2013
1	21	New opportunities for technical branches and crafts	EN	Czech Republic	16/09/2013 - 20/09/2013
1	22	Increasing of social and communicative skills for the labour market	EN	Liechtenstein	23/09/2013 - 27/09/2013
1	23	Making transport education relevant to the labour market	EN	Denmark	30/09/2013 - 04/10/2013
1	24	Sustainability and user-driven innovation in building and construction	EN	Denmark	07/10/2013 - 11/10/2013
1	25	Cooperation between education and world of work – Key for youth employability	EN	Latvia	07/10/2013 - 11/10/2013
1	26	Regional education features and peculiarities: multiculturalism, traditions, innovation	EN	Latvia	04/11/2013 - 08/11/2013
1	27	How to integrate arts and cultural activities in lifelong learning	EN	Sweden	11/11/2013 - 14/11/2013
1	28	Cooperation, mobility and lifelong guidance for lifelong learning	EN	Hungary	09/12/2013 - 13/12/2013
2	138	Worlds of education, training and work – An Arctic approach to cooperation	EN	Norway	17/03/2014 - 21/03/2014
2	139	Towards better cooperation between schools, companies and local communities	EN	Netherlands	24/03/2014 - 27/03/2014
2	140	Promoting design education for developing industries	EN	Slovenia	07/04/2014 - 11/04/2014
2	141	Mid Sweden Science Park bringing education, enterprises and science together	EN	Sweden	07/04/2014 - 11/04/2014
2	142	Impact of national institutions and local authorities on effectiveness and autonomy of the school	EN	Estonia	05/05/2014 - 09/05/2014
2	143	Berufsbildende Schulen als Gestalter von Übergängen	DE	Deutschland	05/05/2014 - 09/05/2014
2	144	Cooperation between schools and factories to improve education and vocational choices	EN	Portugal	05/05/2014 - 09/05/2014
2	145	Multiple benefits of environmental vocational training	EN	United Kingdom	19/05/2014 - 23/05/2014
2	146	Cooperation between educational and business partners for developing school leaders	EN	Lithuania	02/06/2014 - 05/06/2014
2	147	Approaches to medical education	EN	Czech Republic	09/06/2014 - 13/06/2014

NEW SKILLS FOR NEW JOBS**COMPÉTENCES NOUVELLES POUR DES EMPLOIS NOUVEAUX**

round	group	title of visit	wl	country	date
1	29	Skills for the future – Building bridges between school and labour market	EN	Iceland	23/09/2013 - 26/09/2013
1	30	New skills for new jobs in tourism – New cooperation to validate non-formal and informal learning	EN	Italy	23/09/2013 - 26/09/2013
1	31	Energy efficiency and renewable energy: new demands in VET for new jobs	EN	Germany	23/09/2013 - 26/09/2013
2	148	E-business as a link between education and companies: exploring best practices	EN	Slovenia	02/04/2014 - 04/04/2014
2	149	Ressources et énergies marines: sensibiliser et former aux nouveaux emplois	FR	France	07/04/2014 - 11/04/2014

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

round	group	title of visit	wl	country	date
1	32	Developing student entrepreneurship and employability	EN	United Kingdom	18/11/2013 - 22/11/2013
2	150	Training for employment and entrepreneurship: meeting incentives conferences and exhibitions	EN	United Kingdom	10/03/2014 - 14/03/2014
2	151	Higher education and social entrepreneurs of the future	EN	United Kingdom	12/05/2014 - 16/05/2014
2	152	Stimulate talent and promote career paths	EN	Portugal	16/06/2014 - 20/06/2014

SUPPORTING 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	33	Improving quality through peer review: a way to increase common trust and learning	EN	Italy	24/09/2013 - 27/09/2013
1	34	Quality assurance in Dutch VET schools	EN	Netherlands	18/11/2013 - 21/11/2013
1	35	Impact of school evaluation on quality improvement	EN	Portugal	25/11/2013 - 29/11/2013
1	36	Towards a new teacher training model in Castilla and León	EN	Spain	23/02/2014 - 27/02/2014
2	153	Comment piloter et évaluer des actions innovantes en établissement scolaire	FR	France	17/03/2014 - 21/03/2014

2	154	Forms and purposes of school assessment	EN	France	17/03/2014 - 21/03/2014
2	155	Qualitätsstandards im technischen, gewerblichen und kunstgewerblichen Schulwesen in Tirol	DE	Österreich	24/03/2014 - 28/03/2014
2	156	Improving quality in the Basque education system by improving learning processes	EN	Spain	31/03/2014 - 04/04/2014
2	157	Improving quality management systems at educational centres	EN	Turkey	05/05/2014 - 09/05/2014
2	158	Innovative Formen der Qualitätssicherung	DE	Österreich	12/05/2014 - 16/05/2014

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION
FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS
ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

round	group	title of visit	wl	country	date
1	37	Chancen und Herausforderungen der reformierten Lehrerbildung	DE	Deutschland	14/10/2013 - 18/10/2013
1	38	Updates and upgrades in teacher education	EN	Romania	21/10/2013 - 25/10/2013
2	159	Innovation and cooperation in early childhood pedagogy	EN	Hungary	07/04/2014 - 11/04/2014
2	160	La formation des enseignants du primaire et du préscolaire	FR	Roumanie	12/05/2014 - 15/05/2014

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	39	From trainer to consultant: development of in-house training programmes	EN	Poland	04/09/2013 - 06/09/2013
1	40	Professional development of teachers and trainers in VET	EN	Germany	07/10/2013 - 11/10/2013
1	41	Career progression route for trainers and teacher trainers	EN	Romania	14/10/2013 - 17/10/2013
1	42	Lifelong learning of teachers and trainers during the financial crisis	EN	Greece	25/11/2013 - 29/11/2013
1	43	Quality assurance in teacher training	EN	Belgium	25/11/2013 - 29/11/2013
1	44	Understanding teaching and learning at university – A hands-on approach	EN	Germany	02/12/2013 - 06/12/2013
1	45	Teaching skills and lifelong training for lecturer-researchers: why and how	EN	France	03/02/2014 - 07/02/2014
1	46	Professional development of teachers in Scotland	EN	United Kingdom	03/02/2014 - 07/02/2014
1	47	La formation continue des enseignants au sein de l'établissement scolaire	FR	Espagne	03/02/2014 - 07/02/2014
2	161	Wellbeing in the 21st century school	EN	United Kingdom	03/03/2014 - 07/03/2014
2	162	Key competences – Key to development, success and the future	EN	Poland	24/03/2014 - 28/03/2014
2	163	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	25/03/2014 - 28/03/2014

2	164	Encouraging creativity in a changing school	EN	Lithuania	05/05/2014 - 09/05/2014
2	165	Continuous teacher training – Strategy to improve education quality	EN	Portugal	05/05/2014 - 09/05/2014
2	166	Quality assurance in teacher training	EN	Belgium	05/05/2014 - 09/05/2014
2	167	Using games in education and training – Improving outcomes, motivation and autonomy	EN	Poland	12/05/2014 - 16/05/2014
2	168	Teacher's training as the key to effective education and personal development	EN	Poland	12/05/2014 - 16/05/2014
2	169	Staff training for sexual orientation and gender identity equality in post-school education	EN	United Kingdom	09/06/2014 - 11/06/2014

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

round	group	title of visit	wl	country	date
1	48	Improving teaching and learning – Central role of school leaders	EN	Germany	23/09/2013 - 27/09/2013
1	49	Innovative approaches to managing educational institutions	EN	Romania	30/09/2013 - 04/10/2013
1	50	Developing methods to organise and teach core subjects of VET	EN	Finland	21/10/2013 - 25/10/2013
1	51	Management in education: the Järfälla model	EN	Sweden	21/10/2013 - 25/10/2013
2	170	Mentoring in educational practice	EN	Estonia	03/03/2014 - 06/03/2014
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014
2	172	Building blocks of quality and excellence in education	EN	Slovenia	08/04/2014 - 11/04/2014
2	173	Innovative leadership and teacher training in autonomous schools	EN	Germany	12/05/2014 - 16/05/2014
2	174	Digital technology in tertiary education governance – Aims, tools and monitoring	EN	France	19/05/2014 - 23/05/2014
2	175	Leadership at school – Concept meets needs	EN	Germany	19/05/2014 - 23/05/2014

PROMOTING 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

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date
1	52	One decade of literacy initiatives	EN	Portugal	11/09/2013 - 13/09/2013
2	176	Key competences – Foundations for lifelong learning	EN	Ireland	04/03/2014 - 07/03/2014

LANGUAGE TEACHING AND LEARNING

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

round	group	title of visit	wl	country	date
1	53	Improving motivation in language learning through immersion and serious games	EN	United Kingdom	23/09/2013 - 27/09/2013
1	54	Innovative solutions for strengthening minority languages	EN	Finland	30/09/2013 - 04/10/2013
1	55	Stratégies pour une compréhension écrite simultanée des langues romanes	FR	France	14/10/2013 - 18/10/2013
1	56	On the way to individualised teaching and learning	EN	Germany	21/10/2013 - 25/10/2013
1	57	Lifelong learning – Public language education for adults in Europe	EN	Spain	24/02/2014 - 27/02/2014
2	177	Language teaching in vocational education	EN	Turkey	17/03/2014 - 21/03/2014
2	178	La rénovation curriculaire dans l'enseignement des langues vivantes étrangères	FR	Roumanie	19/03/2014 - 21/03/2014
2	179	Improving foreign language learning through CLIL and ICT	EN	Spain	24/03/2014 - 28/03/2014
2	180	New ways of mastering foreign languages from nursery school to secondary level	EN	France	31/03/2014 - 04/04/2014
2	181	Bilingual and multilingual modern language initiatives in Vienna	EN	Austria	31/03/2014 - 03/04/2014
2	182	Marketable skills through teaching languages for specific purposes	EN	Hungary	31/03/2014 - 04/04/2014
2	183	Educational cooperation with professional institutions to promote language skills	EN	Spain	31/03/2014 - 04/04/2014
2	184	Pratiques innovantes au service de compétences interculturelles et langagières	FR	France	07/04/2014 - 11/04/2014
2	185	Pratiques innovantes en langues étrangères pour une jeunesse en mouvement	FR	France	07/04/2014 - 11/04/2014
2	186	Improving early, bilingual and trilingual language teaching	EN	Netherlands	07/04/2014 - 11/04/2014
2	187	Web 2.0 tools for language teaching	EN	Greece	05/05/2014 - 09/05/2014
2	188	ABC of plurilingualism in Andalusia	EN	Spain	05/05/2014 - 09/05/2014
2	189	Plurilingualism in the Galician educational system	EN	Spain	06/05/2014 - 09/05/2014
2	190	Find hidden potential in your students with suggestopedia-desuggestopedia	EN	Bulgaria	03/06/2014 - 06/06/2014

USE OF ICT IN LEARNING

UTILISATION DES TIC DANS L'APPRENTISSAGE

round	group	title of visit	wl	country	date
1	58	Tomorrow's teaching with virtual media	EN	Denmark	30/09/2013 - 04/10/2013
1	59	School of the future: how to innovate through creativity and ICT	EN	Italy	30/09/2013 - 03/10/2013
1	60	ICT, e-learning and Internet for creating a social network where students and teachers can meet	EN	Italy	21/10/2013 - 25/10/2013
1	61	Les pratiques innovantes dans l'usage des TICE au service des apprentissages	FR	France	02/12/2013 - 06/12/2013
1	62	A bridge to the future through quality education and digital content	EN	Lithuania	02/12/2013 - 06/12/2013
1	63	Enseigner avec tablettes numériques ou ordinateurs portables: quelle pédagogie?	FR	France	09/12/2013 - 13/12/2013
2	191	Digital competences to improve the learning environment	EN	Italy	10/03/2014 - 14/03/2014
2	192	Using ICT creatively in learning	EN	Finland	08/04/2014 - 10/04/2014
2	193	Abalar project: programme for the digital classroom and teacher training in ICT	EN	Spain	09/04/2014 - 11/04/2014
2	194	Projects of educational technologies for vocational and technical high schools in Turkey	EN	Turkey	05/05/2014 - 09/05/2014
2	195	Using ICT for higher achievement	EN	Sweden	05/05/2014 - 09/05/2014
2	196	Improving personal learning through Web 2.0 and cloud computing	EN	Germany	05/05/2014 - 09/05/2014
2	197	Enable IT: exploring accessible technology use for disabled learners	EN	United Kingdom	12/05/2014 - 15/05/2014
2	198	Using new and traditional media in primary education	EN	Poland	19/05/2014 - 23/05/2014
2	199	Use of ICT to support learning and teaching processes ranging from pre-school to adult education	EN	Sweden	19/05/2014 - 22/05/2014
2	200	Digital competences for pupils, teachers and schools	EN	Spain	02/06/2014 - 06/06/2014

EDUCATION FOR ENTREPRENEURSHIP

round	group	title of visit	wl	country	date
1	64	Entrepreneurial learning and enterprise education: tried and tested initiatives	EN	Belgium	22/10/2013 - 25/10/2013
2	201	Sense of initiative and entrepreneurship: how VET can foster youth innovation and creativity	EN	Italy	12/05/2014 - 15/05/2014

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT **ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE**

round	group	title of visit	wl	country	date
1	65	Biodiversity education for a sustainable future	EN	Poland	14/10/2013 - 18/10/2013
1	66	Project models for a changing climate – Moving from education to action	EN	Austria	14/10/2013 - 18/10/2013
1	67	Sustainability in education – From curriculum to reality	EN	Croatia	14/10/2013 - 17/10/2013
1	68	Education for sustainable communities	EN	United Kingdom	14/10/2013 - 17/10/2013
1	69	Hours of intercultural dialogue	EN	Slovenia	22/10/2013 - 25/10/2013
1	70	Outdoor learning for promoting skills for active citizenship and sustainable development	EN	United Kingdom	11/11/2013 - 15/11/2013
1	71	Health promotion through education	EN	Turkey	11/11/2013 - 15/11/2013
1	72	L'éducation à la santé: un enjeu collectif pour la réussite et le vivre-ensemble	FR	France	18/11/2013 - 22/11/2013
1	73	Engagement et citoyenneté: quelles mises en pratiques pour nos jeunes?	FR	France	02/12/2013 - 06/12/2013
1	74	Support for teachers in shaping civic attitudes among pupils	EN	Poland	02/12/2013 - 06/12/2013
1	75	Education – Participation – Citizenship	EN	Netherlands	20/01/2014 - 24/01/2014
2	202	Guidance for sustainable, ethical lifestyle and career choices	EN	United Kingdom	17/03/2014 - 20/03/2014
2	203	Embedding environmental education in the curriculum	EN	France	24/03/2014 - 28/03/2014
2	204	Improving schools and educational systems through cooperation	EN	Norway	05/05/2014 - 09/05/2014
2	205	Competence for active life in the digital age	EN	Czech Republic	12/05/2014 - 16/05/2014
2	206	Education for active citizenship and sustainable development in schools	EN	Ireland	13/05/2014 - 16/05/2014
2	207	Discovering the territory	EN	Italy	19/05/2014 - 23/05/2014
2	208	Networking for Europe – Designing a European curriculum for young citizens	EN	Germany	19/05/2014 - 23/05/2014
2	209	Non-formal education in Prague? Naturally!	EN	Czech Republic	02/06/2014 - 06/06/2014

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	76	Bildung für die Zukunft	DE	Polen	16/09/2013 - 20/09/2013
1	77	Benefits of visual arts education for creativity and literacy	EN	Slovenia	17/09/2013 - 20/09/2013
1	78	Programmes scolaires réalisés dans les centres de loisirs	FR	République tchèque	30/09/2013 - 04/10/2013
1	79	Development of soft skills of pupils and students	EN	Czech Republic	07/10/2013 - 11/10/2013
1	80	Creativity for quality education	EN	Lithuania	07/10/2013 - 11/10/2013
1	81	COOL – Cooperative open learning as a teaching concept	EN	Austria	21/10/2013 - 25/10/2013
1	82	Innovative responses to delivery of creative industries education	EN	United Kingdom	28/10/2013 - 01/11/2013
1	83	Non-formal education promoting learning from pre-school to baccalaureate	EN	France	10/02/2014 - 14/02/2014
2	210	Promoting cooperation and innovation in education: a pilot school network	EN	Greece	17/03/2014 - 21/03/2014
2	211	Teachers' competences for the 21st century school	EN	Slovenia	31/03/2014 - 04/04/2014
2	212	Museums supporting formal school education and informal lifelong learning	EN	Hungary	31/03/2014 - 04/04/2014
2	213	Learning outside the classroom – Effective learning in the natural world	EN	United Kingdom	31/03/2014 - 04/04/2014
2	214	Developing pupils' creative and individual abilities to support career choices	EN	Latvia	07/04/2014 - 11/04/2014
2	215	Catalogage et valorisation du patrimoine culturel: un outil d'éducation culturelle à l'école	FR	Italie	07/04/2014 - 11/04/2014
2	216	New resources in science teaching: an innovative partnership linking research and education	EN	France	08/04/2014 - 10/04/2014
2	217	Techniques et outils alternatifs pour l'apprentissage des sciences et d'une langue étrangère	FR	Roumanie	05/05/2014 - 09/05/2014
2	218	Meteorology as a means of interdisciplinary teaching	EN	France	12/05/2014 - 16/05/2014
2	219	Structuration et enjeux d'une politique d'éducation aux médias	FR	France	12/05/2014 - 16/05/2014
2	220	Les ressources culturelles locales pour approcher l'art à l'école primaire	FR	France	12/05/2014 - 16/05/2014
2	221	Developing competences and creativity – From pre-school to secondary education	EN	Poland	02/06/2014 - 06/06/2014
2	222	Using web-based tools for flexible, innovative and creative teaching and learning	EN	Spain	16/06/2014 - 20/06/2014
2	223	Goals and benefits of co-teaching sciences and philosophy	EN	France	16/06/2014 - 20/06/2014

LEARNING MATHEMATICS AND SCIENCE APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

round	group	title of visit	wl	country	date
1	84	Science of data quality: brainstorming data mining	EN	Slovakia	18/09/2013 - 20/09/2013
1	85	Content-based approach and competence acquisition in teaching mathematics and scientific subjects	EN	Italy	21/10/2013 - 25/10/2013
2	224	Bulgarian school experience of forming key competences in mathematics and science	EN	Bulgaria	10/03/2014 - 14/03/2014
2	225	Sciences et TIC pour une école du futur	FR	Italie	24/03/2014 - 28/03/2014
2	226	Creativity increase in science teaching and learning	EN	Poland	07/04/2014 - 10/04/2014
2	227	Developing an experimental approach to science in primary schools	EN	France	19/05/2014 - 23/05/2014

PROMOTING 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

POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

round	group	title of visit	wl	country	date
1	86	Une vision globale du développement de l'enfant: quelques initiatives innovantes	FR	Belgique	07/10/2013 - 11/10/2013
2	228	Pourquoi et comment accueillir et scolariser des enfants de 2 à 5 ans	FR	France	19/05/2014 - 23/05/2014

PERSONALISED LEARNING APPROACHES

round	group	title of visit	wl	country	date
1	87	Access to university education for disabled students	EN	France	03/02/2014 - 07/02/2014
2	229	Diversity and individualisation in education	EN	Austria	10/03/2014 - 14/03/2014
2	230	A view on inclusive practices	EN	Portugal	10/03/2014 - 14/03/2014

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

round	group	title of visit	wl	country	date
1	88	Reduction of early school-leaving, the Dutch case	EN	Netherlands	30/09/2013 - 03/10/2013
1	89	Early school-leaving: how to help young people stay in education and training	EN	Italy	01/10/2013 - 04/10/2013
1	90	Improving completion rates in Finnish VET	EN	Finland	07/10/2013 - 11/10/2013
1	91	Prévenir l'illettrisme en contexte multilingue: approches innovantes	FR	France	19/11/2013 - 22/11/2013
1	92	The happy way back to school: how to help them drop in, not out	EN	Italy	09/12/2013 - 13/12/2013

2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014
2	232	Piloting a model for an after-school centre with Roma children in Slovakia	EN	Slovakia	02/04/2014 - 04/04/2014
2	233	Orienter et motiver pour prévenir l'abandon scolaire	FR	Italie	07/04/2014 - 11/04/2014
2	234	Training guarantee for everybody: good practices for equal opportunities in education and training	EN	Finland	07/04/2014 - 11/04/2014
2	235	Performing arts as an instrument for social inclusion and cultural promotion	EN	Italy	05/05/2014 - 09/05/2014
2	236	Creating a safe environment at school	EN	Lithuania	05/05/2014 - 09/05/2014

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

round	group	title of visit	wl	country	date
1	93	Vocational education for children and young people with intellectual disabilities	EN	Czech Republic	16/09/2013 - 20/09/2013
1	94	Popular adult education gives marginalised groups a second chance	EN	Sweden	18/09/2013 - 20/09/2013
1	95	Promoting social inclusion and gender equality in education and training	EN	Netherlands	30/09/2013 - 04/10/2013
1	96	Equal sustainability: didactics for improving human development	EN	Italy	07/10/2013 - 11/10/2013
1	97	Count me in: inclusive practices in formal and non-formal education and training	EN	Greece	07/10/2013 - 11/10/2013
1	98	Family support and informal adult learning adapted to needs of different groups	EN	Sweden	14/10/2013 - 17/10/2013
1	99	Social integration of people living in deep poverty	EN	Hungary	14/10/2013 - 18/10/2013
1	100	Helping children achieve more	EN	United Kingdom	14/10/2013 - 18/10/2013
1	101	Adult education to fight exclusion	EN	Germany	14/10/2013 - 18/10/2013
1	102	Education of marginalised and socially-excluded groups in small cities and rural areas	EN	Slovakia	11/11/2013 - 15/11/2013
1	103	Inclusion in school education	EN	Ireland	26/11/2013 - 29/11/2013
1	104	Tanz als Kulturgut im Herzen Europas	DE	Tschechische Republik	02/12/2013 - 06/12/2013
1	105	Special needs education in autonomous region of Madeira	EN	Portugal	02/12/2013 - 06/12/2013
2	237	Inclusive learning and work opportunities: international good practices in comparison	EN	Italy	04/03/2014 - 07/03/2014

2	238	Play it again Sam: projects for inclusive education that foster learning for all	EN	Italy	17/03/2014 - 21/03/2014
2	239	Equal opportunities in education through policy and consultation with local stakeholders	EN	Belgium	17/03/2014 - 21/03/2014
2	240	Women in renewable energy and energy efficiency companies: opportunities and challenges	EN	Germany	24/03/2014 - 27/03/2014
2	241	Supporting access to VET for disadvantaged groups	EN	Ireland	25/03/2014 - 28/03/2014
2	242	Including the excluded	EN	Poland	31/03/2014 - 04/04/2014
2	243	Creative community learning for social inclusion	EN	United Kingdom	01/04/2014 - 04/04/2014
2	244	Friendly hand for social integration	EN	Turkey	07/04/2014 - 11/04/2014
2	245	Reducing reoffenders by working with the whole family in a prison and community setting	EN	United Kingdom	29/04/2014 - 02/05/2014
2	246	Integration of handicapped students into school and the labour market	EN	Portugal	05/05/2014 - 09/05/2014
2	247	Give a fair chance to everyone – Inclusive practices in special education	EN	Romania	19/05/2014 - 23/05/2014
2	248	La scolarisation en milieu ordinaire des élèves handicapés ou malades	FR	France	20/05/2014 - 23/05/2014
2	249	Removing barriers for people with disabilities in access to education	EN	Poland	20/05/2014 - 23/05/2014
2	250	Inclusion in education and the school psychologist's role	EN	Denmark	26/05/2014 - 30/05/2014

DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

CONCEVOIR DES STRATÉGIES POUR L'ÉDUCATION ET LA FORMATION TOUT AU LONG DE LA VIE ET LA MOBILITÉ

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

round	group	title of visit	wl	country	date
1	106	Qualifications can cross boundaries – SCQF and links to other European initiatives	EN	United Kingdom	07/10/2013 - 10/10/2013
1	107	Role of social partners in developing national qualifications frameworks	EN	Germany	21/10/2013 - 25/10/2013
2	251	Transport and logistics sector skills in the VET system according to EQF	EN	Italy	01/04/2014 - 03/04/2014
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

OUTILS VISANT À PROMOUVOIR LA TRANSPARENCE DES QUALIFICATIONS ET LA MOBILITÉ DES CITOYENS

round	group	title of visit	wl	country	date	page
1	108	Continuing professional development: a sustainable and effective tool for employability	EN	Spain	22/10/2013 - 25/10/2013	
1	109	Expériences d'implémentation d'ECVET en Belgique francophone	FR	Belgique	26/11/2013 - 29/11/2013	

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

round	group	title of visit	wl	country	date
1	110	Voluntary service as a pathway to competences and mobility	EN	Poland	12/11/2013 - 15/11/2013
1	111	Traduire en diplôme des compétences acquises au cours de sa vie professionnelle	FR	France	20/01/2014 - 24/01/2014
1	112	Recognition of prior learning in French universities	EN	France	20/01/2014 - 23/01/2014
2	253	Validating and recognising key competences within and outside educational structures	EN	Switzerland	05/05/2014 - 09/05/2014
2	254	L'éducation des adultes et la reconnaissance des acquis	FR	Belgique	05/05/2014 - 09/05/2014

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

round	group	title of visit	wl	country	date
1	113	Approaches to mobility in lifelong learning	EN	Turkey	07/10/2013 - 11/10/2013
2	255	Increased cooperation in VET to meet labour market challenges	EN	Romania	05/05/2014 - 08/05/2014

MISE EN ŒUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

round	group	title of visit	wl	country	date
1	114	La formation modulaire au service de l'orientation et de la formation tout au long de la vie	FR	Belgique	21/10/2013 - 24/10/2013

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

RENFORCEMENT DE LA PARTICIPATION DES ADULTES À L'ÉDUCATION ET LA FORMATION

round	group	title of visit	wl	country	date
1	115	Opportunities for adult learning	EN	Netherlands	25/11/2013 - 28/11/2013
2	256	Better working skills through lifelong adult education	EN	Finland	31/03/2014 - 04/04/2014
2	257	La formation professionnelle d'adultes dans le domaine de la sécurité publique	FR	Belgique	31/03/2014 - 03/04/2014
2	258	Upper secondary adult education: validation of former learning and improving learning outcomes	EN	Norway	31/03/2014 - 03/04/2014

LIFELONG GUIDANCE FOR LEARNING AND WORKING

round	group	title of visit	wl	country	date
2	259	Educational guidance in Denmark	EN	Denmark	12/05/2014 - 16/05/2014
2	260	Strength-based guidance in a lifelong perspective	EN	Czech Republic	19/05/2014 - 23/05/2014

LEARNING MOBILITY IN EDUCATION AND TRAINING

round	group	title of visit	wl	country	date
1	116	Best practice of transnational VET pro mobility projects	EN	Germany	14/10/2013 - 18/10/2013
1	117	Intercultural education in educational projects	EN	Poland	15/10/2013 - 18/10/2013
1	118	Fostering lifelong learning through international education programmes	EN	Spain	27/01/2014 - 30/01/2014
1	119	Student mobility to increase employability and integration into the workplace	EN	France	03/02/2014 - 07/02/2014
2	261	Innovative use of recognised learning methods in mobility projects	EN	Slovenia	10/03/2014 - 13/03/2014
2	262	Mobility in European higher education: Bologna-mobility strategy and best practice	EN	Austria	07/04/2014 - 11/04/2014
2	263	Mobility in higher education – Opportunity or sustainable development strategy	EN	Poland	12/05/2014 - 15/05/2014

VISITS BY SECTOR

VISITES PAR SECTEUR

BESUCHE NACH SEKTOREN

	Round 1 (group number)	Round 2 (group number)
Accommodation and food service activities	1, 30	128, 150
Agriculture, forestry and fishing	2, 15	
Arts, entertainment and recreation	27, 77, 82, 104	121, 125, 167, 205, 209
Construction	24	
Electricity, gas, steam and air conditioning supply		149
Human health and social work activities	71, 72, 102	147, 242, 244
Information and communication	22, 84	148, 193, 219
Transportation and storage	23	251
Wholesale and retail trade; repair of motor vehicles and motorcycles	13	130, 131

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	107	Role of social partners in developing national qualifications frameworks	EN	Germany	21/10/2013 - 25/10/2013
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014
2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014

Categories of themes

1. ENCOURAGING 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, 2010d). 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 to promote innovation and increase **employability** and **entrepreneurial potential** of all learners (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 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 three key priorities that should help Member States design and implement appropriate and effective employment policies: maintaining employment, creating jobs and promoting mobility; upgrading skills and matching labour market needs; and 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, 2010c) reflect on how people can be better educated and trained to take up jobs that do not yet exist. The 2011 Cedefop’s skills forecast update for sectors and occupations suggests that demand for skills, as measured by formal qualifications, will increase, yet many young Europeans leave school without an upper secondary level qualification. Of job openings expected to arise by 2020, 32 million will require high qualifications, 36.5 million will require medium-level qualifications and 6.7 million will require low qualifications (Cedefop, 2011d). 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.

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 Bruges communiqué on enhanced European cooperation in vocational education and training (VET), **partnerships between education and training providers, social partners**, enterprises, employment services and other stakeholders can create conditions for young people to acquire the knowledge, skills and competences to **integrate quickly into the labour market** and adjust to emerging working requirements (Bruges communiqué, 2010). 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;

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 promote **workplace learning** improving employability prospects of workers and broadening access to lifelong learning (European Commission, 2010a). For lifelong learning to become a reality for all, irrespective of age and qualification levels, ordinary workplaces must become primary places of learning (Cedefop, 2011b).

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,
- entrepreneurship,
- financing,
- key competences,
- 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. SUPPORTING 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. Flexible training provision and investment must be provided to initial and continuing training for teachers and trainers due to the changing labour markets and working environments (Bruges communiqué, 2010). More attention should be given to induction and probation programmes to deal with shortages of teaching skills and large numbers of young teachers leaving the profession. Coherent **induction programmes** should offer professional, social and personal support for beginning teachers (European Commission, 2010b, p.16-18).

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. School leaders should benefit from opportunities to share good practice and professional development across national boundaries.

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 evaluation and validation of results is becoming more and more frequent.

In vocational education and training, the Bruges communiqué emphasises the need to give high priority to quality assurance in European cooperation in vocational education and training for the period 2011-20 (Bruges communiqué, 2010). Quality assurance is necessary to build up common trust which will ease mobility and recognition of skills and competences between VET systems. Member States should establish by 2015 **quality assurance frameworks for VET providers**, which also applies to associated workplace learning in accordance with the EQAVET recommendation (European Parliament; Council of the European Union, 2009b).

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

- Autonomy (school or institution),
- 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. PROMOTING 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, enabling practical experiences in enterprises, and involving experts from businesses (Council of European Union, 2010e). 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, European Commission, 2012) 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. They are essential to people for adapting to various working environments and being active citizens. There is also growing demand from employers for these competences (Council of the European Union, 2010b).

For the first time in 2010 the Council tackled the issue of **education for sustainable development (ESD)** integrating economic, social and environmental perspectives. It calls in its conclusions the Member States to mainstream sustainable development in all areas of education and training and to support ESD in their national lifelong learning strategies (Council of the European Union, 2010f).

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
- Education for entrepreneurship
- Education for active citizenship and sustainable development
- Developing creativity in learning and teaching
- Learning mathematics and science

3.3. Keywords

- Adult learning,
- 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. PROMOTING 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. By doing this, education and training systems contribute to reducing social inequalities and enable citizens to realise their full potential (Council of the European Union, 2011b).

Reducing the share of **early school leavers** to 10% from the current level of 14.4% in both general education and VET is one of the headline targets of Europe 2020 strategy. The Commission approved in 2011 an action plan that will help Member States to achieve this headline target by the end of the decade (Council of the European Union, 2011a). VET in particular can contribute to reducing the percentage of early school leavers through a combination of both preventive and remedial measures for example, through labour market relevant VET, increased work-based learning and apprenticeships, flexible learning pathways, effective guidance and counselling, and by learning content and methods that acknowledge young people's lifestyles and interests, while maintaining high-level quality standards for VET (Bruges communiqué, 2010).

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.

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, 2010b).

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. DEVELOPING 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. The Bruges communiqué on enhanced European cooperation in vocational education and training calls for more actions to ensure maximum access to lifelong learning so that people have opportunities to learn at any stage in life and by making routes into education and training more open and flexible (Bruges communiqué, 2010).

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 year 2013 shall be designated as the European Year of Citizens. The European Year will focus on the opportunities for civic participation and access to rights by Union citizens residing in another Member State than their own (European Commission, 2011).

The **youth on the move** initiative (Council of the European Union, 2010g) underlines the value of learning mobility and proposes 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 (European Parliament; Council of the European Union, 2006b) 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, 2012) 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. The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. More and more European countries are developing and implementing comprehensive **national qualifications frameworks (NQFs)** (Cedefop, 2012a), which cover all subsystems and which are closely – although not exclusively – related to 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 (Europass, 2012) 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. According to the Bruges communiqué, a European Skills Passport will be developed as part of Europass by 2012 to help citizens record their skills gained during formal or non-formal learning experiences.

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 a recommendation on establishing a European credit system for vocational education and training (ECVET). The **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b) was adopted by the European Parliament and Council

in 2009 as a reference instrument to help authorities of Member States to promote and monitor continuous improvement of their national VET systems.

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 (Council of the European Union, 2008c) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

Although Member States have achieved a lot of progress in lifelong learning strategies, very strong inequalities exist in learning participation for adults (Council of the European Union 2008a). One of the big challenges until 2020 is to increase participation in learning opportunities for the low skilled adults and in particular older workers. Member States should implement efficient **adult learning** systems that provide adults with key competences and increased labour market access.

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

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,
- disadvantaged groups
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- 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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