

# Study visits catalogue

## March-June 2008

Каталог на учебните посещения  
Katalog studijních pobytů  
Katalog over studiebesøg  
Studienbesuche: Katalog  
Öppelähetuste kataloog  
Κατάλογος επισκέψεων μελέτης  
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Catalogue des visites d'étude  
Clár Cuairte Staidéir  
Catalogo visite di studio  
Mācību braucienu katalogs  
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Katalóg študijných návštev  
Katalog študijskih obiskov za leto  
Opintomatkat vuonna  
Studiebesökskatalogen



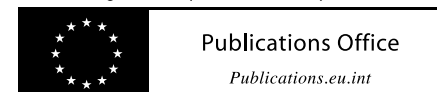
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Study visits catalogue – March-June 2008



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## March-June 2008

Cedefop

Catálogo de las Visitas de Estudio  
Studienbesuche: Katalog  
Catalogue des visites d'étude







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Cedefop

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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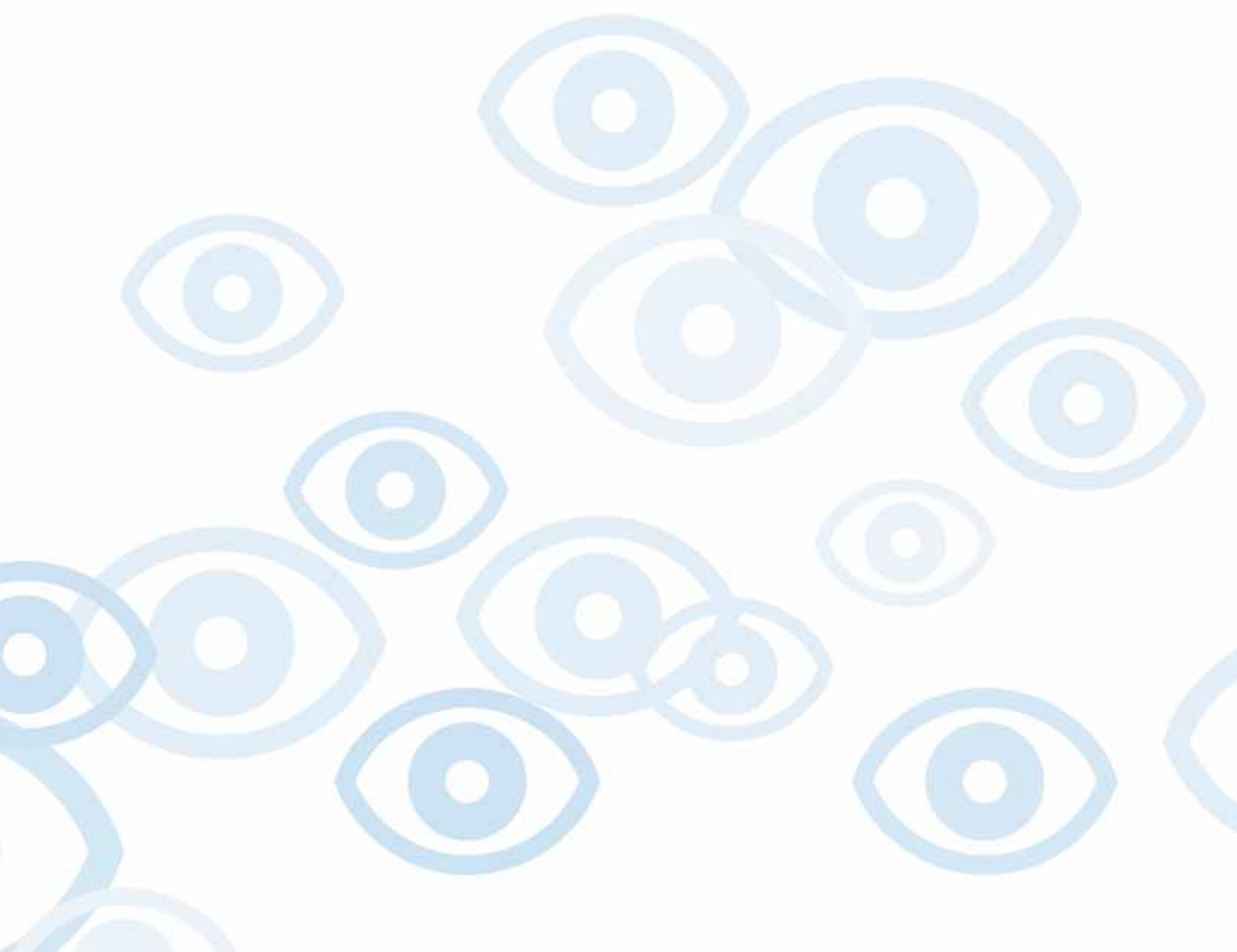
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## About the study visits programme

Study visits is one of the key actions of the transversal programme of the Lifelong learning programme 2007-13 (LLP). 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 2010 work programme, as well as the Bologna and Copenhagen processes and their successors.

Starting on 1 January 2008, study visits will consolidate two former study visit programmes: the Arion study visits, part of Socrates II for education decision-makers, and Cedefop study visits, part of Leonardo da Vinci II mobility for those responsible for vocational training. At European level, the programme will be coordinated by Cedefop (European Centre for the Development of Vocational Training) on behalf of the European Commission.

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 participating 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 normally 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.



## HOW TO APPLY

If you want to participate in a visit, please contact your National Agency to check eligibility and other procedures. They evaluate and select candidates, and also provide any further information or clarification. A list of contact persons in your country is available online at: <http://studyvisits.cedefop.europa.eu>

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

## HOW TO USE THIS CATALOGUE

This is the first catalogue of the consolidated programme. It comprises the study visits that will take place from March to June 2008 exploring the themes from three different perspectives:

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

Descriptions of the visits focused on general education have been taken from the Arion study visits catalogue 2007-2008 that was published in February 2007. Descriptions of the visits on vocational education and training and lifelong learning have been submitted by participating countries' national liaison officers or National Agencies specifically for this catalogue. They have been published as submitted by the organisers of the visits.

This catalogue has been designed to allow you to choose the visits that suit your professional interests and schedules best.

Study visits are classified by theme in chronological order. The summary table (overview) allows you to find a visit quickly according to several criteria: theme, date, country, working language and the page on which the content of the visit is described.

You can use more search possibilities in the online version of this catalogue at: <http://studyvisits.cedefop.europa.eu>

## HOW TO USE THE DESCRIPTION PAGE

The description of a study visit contains information on its content and objectives and the socio-economic context of its specific country or region. Each description contains the following information:

THEME

Economic sector, if applicable

# Title of visit

**Group No:** xx

**Soclink No:** xx

Soclink number refers to the study visits for education decision-makers and specialists as published in the Arion study visits catalogue 2007-2008.

**Type of visit:**

You can choose between the visits that examine the themes from either a general education or vocational education and training perspective, or from a lifelong learning perspective.

**Dates of the visit**  
(dd/mm/yy)

**Venue [Host country]**

**Working language 1:**

Main working language of the visit.

**Working language 2:**

Not necessarily an active working language of the visit; the organisers might provide linguistic support.

**Number of places:**

Number of places in a group.

**Minimum required:**

Minimum number of participants for a visit to take place

## EDUCATION AND TRAINING 2010 OBJECTIVES

This section indicates one or several objectives of the Education and Training 2010 work programme to which the content of the visit is linked. The list of objectives is provided in annex at the end of the catalogue.

## WHY

This section provides the general background or the socio-economic context in which the visit will take place.

## WHAT

In this section the organisers describe the main objectives and learning outcomes for the group.

## HOW

This section outlines the main activities through which the organisers plan to achieve the objectives of the visit.

## WHOM

This section describes who is expected to apply for the visit.

## DESCRIPTION IN WORKING LANGUAGE 2

This section contains a short description of the study visit in working language 2, if applicable.

## Contact person (s)

The contact details of the organisers. You will be able to contact them for any additional information on the visit.

## WWW.

This section includes links to websites recommended by the organisers where you can find additional information on the theme and places of the visit.

# Das Studienbesuchsprogramm

Studienbesuche sind eine der Schlüsselaktionen des Querschnittsprogramms des Programms für lebenslanges Lernen 2007-2013 (LLP). Das Ziel des Studienbesuchsprogramms ist eine Unterstützung der Konzeption politischer Maßnahmen und der Zusammenarbeit auf europäischer Ebene im Bezug auf lebenslanges Lernen, insbesondere im Zusammenhang mit dem Lissabon-Prozess und dem Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“, sowie den Bologna- und Kopenhagen-Prozessen und den entsprechenden Nachfolgeinitiativen.

Ab dem 1. Januar 2008 wird das Studienbesuchsprogramm zwei bisherige Studienbesuchsprogramme zusammenführen: die Arion-Studienbesuche, Teil von Sokrates II für Bildungsexperten und Entscheidungsträger und die Cedefop-Studienbesuche, Teil des Mobilitätsprogramms Leonardo da Vinci II für Verantwortliche in der Berufsbildung. Das Programm wird europaweit vom Cedefop (Europäisches Zentrum für die Förderung der Berufsbildung) im Namen der Europäischen Kommission koordiniert.

Ein Studienbesuch ist ein kurzer Besuch von drei bis fünf Tagen von einer kleinen Gruppe von Experten und Entscheidungsträgern, die verschiedene Bildungs- und Berufsbildungsgruppen vertreten. Dabei handelt es sich um Interessenvertreter, die einen bestimmten Aspekt des lebenslangen Lernens in einem anderen Mitgliedstaat untersuchen wollen. Teilnehmer lassen sich meistens einer der folgenden Kategorien zuordnen:

Bildungsbeauftragte in Unternehmen;

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern
- Leiter von Berufsberatungszentren;
- Leiter von Validierungs- oder Akkreditierungszentren;
- Bildungs- und Berufsbildungsinspektoren;
- Schulleiter, Lehreraus- und -fortbildner;
- Abteilungsleiter;
- Personalbeauftragte;
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen;
- Bildungs- oder Berufsberater;
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern;
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen;
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren;
- Vertreter von Arbeitgeberorganisationen und Interessensvereinigungen;
- Vertreter von örtlichen, regionalen und nationalen Behörden;
- Vertreter von Arbeitnehmerorganisationen und Interessensvereinigungen;
- Forscher.

Die Gruppen bestehen üblicherweise aus zehn bis fünfzehn Teilnehmern.

Studienbesuche werden lokal oder regional organisiert und von der jeweiligen nationalen Agentur koordiniert.

Sie bieten ein Forum, in dem Themen von allgemeinem Interesse sowie europäischer und nationaler Prioritäten erörtert und ausgetauscht und Lernmöglichkeiten geboten werden. Durch den Austausch von innovativen Ideen und Verfahrensweisen fördern die Teilnehmer die Qualität und Transparenz ihrer Bildungs- und Berufsbildungssysteme.

### WIE SIE SICH BEWERBEN KÖNNEN

Wenn Sie an einem Besuch teilnehmen möchten, nehmen Sie bitte mit Ihrer nationalen Agentur Verbindung auf, um u. a. Ihre Förderfähigkeit zu prüfen. Die Agentur prüft die Kandidaten und wählt geeignete Kandidaten aus. Ebenso erteilt sie weitere Auskünfte und klärt Fragen. Eine Liste von Ansprechpartnern in Ihrem Land können Sie online abrufen unter: <http://studyvisits.cedefop.europa.eu>. Lesen Sie den Katalog aufmerksam durch. Nachdem Sie sich für Besuche entschieden haben, die für Sie interessant sind, können Sie sich online bewerben unter: <http://studyvisits.cedefop.europa.eu>.

### WIE SIE DIESEN KATALOG BENUTZEN

Dies ist der erste Katalog seit Bestehen des konsolidierten Studienbesuchsprogramms. Er enthält die Studienbesuche, die zwischen März und Juni 2008 stattfinden und teilt diese in drei Rahmenthemen auf:

- Allgemeinbildung (im Katalog Typ Allgemeinbildung);
- Berufsbildung (Typ Berufsbildung);
- umfassendes lebenslanges Lernen (Mischtyp).

Die Beschreibungen der Besuche im Bereich der Allgemeinbildung stammen aus dem Katalog der Arion-Studienbesuche 2007–2008, der im Februar 2007 veröffentlicht wurde. Die Beschreibungen der Besuche im Bereich der Berufsbildung und des lebenslangen Lernens wurden von den nationalen Verbindungspersonen der teilnehmenden Länder oder den nationalen Agenturen speziell für diesen Katalog eingereicht. Sie wurden in der Form veröffentlicht, in der sie von den Organisatoren der Besuche eingereicht wurden.

Dieser Katalog soll Ihnen helfen, Besuche auszuwählen, die Ihren beruflichen Interessen und Ihren terminlichen Vorstellungen am ehesten entsprechen.

Die Studienbesuche sind nach Rahmenthemen geordnet und dann in chronologischer Reihenfolge aufgeführt. Die Tabelle mit der Zusammenfassung (Überblick) erlaubt es Ihnen, einen Besuch anhand verschiedener Kriterien schnell zu finden: Rahmenthema, Datum, Land, Arbeitssprache und Seite, auf der der Besuch beschrieben wird.

In der Online-Version dieses Katalogs können Sie weitere Suchkriterien anwenden. Sie finden den Katalog unter: <http://studyvisits.cedefop.europa.eu>.

### WIE DIE SEITE MIT DER BESCHREIBUNG ZU VERSTEHEN IST

Die Beschreibung eines Studienbesuchs enthält Informationen über den Inhalt und die Ziele des Besuchs sowie über den sozioökonomischen Kontext des jeweiligen Landes oder der Region. Jede Beschreibung enthält die folgenden Informationen:

## RAHMENTHEMA

Wirtschaftssektor, falls zutreffend

# Titel des Besuchs

**Gruppennummer:** XX**Soclink Ref.-Nr.:** XX

Die Soclink-Nummer bezieht sich auf die Studienbesuche für Bildungsexperten und Entscheidungsträger, die im Katalog der Arion-Studienbesuche 2007-2008 veröffentlicht wurden.

**Typ des Besuchs:**

Sie können einen Besuch unter dem Gesichtspunkt der Allgemeinbildung, der Berufsbildung oder des lebenslangen Lernens auswählen.

**Datum des Besuchs:**  
(TT/MM/JJ)**Besuchsort [Gastland]****Arbeitssprache 1:**

Hauptarbeitssprache des Besuchs.

**Arbeitssprache 2:**

Nicht notwendigerweise eine aktive Arbeitssprache des Besuchs; die Organisatoren stellen eventuell sprachliche Unterstützung zur Verfügung.

**Anzahl der Plätze:**

Anzahl der Plätze in einer Gruppe.

**Mindestanzahl:**

Mindestanzahl der Teilnehmer, damit ein Besuch stattfindet.

**ZIELE DES ARBEITSPROGRAMMS „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

Dieser Abschnitt enthält ein oder mehrere Ziele des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“, auf die sich der Inhalt des Besuchs bezieht. Eine Liste der Ziele ist dem Katalog als Anhang beigefügt.

**WARUM**

Dieser Abschnitt enthält den allgemeinen Hintergrund oder den sozioökonomischen Kontext, in dem der Besuch stattfindet.

**WAS**

In diesem Abschnitt beschreiben die Organisatoren die Hauptziele und Lernergebnisse der Gruppe.

**WIE**

Dieser Abschnitt legt die Hauptaktivitäten dar, durch die die Organisatoren die Ziele des Besuchs erreichen wollen.

**WER**

Dieser Abschnitt beschreibt die Zielgruppe für den Besuch.

**BESCHREIBUNG IN ARBEITSSPRACHE 2**

Dieser Abschnitt enthält eine kurze Beschreibung des Studienbesuchs in der zweiten Arbeitssprache, sofern vorhanden.

**Kontaktperson(en)**

Einzelheiten für die Kontaktaufnahme zu den Organisatoren. Sie können sich an die Ansprechpartner wenden, wenn Sie weitere Informationen über den Besuch wünschen.

**WWW.**

Dieser Abschnitt enthält von den Organisatoren empfohlene Links zu Webseiten, wo Sie weitere Informationen über das Rahmenthema und die Besuchsorte finden.

## À propos du programme de visites d'étude

Les visites d'étude constituent une des actions clés du programme transversal pour l'éducation et la formation tout au long de la vie (EFTLV) 2007–2013. Celui-ci vise à soutenir l'élaboration des politiques et la coopération en matière d'éducation et de formation tout au long de la vie au niveau européen, notamment dans le contexte du processus de Lisbonne et du programme de travail «Éducation et formation 2010», de même que des processus de Bologne et de Copenhague et de leurs successeurs.

À compter du 1<sup>er</sup> janvier 2008, les visites d'étude viendront compléter deux anciens programmes de visites d'étude: les visites d'étude Arion, organisées dans le cadre du programme Socrates II destiné aux décideurs dans le domaine de l'éducation, et les visites d'étude du Cedefop, dans le cadre de Leonardo da Vinci II – Mobilité destiné aux responsables dans le domaine de la formation professionnelle. Au niveau européen, le programme sera coordonné par le Cedefop (Centre européen pour le développement de la formation professionnelle) pour la Commission européenne.

Une visite d'étude est une visite de courte durée (entre trois et cinq jours) réalisée par un petit groupe de spécialistes et de décideurs représentant différents groupes d'éducation et de formation professionnelles. Il s'agit de parties prenantes désireuses d'analyser un aspect particulier de l'éducation et de la formation tout au long de la vie dans un autre pays participant. Le profil des participants correspond essentiellement à l'une des catégories suivantes:

- responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou de prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs,
- autres.

Les groupes se composent habituellement de 10 à 15 participants.

Les visites d'étude sont organisées au niveau local ou régional et coordonnées par l'Agence Nationale.

Elles servent de cadre à des discussions, des échanges et autres réflexions sur des sujets d'intérêt commun ainsi que sur les priorités européennes et nationales. En échangeant des idées et des pratiques innovantes, les participants stimulent la qualité et la transparence de leurs systèmes d'éducation et de formation.

### COMMENT POSER SA CANDIDATURE

Si vous souhaitez participer à une visite, veuillez prendre contact avec votre Agence Nationale afin de vérifier si vous remplissez les conditions requises et de connaître les autres procédures nécessaires. Cette agence évalue et sélectionne les candidats, tout en leur offrant des informations complémentaires ou des précisions. La liste des personnes de contact dans votre pays est disponible à l'adresse suivante:

**<http://studyvisits.cedefop.europa.eu>.**

Veuillez lire le catalogue attentivement. Lorsque vous aurez sélectionné les visites qui vous intéressent, vous devrez poser votre candidature en ligne:

**<http://studyvisits.cedefop.europa.eu>.**

### COMMENT UTILISER CE CATALOGUE

Il s'agit du premier catalogue du programme consolidé. Il comprend les visites d'études qui seront organisées de mars à juin 2008, dans le cadre desquelles les sujets seront examinés de trois points de vue différents:

- éducation générale (dans le catalogue – le type éducation générale);
- enseignement et formation professionnels (le type EFP);
- éducation et formation tout au long de la vie (le type mixte).

Les descriptions des visites axées sur l'éducation générale sont issues du catalogue de visites d'étude Arion 2007-2008, publié en février 2007. Les descriptions des visites d'étude axées sur l'enseignement et la formation professionnels et sur l'éducation et la formation tout au long de la vie ont été transmises par les responsables nationaux de liaison des pays participants ou par les Agences Nationales spécialement aux fins de ce catalogue. Elles ont été publiées sous la forme proposée par les organisateurs des visites.

Ce catalogue a été conçu pour vous permettre de choisir une visite qui corresponde le mieux à vos intérêts professionnels ainsi qu'à votre emploi du temps.

Les visites d'étude sont classées par thème et par ordre chronologique. Le tableau synoptique vous permet de sélectionner rapidement une visite, selon plusieurs critères (thème, date, pays, langue de travail) et renvoie à la page qui en présente le contenu.

Des possibilités de recherche complémentaires vous sont proposées dans la version en ligne de ce catalogue: **<http://studyvisits.cedefop.europa.eu>.**

### COMMENT UTILISER LA PAGE DE DESCRIPTION

La description des visites d'étude contient des informations sur leur contenu et leurs objectifs, de même que sur le contexte socioéconomique du pays ou de la région concernés. Chaque description contient les informations suivantes:

THÈME

Secteur économique, le cas échéant

# Titre de la visite

**Numéro de groupe:** xx

**N° de réf. Soclink:** xx

Le numéro Soclink désigne les visites d'étude destinées aux décideurs et spécialistes dans le domaine de l'éducation telles que publiées dans le catalogue de visites d'étude Arion 2007-2008.

**Type de visite:**

Vous avez le choix entre les visites qui examinent les thèmes du point de vue de l'éducation générale, de l'enseignement et la formation professionnels ou de l'éducation et de la formation tout au long de la vie.

**Dates of the visit**  
(jj/mm/aa)

**Lieu [pays d'accueil]**

**Langue de travail 1:**

Principale langue de travail de la visite.

**Langue de travail 2:**

Pas nécessairement une langue de travail active de la visite; les organisateurs peuvent prévoir une assistance linguistique.

**Nombre de places:**

Nombre de places dans le groupe.

**Minimum requis:**

Nombre minimal de participants pour qu'une visite ait lieu.

## OBJECTIFS «ÉDUCATION ET FORMATION 2010»

Cette section décrit un ou plusieurs objectifs du programme de travail «Éducation et formation 2010» au(x)quel(s) est lié le contenu de la visite. La liste des objectifs est fournie en annexe, à la fin de ce catalogue.

## POURQUOI

Cette section présente le cadre général ou le contexte socioéconomique dans lequel la visite doit avoir lieu.

## QUOI

Dans cette section, les organisateurs décrivent les principaux objectifs et résultats d'apprentissage du groupe.

## COMMENT

Cette section détaille les principales activités grâce auxquelles les organisateurs prévoient d'atteindre les objectifs de la visite.

## QUI

Cette section décrit les personnes susceptibles de poser leur candidature pour la visite.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Cette section contient une brève description de la visite d'étude dans la deuxième langue de travail, le cas échéant.

### Personne(s) de contact:

Coordonnées des organisateurs. Vous pourrez les contacter pour toute information complémentaire sur la visite.

## WWW.

Cette section contient des liens vers des sites Web recommandés par les organisateurs où vous trouverez des informations complémentaires sur le thème et les lieux de la visite.

## Acerca del programa de visitas de estudio

Las visitas de estudio son una de las acciones fundamentales del programa transversal del Programa de aprendizaje permanente 2007-2013. Su objetivo es apoyar el desarrollo de políticas y la cooperación a escala europea en el ámbito del aprendizaje permanente, particularmente en el contexto del proceso de Lisboa y del programa de trabajo Educación y Formación 2010, así como en los procesos de Bolonia y Copenhague y sus sucesores.

A partir del 1 de enero de 2008, las visitas de estudio consolidarán dos programas de visitas de estudio anteriores: las visitas de estudio Arion, parte de Sócrates II para las personas responsables de la política educativa, y las visitas de estudio del Cedefop, parte de Leonardo da Vinci II - Movilidad para los responsables de la formación profesional. A nivel comunitario, el programa lo coordinará Cedefop (Centro Europeo para el Desarrollo de la Formación Profesional) en nombre de la Comisión Europea.

Una visita de estudio consiste en una breve visita, de tres a cinco días, para un pequeño grupo de especialistas y responsables de la política educativa que representan a varios grupos de educación y formación profesional. Se trata de partes interesadas que quieren examinar un aspecto particular del aprendizaje permanente en otro Estado miembro. El perfil de un participante se corresponde principalmente con una de las siguientes categorías:

- responsables de formación de empresas;
- directores de instituciones, centros y escuelas de educación y formación profesional;
- directores de centros de orientación;
- directores de centros de validación o acreditación;
- inspectores de educación y formación profesional;
- directores escolares, formadores de profesores
- jefes de departamento;
- directores de recursos humanos;
- propietarios/directores de PYME;
- asesores pedagógicos u orientadores;
- representantes de cámaras de comercio/industria/artesanía;
- representantes de redes y asociaciones de educación y formación profesional;
- representantes de servicios educativos, oficinas de empleo o centros de orientación;
- representantes de organizaciones de empresarios;
- representantes de autoridades locales, regionales y nacionales
- representantes de sindicatos;
- investigadores;
- otros.

Normalmente, los grupos están compuestos por 10 a 15 participantes.

Las visitas de estudio se organizan tanto a nivel local como regional y se coordinan por la Agencia Nacional.

Ofrecen un foro para el debate, el intercambio y el aprendizaje sobre temas de interés común y sobre las prioridades nacionales y europeas. El intercambio de ideas y prácticas innovadoras contribuye a que los participantes fomenten la calidad y la transparencia de sus sistemas educativos y de formación.

## CÓMO PARTICIPAR

Si desea participar en una visita, rogamos se ponga en contacto con su Agencia Nacional para comprobar si reúne los requisitos de admisibilidad y otros procedimientos. Esta evalúa y selecciona a los candidatos y también facilita cualquier información o clarificación que precise. Está disponible en línea una lista de personas de contacto en su país en: <http://studyvisits.cedefop.europa.eu>.

Lea atentamente el catálogo. Después de seleccionar las visitas en las que esté interesado, deberá presentar una solicitud por vía electrónica en:

<http://studyvisits.cedefop.europa.eu>.

## CÓMO UTILIZAR ESTE CATÁLOGO

Se trata del primer catálogo del programa consolidado. Comprende las visitas de estudio que tendrán lugar de marzo a junio de 2008 y que exploran los temas desde tres perspectivas diferentes:

- educación general (en el catálogo - el tipo de educación general);
- enseñanza y formación profesional (el tipo VET);
- aprendizaje permanente (el tipo mixto).

Las descripciones de las visitas centradas en la educación general se han sacado del catálogo de visitas de estudio Arion 2007-2008 que se publicó en febrero de 2007. Funcionarios de enlace nacionales o las Agencias Nacionales de los países participantes han presentado descripciones de las visitas sobre educación y formación profesional y formación permanente, específicamente para este catálogo. Han sido publicadas tal como las presentaron los organizadores de las visitas.

Este catálogo ha sido concebido para que pueda elegir las visitas que mejor se ajusten a sus intereses y programas profesionales.

Las visitas de estudio están clasificadas por tema en orden cronológico. La tabla de resumen (visión general) permite que pueda encontrar una visita rápidamente según varios criterios: tema, fecha, país, idioma de trabajo y la página en la que se describe el contenido de la visita.

Puede utilizar más posibilidades de búsqueda en la versión electrónica de este catálogo en: <http://studyvisits.cedefop.europa.eu>.

## CÓMO UTILIZAR LA PÁGINA DE DESCRIPCIÓN

La descripción de una visita de estudio contiene información sobre su contenido y objetivos, así como sobre el contexto socioeconómico de su país o región específicos. Cada descripción incluye la información siguiente:

## THÈME

Sector económico, si procede

# Título de la visita

**Número de grupo:** xx

**Nº de ref. Soclink:** xx

El número Soclink se refiere a las visitas de estudio para los especialistas y los responsables de la política educativa según publicado en el catálogo de visitas de estudio Arion 2007-2008.

**Tipo de visita:**

Puede elegir entre las visitas que examinan los temas o bien desde la perspectiva de la educación general, de la educación y formación profesional o del aprendizaje permanente.

**Fechas de la visita:**  
(dd/mm/aa)

**Lugar (país de acogida)**

**Idioma de trabajo 1:**

Principal idioma de trabajo de la visita.

**Idioma de trabajo 2:**

No tiene que ser necesariamente un idioma de trabajo activo de la visita; los organizadores podrán ofrecer apoyo lingüístico.

**Nº de plazas:**

Nº de plazas en un grupo.

**Mínimo requerido:**

Nº mínimo de participantes para que tenga lugar una visita.

## OBJETIVOS DE EDUCACIÓN Y FORMACIÓN 2010

Esta sección indica uno o varios objetivos del programa de trabajo Educación y Formación 2010 con los que está relacionado el contenido de la visita. Al final del catálogo se adjunta la lista de objetivos en forma de anexo.

## POR QUÉ

Esta sección ofrece el contexto general o socioeconómico en el que se desarrollará la visita.

## QUÉ

En esta sección, los organizadores describen los principales objetivos y resultados del aprendizaje para el grupo.

## CÓMO

Esta sección esboza las principales actividades a través de las cuales los organizadores prevén alcanzar los objetivos de la visita.

## QUIÉN

Esta sección describe el tipo de persona que se espera que solicite participar en la visita.

## DESCRIPCIÓN DEL IDIOMA DE TRABAJO 2

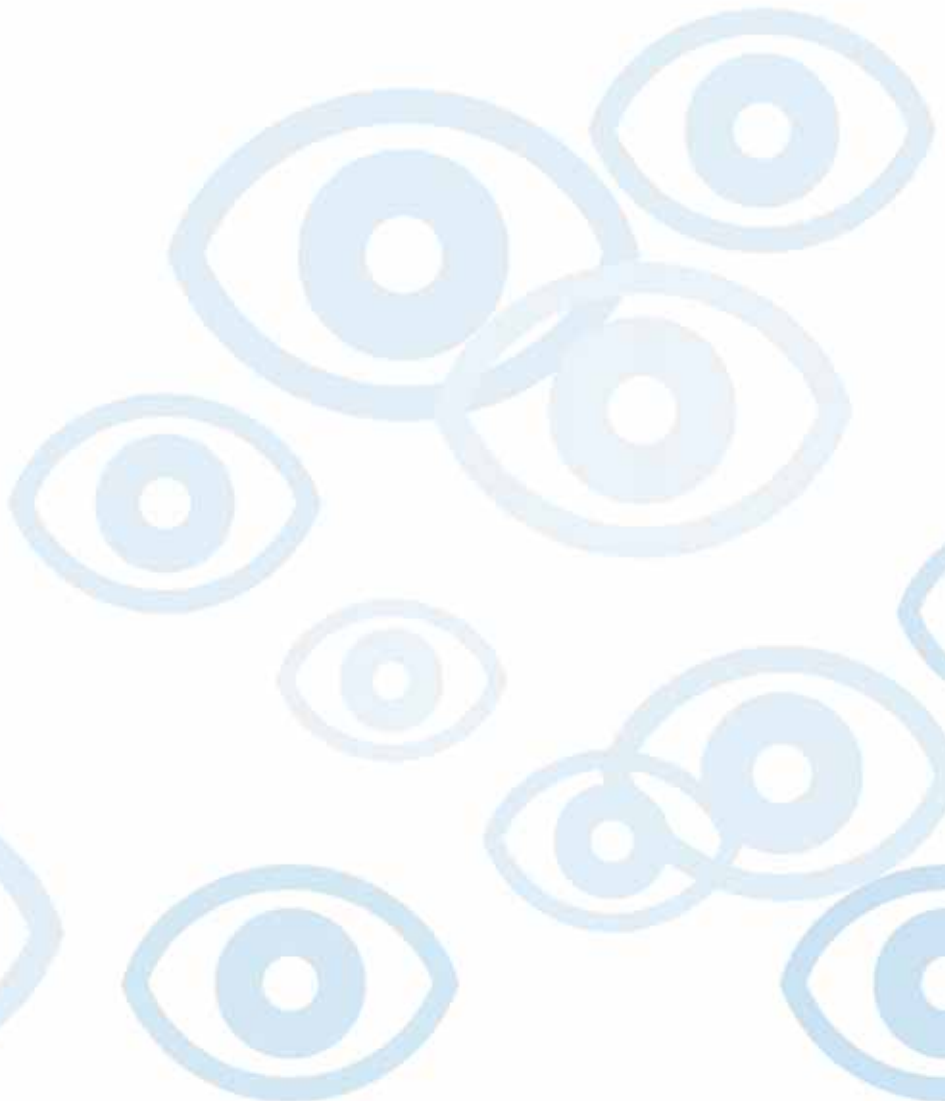
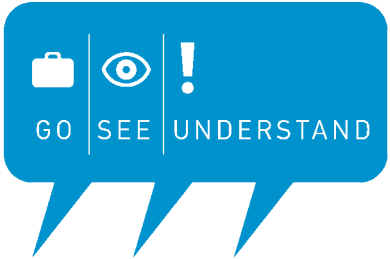
Esta sección incluye una breve descripción de la visita de estudio en el idioma de trabajo 2, si procede.

### Persona(s) de contacto

Los datos de contacto de los organizadores. Podrá ponerse en contacto con ellos para cualquier información adicional que precise sobre la visita.

**WWW.**

Esta sección incluye enlaces a sitios web recomendados por los organizadores donde podrá encontrar información adicional sobre el tema y lugares de la visita.



# March-June 2008

## mars-juin 2008 – März-Juni 2008 – marzo-junio 2008

### Presentation of national systems / Présentation des systèmes nationaux / Einführung in die nationalen Systeme

group	title of visit	wl 1	country	date	page
1	Schulische Unterstützungssysteme in Tirol	DE	Österreich	3.-7. März	23
2	La documentation dans le système éducatif français (enseignement scolaire): fonctionnement, spécificités, rôle dans l'ouverture européenne	FR	France	3-7 mars	24
3	The Portuguese education system and the role of local organisations	EN	Portugal	3-7 March	25
4	Deaf and hard of hearing in educational systems in Europe	EN	Slovenia	3-7 March	26
5	A general study of the education system	EN	Ireland	3-7 March	27
6	L'organisation du service "Vie scolaire" en France et le rôle spécifique du conseiller principal d'éducation	FR	France	10-14 mars	28
7	L'impact de l'enseignement dans les langues maternelles des minorités nationales sur la personnalité des futurs citoyens européens	FR	Romanie	10-14 mars	29
8	Étude générale des systèmes éducatifs	FR	France	17-21 mars	30
9	Study visits of educational development projects in compulsory and upper secondary schools in a variety of municipalities	EN	Sweden	7-11 April	31
10	General study of education systems and evaluation of education systems	EN	Turkey	7-11 April	32
11	General study of education system	EN	Latvia	7-11 April	33
12	Extra-curriculum project as a means to promote school attractiveness	EN	Greece	7-11 April	34
13	Berufsausbildung im Tourismussektor in Österreich	DE	Österreich	14.-16. April	35
14	Equal opportunities in education	EN	Hungary	14-18 April	36
15	General study of education systems	EN	Latvia	14-18 April	37
16	Education for the society	EN	Turkey	4-8 May	38
17	Das österreichische Schulsystem im europäischen Vergleich	EN	Austria	5-9 May	39
18	Modern methodology in the early language teaching	EN	Poland	11-16 May	40
19	Estonian VET system - traditions and innovation	EN	Estonia	26-30 May	41
20	Competence-based qualification framework	EN	Netherlands	2-5 June	42

### Combating illiteracy

group	title of visit	wl 1	country	date	page
21	Improving skills	EN	Belgium	19-23 May	43

## ICT in education and training / IKT in der Aus- und Weiterbildung

group	title of visit	wl 1	country	date	page
22	A different use for ICT resources	EN	Portugal	3-7 March	44
23	ICT-skills	EN	Belgium	10-14 March	45
24	Ensuring access to ICT for everyone	EN	Spain	7-11 April	46
25	eLearning cluster schools in Upper Austria - Practical eLearning models on upper secondary level	DE	Österreich	21-25 April	47
26	Improving education by ICT	EN	Romania	5-9 May	48
27	ICT in education	EN	Spain	12-17 May	49
28	ICT in primary and secondary education - Identifying and sharing good practice	EN	Czech Republic	19-23 May	50
29	Education and its tools	EN	Norway	2-6 June	51
30	Using ICT to enhance teaching and learning	EN	United Kingdom	16-20 June	52

## Integration of handicapped pupils and students / Intégration des élèves et des étudiants handicapés / Eingliederung Jugendlicher mit Behinderung in das Regelschulwesen

group	title of visit	wl 1	country	date	page
31	Integration of handicapped children, inclusive education and ICT	EN	Portugal	4-8 March	53
32	La atención educativa al niño enfermo en el Área Territorial de Madrid Capital	FR	Espagne	10-14 mars	54
33	Integration of handicapped children into the ordinary school system	DE	Österreich	21.-26. April	55
34	Pedagogical-psychological support system and education of special education needs children in Lithuania	EN	Lithuania	5-9 May	56
35	Integration of handicapped children	EN	Turkey	5-9 May	57
36	Assistance pédagogique à domicile pour les élèves malades	FR	France	12-16 mai	58
37	La scolarisation des jeunes présentant un handicap sensoriel (déficience visuelle, surdit�)	FR	France	12-16 mai	59
38	Preparing young adults with severe learning difficulties for life through education, care and employment	EN	United Kingdom	14-18 May	60
39	L'int�gration des enfants handicap�s dans l'enseignement g�n�ral en Roumanie	FR	Romanie	19-23 mai	61
40	Handicap: problematiche educative e non	FR	Italie	26-30 mai	62
41	Modelle der Integration und Unterst�tzung benachteiligter und beeintr�chtigter Kinder und Jugendlicher mit sonderp�dagogischem F�rderbedarf im deutschen Schulsystem	EN	Germany	26-30 May	63
42	Integration von Kindern und Jugendlichen mit Autismus in Arbeit und Leben - Integrating autistic children and young people into the work process and everyday life	DE	Deutschland	16.-20. Juni	64

### Gender equity in education and vocational training systems / Egalité des droits entre les sexes dans l'enseignement et la formation professionnelle

group	title of visit	wl 1	country	date	page
43	Equality and diversity in the early years	EN	United Kingdom	12-16 May	65
44	Making the European future together	EN	Sweden	12-18 May	66
45	Parcours de citoyenneté active et promotion du succès formatif	FR	Italie	26-30 mai	67
46	Dealing with diversity, race equality and community cohesion in Leicester schools	EN	United Kingdom	16-20 June	68

### Measures to prevent school failure / Mesures préventives contre l'échec scolaire / Maßnahmen zur Verhinderung von Schulversagen

group	title of visit	wl 1	country	date	page
47	Schools as places of social and cultural promotion		Italy	3-7 March	69
48	L'intégration des enfants des migrants et des primo-arrivants	FR	France	10-14 mars	70
49	Prevention of school failure	EN	Spain	31 March-4 April	71
50	Apprendre pour la vie	FR	Luxembourg	13-18 avril	72
51	Measures to prevent school failure	EN	Estonia	14-18 April	73
52	Unqualified School Leavers (USK) - pathways towards solutions	DE	Deutschland	5.-9. Mai	74
53	New opportunities in education	EN	Portugal	5-9 May	75
54	Lutte contre l'échec scolaire, intégration des jeunes migrants en Communauté française de Belgique	FR	Belgique	19-23 mai	76

### European dimension in education / La dimension européenne dans l'éducation / Einführung der europäischen Dimension

group	title of visit	wl 1	country	date	page
55	The European dimension through cultural and European educational projects	EN	Greece	3-7 March	77
56	L'action de réseau vise à la valorisation des pratiques optimales dans la formation des lycées en Europe	FR	Italie	31 mars-4 avril	78
57	European cooperation - Intercultural dialogue	EN	Estonia	7-11 April	79
58	Learning and teaching about Europe	EN	Portugal	7-11 April	80
59	Schools in cooperation with industrial centres	EN	Germany	14-18 April	81
60	European dimension and cooperation at local education	EN	Turkey	5-9 May	82
61	eTwinning - Developing the European dimension	EN	Italy	12-16 May	83
62	Vergleich europäischer Ausbildungssysteme in der Zusammenarbeit und dem Schulaustausch zwischen Schulen in Europa	DE	Polen	19.-24. Mai	84
63	Institutional development through European cooperation projects	EN	Romania	19-23 May	85
64	Möglichkeiten der Mobilität in der europäischen Berufsausbildung. Welche Chancen bietet das European Credit System for Vocational Educational Training (ECVET)?	EN	Germany	26-30 May	86
65	New bridges in Europe	EN	Turkey	26-30 May	87

## The teaching profession, challenges for teachers and trainers / La profession de l'enseignant, des défis pour les enseignants et les formateurs

group	title of visit	wl 1	country	date	page
66	Continuing Professional Development (CPD) provision	EN	United Kingdom	10-14 March	88
67	The teaching profession and teacher education in Finland	EN	Finland	31 March-4 April	89
68	Quality in teacher training	EN	Spain	6-11 April	90
69	In which way is the teacher to be supported in the 21st century?	EN	Poland	7-11 April	91
70	Educational priorities, system description, in-service training for teachers: advisory system	EN	Spain	14-18 April	92
71	New ways of learning, use of ICT	EN	Norway	21-25 April	93
72	La formazione degli insegnanti delle scuole di ogni ordine e grado: riflessioni su esperienze, materiali e metodologie	FR	Italie	12-16 mars	94
73	Formación permanente del profesorado: la formación del profesorado formador	FR	Espagne	19-23 mai	95

## The role of parents

group	title of visit	wl 1	country	date	page
74	The role of parents	EN	Denmark	7-11 April	96
75	Co-operation between school and family on school development	EN	Turkey	26-30 May	97

## Language teaching / Enseignement des langues

group	title of visit	wl 1	country	date	page
76	L'enseignement de plusieurs langues dans une perspective interculturelle	FR	Italie	3-7 mars	98
77	Improving foreign language teaching	EN	Spain	3-7 March	99
78	L'enseignement des langues en Communauté française de Belgique	FR	Belgique	10-14 mars	100
79	Teaching the Portuguese language as an example to motivate students towards foreign languages learning	EN	Portugal	7-11 April	101
80	Early language learning	EN	Portugal	12-16 May	102
81	L'enseignement des langues vivantes en Bulgarie	FR	Bulgarie	14-18 mai	103
82	Promoting foreign language learning in the Andalusian education system	EN	Spain	19-23 May	104
83	Language teaching	EN	Bulgaria	21-25 May	105
84	How effective English works - creative methods of teaching - learning English	EN	Poland	26-31 May	106
85	Multi-Lingual Europe	EN	Turkey	2-6 June	107

## Health education

group	title of visit	wl 1	country	date	page
86	Physical education and sports in a lifelong learning perspective	EN	Portugal	14-18 April	108
87	Extra classes promoting motor activity and healthy lifestyle	EN	Poland	12-16 May	109

## Environmental education

group	title of visit	wl 1	country	date	page
88	Sustainable development and institutional certification in education	EN	Finland	3-7 March	110
89	Embedding environmental education into the curriculum	EN	France	31 March-4 April	111
90	The European dimension of regional education and its influence on raising children and youth in democracy	EN	Poland	21-25 April	112
91	Education for sustainability in traditional as well as modern society in Central Europe	EN	Hungary	21-25 April	113
92	Responding to urgent environmental issues. Love it! Learn it! Live it!	EN	United Kingdom	12-16 May	114
93	The environmental education in Bulgaria	EN	Bulgaria	19-23 May	115
94	Environmental education - the realization of the issue outside the classroom; different kinds of classes in the open air	EN	Poland	26-30 May	116

## The heads of schools / Les chefs d'établissement

group	title of visit	wl 1	country	date	page
95	Pratiques de management	FR	France	10-14 mars	117
96	Nouvelles pédagogies et organisations des établissements	FR	France	12-16 mai	118
97	Learning leadership	EN	Sweden	26-30 May	119

## The school / Die Schule

group	title of visit	wl 1	country	date	page
98	Die Schule und ihre Umgebung, die europäische Dimension in der Interaktion mit den geschichtlichen, kulturellen und landschaftlichen Schätzen Kalabriens	DE	Italien	31. März-4. April	120
99	Der Olympiasieger - ein Schüler unserer Schule? The Olympic Champion - a pupil of our school?	EN	Germany	31 March-4 April	121
100	Innovation durch Autonomie - neue Wege in der Unterrichts- und Personalentwicklung an bayerischen Schulen	DE	Deutschland	5.-9. Mai	122
101	Teaching for the future	EN	Poland	14-18 May	123
102	How do the school and its environment support a student in choosing his/her profession?	EN	Poland	26-30 May	124

## The pupils / Die Schüler / Los alumnos

group	title of visit	wl 1	country	date	page
103	The pupil's voice and democracy. Their learning - Our teaching. Every child matters.	EN	United Kingdom	10-14 March	125
104	Diversity attention. An educational answer to social changes	ES	España	7-11 abril	126
105	Educational response to students cultural diversity	EN	Spain	7-11 April	127
106	Like Mozart. Supporting and developing students' abilities	EN	Poland	21-25 April	128
107	Using self-evaluation to raise the achievement of pupils in vulnerable groups	EN	United Kingdom	19-23 May	129
108	Was tun mit 15 Jahren?	DE	Österreich	26.-30. Mai	130
109	The role of consultation teachers in the schools of Lower Saxony in Germany	EN	Germany	26-30 May	131

### Adult education / L'éducation des adultes / Erwachsenenbildung / La educación de personas adultas

group	title of visit	wl 1	country	date	page
110	Le professeur, facteur clé dans l'éducation	FR	Romanie	7-11 avril	132
111	Former tout au long de la vie	FR	France	7-11 avril	133
112	Adult education	EN	Spain	14-18 April	134
113	Adult and vocational education	EN	Netherlands	14-18 April	135
114	A study of adult training in Bayburt where skill and enthusiasm join	EN	Turkey	12-16 May	136
115	Counselling in adult education: the importance of local partnership and regional coverage	EN	Slovenia	12-16 May	137
116	Longlife education in Aragón	EN	Spain	12-16 May	138
117	Adult education in the community of Madrid. The lifelong learning	ES	España	19-23 mayo	139
118	The new lifelong learning programme and European perspectives for adult education	EN	Turkey	26-30 May	140
119	Lebenslanges Lernen - eine regionale Perspektive in Europa	DE	Deutschland	26.-30. Mai	141
120	Accreditation of prior learning: funding mechanisms and incentives for adults	EN	Bulgaria	1-6 June	142

### Violence and protection of children / La violence et la protection des enfants

group	title of visit	wl 1	country	date	page
121	Prévenir la violence en milieu scolaire	FR	Italie	3-7 mars	143
122	Orientation, scolarisation, formation des jeunes en difficulté	FR	France	31 mars-4 avril	144
123	Protect the children from violence	EN	Turkey	5-10 May	145
124	European safer school partnerships – protection through partnership working	EN	United Kingdom	12-16 May	146

### Quality assurance in education and training / Assurance qualité dans l'éducation et la formation / Qualitätssicherung in der Berufsbildung

group	title of visit	wl 1	country	date	page
125	Pilotage des innovations dans l'académie de Lyon – Échange de pratiques	FR	France	10-14 mars	147
126	Quality in education	EN	Netherlands	10-14 March	148
127	How to improve quality in education	FR	France	14-18 avril	149
128	Examining the roles of the career education process in Turkey and teachers' education process for Turks living in Europe	EN	Turkey	14-18 April	150
129	Creating high quality education in the field of arts and crafts secondary schools or colleges, forming a network of European arts and crafts schools	EN	Czech Republic	14-18 April	151
130	A comprehensive school development programme of initial vocational training	EN	Hungary	21-25 April	152
131	Quality in school management and learning process	EN	Slovenia	21-25 April	153
132	Quality work in kindergardens and vocational training for child and youth workers	EN	Norway	21-25 April	154
133	Ganztagsgrundschulen als Lebens- und Lernorte Living and learning at all-day schools	DE	Deutschland Germany	5.-9. Mai 5-9 May	155

group	title of visit	wl 1	country	date	page
134	External assessment - important factor for the quality in education	DE	Bulgarien	5-9 Mai	156
135	Development of quality of schools in Lower Saxony	EN	Germany	5-9 May	157
136	Quality assurance through synergy of internal and external evaluation	EN	Estonia	5-9 May	158
137	Innovative education projects of Castilla-La Mancha. Good practice models	EN	Spain	5-9 May	159
138	Schools and school systems in a Norwegian region	EN	Norway	5-9 May	160
139	Porto, ville éducatrice	FR	Portugal	12-16 mai	161
140	Quality in Education	EN	United Kingdom	12-16 May	162
141	Quality work in pre-schools and schools	EN	Sweden	12-16 May	163
142	Macht europäischer Austausch Schule besser? Do European exchanges improve school quality?	DE	Deutschland	19.-23. Mai	164
143	Total quality management in the process of education as a tool for change	EN	Turkey	19-23 May	165
144	Quality - a holistic approach to environmental education	EN	Sweden	26-30 May	166

### Le curriculum

group	title of visit	wl 1	country	date	page
145	Études et pratique sportive de haut niveau	FR	France	31 mars-4 avril	167

### Attractiveness of vocational training / Attractivité de la formation professionnelle

group	title of visit	wl 1	country	date	page
146	Inclusion and intercultural dialogue in VET	EN	Denmark	3-5 March	168
147	How to attract young people to VET	EN	Sweden	10-14 March	169
148	Knowledge, skills and competences-cooperation between VET institutions and working life	EN	Finland	14-18 April	170
149	Young apprenticeship in mainstream school	EN	United Kingdom	7-9 May	171
150	Encourager la participation des adultes à la formation professionnelle	FR	France	19-23 mai	172
151	Improving qualifications in tourism and agritourism sector	EN	Poland	9-12 June	173

### Lifelong guidance and counselling

group	title of visit	wl 1	country	date	page
152	Lifelong guidance and counselling for adults in Slovenia	EN	Slovenia	17-21 March	174
153	Lifelong guidance: from policy to practice	EN	Ireland	7-11 April	175
154	Developing a lifelong guidance system: interactive tools	EN	Lithuania	13-16 May	176
155	Developing lifelong guidance policy and systems in Latvia	EN	Latvia	20-23 May	177
156	System of vocational guidance and counselling in Germany	EN	Germany	2-5 June	178

### Role of higher education in vocational training

group	title of visit	wl 1	country	date	page
157	Higher vocational education and requirements of the labour market	EN	Turkey	5-8 May	179

### Recognition of formal, non-formal and informal learning / Reconnaissance de l'apprentissage formel, non formel et informel

group	title of visit	wl 1	country	date	page
158	Quality frameworks and learning outcomes	EN	Island	9-11 April	180
159	Formal vocational training in construction – linking it with acquiring practical skills	EN	Poland	14-17 April	181
160	Le système français de reconnaissance et de validation des acquis de l'expérience	FR	France	9-13 juin	182

### Helping older workers find and keep jobs / Ayudando a los trabajadores mayores a encontrar y conservar un empleo

group	title of visit	wl 1	country	date	page
161	Flemish initiatives for lifelong learning	EN	Belgium	21-24 April	183
162	Training, a key to expand working life	EN	Spain	21-24 April	184
	La formación, valor permanente en la prolongación de la vida activa	ES	España	21-24 abril	185

### Developing entrepreneurship among young people / Développer la culture d'entreprise parmi les jeunes

group	title of visit	wl 1	country	date	page
163	Young entrepreneurs in an Arctic setting	EN	Norway	31 March-4 April	186
164	Expériences d'alternance école-travail dans les parcours scolaires éducatifs	FR	Italie	14-18 avril	187
165	Fostering entrepreneurship	EN	Portugal	12-16 May	188

### The role of social partners

group	title of visit	wl 1	country	date	page
166	Involving the social partners - Development of VET	EN	Sweden	7-10 April	189
167	Implementing of national qualification framework	EN	Germany	14-17 April	190
168	Employers' influence on objectives, quality and content of VET in the Czech Republic	EN	Czech Republic	10-13 June	191

### 2008 - European Year of intercultural dialogue / 2008, Año Europeo del diálogo intercultural

group	title of visit	wl 1	country	date	page
169	Making Europe more accessible to its citizens	EN	Greece	2-6 June	192
170	Intercultural integration and the role of trainers	EN	Spain	9-12 June	193
	El papel clave de los formadores en la integración intercultural	ES	España	9-12 junio	194

## Needs of the low-skilled

group	title of visit	wl 1	country	date	page
171	Training and upskilling disadvantaged, low-skilled rural people	EN	United Kingdom	7-10 April	195

## Educación de emigrantes y población gitana

group	title of visit	wl 1	country	date	page
172	La atención educativa al alumno con desconocimiento del español como segunda lengua	ES	España	21-25 abril	196

## Visits by sector / Visites par secteur / Besuche nach Sektoren

	group
Agritourism	151
Construction	159
Tourism	13



## EINFÜHRUNG IN DIE NATIONALEN SYSTEME

# Schulische Unterstützungssysteme in Tirol

Gruppennr.: 1

Soclink No: **07001,18**Art des Besuches:  
**Allgemeine Bildung****03/03/2008 - 07/03/2008**  
**Innsbruck [AT]**Arbeitsprache 1:  
**Deutsch**Arbeitsprache 2:  
**English**Anzahl der Plätze: **15**  
Erforderliche Mindestanzahl: **10****ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

1.2. Entwicklung der Grundfertigkeiten für die Wissensgesellschaft

**WARUM? / WAS?**

Die Schule ist ein Spiegelbild aller gesellschaftlichen Themen und auch Sammelbecken für Probleme, die in der Gesellschaft existieren. Die Ansprüche und Aufgaben, die an die Schule gestellt werden, gehen daher weit über die reine Vermittlung von Wissen und Können hinaus. Damit die Schule und die Lehrerinnen und Lehrer diesem erweiterten Aufgabenbereich auch gerecht werden können, ist es notwendig, dass sie auch Unterstützung von außen bekommen.

**WIE?**

Es sollen die in Tirol vorhandenen Unterstützungssysteme für Schulen vorgestellt werden (als Diskussionsanregung und zum Austausch von Erfahrungen).

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

Schools may be seen as a reflection of all social themes, but they can also be a pool for social problems. Thus, the challenges and tasks set to schools go far beyond the imparting of knowledge and skills. To enable schools and teachers to take up the challenge, support from outside is necessary. During this ARION visit, the support system in Tyrol will be shown (as an impulse for discussion and exchange of experience).

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## PRÉSENTATION DES SYSTÈMES NATIONAUX

# La documentation dans le système éducatif français (enseignement scolaire): fonctionnement, spécificités, rôle dans l'ouverture européenne

Numéro de groupe: 2

Soclink No: 07001,14

Type de visite:  
Éducation générale

03/03/2008 - 07/03/2008  
STRASBOURG  
(région d'Alsace) [FR]

Langue de travail 1:  
français

Langue de travail 2:  
Deutsch

Nombre de places: 20  
Minimum requis: 8

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.2. Développer les compétences nécessaires dans la société de la connaissance

### POURQUOI? / QUOI?

- Présenter une spécificité du système éducatif français: la documentation pédagogique; le documentaliste français, un enseignant pas comme les autres (statuts et missions); le rôle des centres de documentation dans les établissements scolaires (Bibliothèque Centre Documentaire / Centre de Documentation et d'Information): lieu d'apprentissage, d'échanges et d'ouvertures;
- permettre une étude comparative de la documentation pédagogique dans les pays représentés;
- montrer les contributions de la documentation aux projets européens.

### COMMENT?

Exposés, tables rondes, ateliers, visites d'établissements, rencontres et échanges avec des collègues et des élèves.

Traduction: supports traduits écrits (powerpoint, supports papier etc.); interprétariat pour les visites; constitution de groupes par langue lors des ateliers.

### À L'ADRESSE DE QUI?

- Personnels de l'enseignement scolaire,
- chefs d'établissements,
- corps d'inspection,
- cadres de l'éducation,
- professionnels de la documentation,
- autres.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

- Eine Besonderheit des französischen Schulsystems vorstellen: pädagogische Medien und Medienzentren der Schule.
- Der französische Medienreferent: eine Lehrkraft mit spezifischem Status und Aufgaben.
- Die Rolle der Medienzentren in der Schule / Medien- und Informationszentrum): ein Ort zum lernen, austauschen und entdecken.
- Eine vergleichende Studie der pädagogischen Medienzentren der vertretenen Länder ermöglichen.
- Den Beitrag dieser Medienzentren zu den europäischen Projekten zeigen.

Verfahrensweisen:

- Referate, Diskussionsrunden, Workshops,
- Schulbesuche,
- Treffen und Austausch mit Kollegen und Schülern

Sprachbarrieren überwinden mit:

- Übersetzten schriftlichen Arbeitsmaterialien (Powerpoint, Unterlagen...),
- Dolmetschern für die Besuche,
- Zusammensetzung von Gruppen je nach Sprache in den Workshops.

### Personne de contact

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## PRESENTATION OF NATIONAL SYSTEMS

# The Portuguese education system and the role of local organisations

Group No: 3

Soclink No: 07001,16

Type of visit:  
General education03/03/2008 - 07/03/2008  
Torres Novas Municipality [PT]Working language 1:  
EnglishNumber of places: 12  
Minimum required: 6

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.2. Developing skills for the knowledge society

### WHY?

The visit intends to demonstrate the Portuguese education system instruments and practices, discussing in particular the role of local authorities as an actor of the educative community. The program will promote the exchange of experiences between the members of participant countries, strengthening the European dimension and presenting the different practices or solutions that can be applied in different territorial contexts.

### WHAT?

From forums and discussions that will take place, should result a better knowledge of the different European educative systems and their particular aspects, specially those ones with better results in what concerns to take advantage from the available resources of the local community.

Participants will get to know Portuguese education system in general, and they will have the opportunity to visit schools and students from pre-primary education to upper secondary level.

Vocational school experiences, higher education and teachers training process, extra-school activities and informal education will be also boarded, and the same with the variety of educative projects developed by education establishments and other local entities.

The program will give special attention to the education city concept and to the municipality intervention in the education system, to the contents and solutions of its articulation with educative community.

### HOW?

During the visit participants will have the chance to visit schools and vocational training institutions in various territorial and social contexts, public and private realities, observing the pupils in school and extra-school activities.

In each establishment the debate with professors, pupils and directors, the presentation of projects and the exchange of experiences will be promoted.

Beside the visit to other education and training institutions, visitors will experiment and discuss the municipal education activities, taking part with some singular aspects of Torres Novas territory.

### WHOM?

Education managers, heads of schools, experts and personnel at local and regional level (including local administration bodies and municipalities).

#### Contact person(s)

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## PRESENTATION OF NATIONAL SYSTEMS

# Deaf and hard of hearing in educational systems in Europe

Group No: 4

Soclink No: 07001,17

Type of visit:  
**General education****03/03/2008 - 07/03/2008**  
**Ljubljana [SI]**Working language 1:  
**English**Number of places: **12**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

The Ljubljana School for the Deaf is the organizer of the study visit which is going to take place in March 2008. The organizer of the visit is the main educational institution for the deaf and hard of hearing in Slovenia. The theme of the study visit is going to be the General study of education systems and evaluation of educational systems focusing on the education of deaf children and youngsters.

**WHAT?**

We want to emphasize that our educational aims and problems are often similar – despite national differences we all work with the deaf. We would like to focus on the European educational practice and on finding ways to better literacy, better knowledge of national sign languages and better knowledge of national languages.

**HOW?**

The organizer is going to present the education of the deaf at all levels: pre-school, primary and secondary education and education at the university level.

We would like to share our experiences with special schools for the deaf and with the integration of the deaf into regular schools.

The second part of the visit is going to consist of the comparison of the educational systems in Slovenia and countries which participants are from.

**WHOM?**

The invited participants are trainers, principals and other experts in the field of deaf education and deafness. We are expecting a few deaf experts accompanied with their sign language interpreters.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# A General Study of the Education System

Group No: 5

Soclink No: **07001,15**

Type of visit:  
**General education**

**03/03/2008 - 07/03/2008**  
**Dublin [IE]**

Working language 1:  
**English**

Number of places: **10**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.2. Developing skills for the knowledge society

### WHY? / WHAT?

This study visit will begin with a presentation of the educational structure in Ireland and will focus on the following areas: the primary education system, the secondary education system, and the work of the inspectorate.

### HOW?

The week will be spent visiting primary and secondary schools in addition to Colleges of Education, to observe the system on operation. There will be opportunities for participants to have discussions with teachers and students about school life during the visit.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## PRÉSENTATION DES SYSTÈMES NATIONAUX

# L'organisation du service "Vie scolaire" en France et le rôle spécifique du conseiller principal d'éducation

Numéro de groupe: 6

Soclink No: 07001,19

Type de visite:  
Éducation générale

10/03/2008 - 14/03/2008  
VIERZON (Région Centre) [FR]

Langue de travail 1:  
français

Langue de travail 2:  
English

Nombre de places: 15  
Minimum requis: 5

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.2. Développer les compétences nécessaires dans la société de la connaissance

### POURQUOI?

L'objectif du stage est de présenter le service Vie Scolaire et le rôle spécifique du conseiller principal d'éducation.

### QUOI?

Le stage sera organisé sur trois thèmes:

- 1) présentation du système éducatif français, historique du service vie scolaire et rôle du C.P.E.,
- 2) place du projet vie scolaire dans le projet d'établissement,
- 3) collaboration avec les différents personnels de l'établissement pour le suivi éducatif des élèves.

### COMMENT?

Durant la visite des exemples concrets d'actions mises en place par le service vie scolaire seront évoqués.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

The aim is to present and describe the "vie scolaire" department and the specific role which is played by the "conseiller principal d'éducation". The visit will be organized around three axes: 1) presentation of the french educational system. The emphasis put on the history and evolution of the vie scolaire department: roles, missions and training of the conseiller principal d'éducation. 2) the position of the project vie scolaire in the overall educational policy of the school. 3) the cooperation of the C.P.E with the other staff to improve the student's academic standards: principal, teachers, careers officers, welfare workers, nurses and the medical staff. The visit will give the participants the opportunity to observe concrete examples launched by the vie scolaire department, including European exchange programmes.

### Personne de contact

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## PRÉSENTATION DES SYSTÈMES NATIONAUX

# L'impact de l'enseignement dans les langues maternelles des minorités nationales sur la personnalité des futurs citoyens européens

Numéro de groupe: 7

Soclink No: **07001,20**

Type de visite:  
**Éducation générale**

**10/03/2008 - 14/03/2008**  
Deva [RO]

Langue de travail 1:  
**français**

Nombre de places: **15**  
Minimum requis: **5**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.2. Développer les compétences nécessaires dans la société de la connaissance

### POURQUOI?

La présentation du système éducatif roumain et de l'enseignement dans les langues des minorités nationales par le représentant du ministère de l'éducation. Étude de cas dans le département de Hunedoara où 5% de la population est minoritaire et seulement 2% des élèves suivent cette forme d'éducation.

### QUOI?

Des débats sur des thèmes comme:

- assurer le nombre des élèves,
- l'embauche des enseignants,
- le déroulement des concours scolaires et des examens nationaux,
- le réseau des universités et des écoles supérieures dans les langues des minorités nationales,
- l'intégration des jeunes dans les travaux.

### COMMENT?

- Des rencontres avec des élèves, des enseignants, des représentants de la communauté locale et des ONG qui soutiennent la population minoritaire.
- La visite des objectifs culturels du département.
- La visite des écoles du département où l'enseignement se déroule dans les langues des minorités nationales (hongroise, allemande).

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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## PRÉSENTATION DES SYSTÈMES NATIONAUX

# Étude générale des systèmes éducatifs

Numéro de groupe: **8**

Soclink No: 07001,21

Type de visite:  
**Éducation générale**

**17/03/2008 - 21/03/2008**  
**Aix En Provence**  
**(Région Provence Alpes**  
**Côte d'Azur) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **20**  
Minimum requis: **12**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.2. Développer les compétences nécessaires dans la société de la connaissance

### POURQUOI? / QUOI?

Découvrir le mode d'organisation des formations professionnalisantes permettant aux jeunes d'une région d'accéder à un premier emploi après une première qualification dans le cadre d'une formation en alternance en Lycée (sous statut scolaire ou avec un contrat d'apprentissage).

Cette semaine donnera la possibilité de découvrir les modalités de partenariat entre Ecoles et Entreprises, ainsi que les systèmes de certification professionnelle (conception des diplômes et modalités d'accès dont la Validation des Acquis de l'Expérience).

Cette visite sera également l'occasion d'échanger sur les différents systèmes de formation et de certification des différents pays participants.

### COMMENT?

- Présentation synthétique des objectifs et du mode d'organisation de la formation et de la certification professionnelle en France;
- visites dans des établissements;
- rencontres avec des entreprises partenaires et des responsables du milieu économique échanges et débats, synthèse.

Organisation de la traduction: par des interprètes présents sur place.

### À L'ADRESSE DE QUI?

Responsables régionaux et nationaux des systèmes éducatifs en formation professionnelle.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

This week-long workshop will inform young people about different types of partnerships between schools and businesses and how to obtain a vocational degree. There will be an explanation of degree requirements with information on obtaining a degree by fulfilling requirements for past work experience.

This will also be an excellent opportunity for all participating countries to share ideas on vocational training and degrees.

Program content:

- give an overall picture of the objectives and methods used in France for carrying out vocational training and obtaining degrees;
- observe programs in various secondary schools for vocational training;
- meet up with corporate partners and business leaders in order to discuss and debate issues.

The idea is to allow young people to understand the inner workings of vocational training. The program enables students from specific areas to complete a school course combined with work experience, obtain skills and diplomas, and thus find a job (the trainee is considered either as a student or as an apprentice).

Debates and presentation will be translated into English.

### Personne de contact

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## PRESENTATION OF NATIONAL SYSTEMS

# Study visits of educational development projects in compulsory and upper secondary schools in a variety of municipalities

Group No: 9

Soclink No: 07001,22

Type of visit:  
**General education**07/04/2008 - 11/04/2008  
Halmstad [SE]Working language 1:  
**English**Number of places: 15  
Minimum required: 8**EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY? / WHAT?**

How do we develop the school? The visits will show some successful examples of school development projects for example pupils participation in school governance, environmental education, health education and entrepreneurship.

**HOW?**

Study visits of school development projects in compulsory schools and upper secondary schools in a variety of municipalities in Halland.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## PRESENTATION OF NATIONAL SYSTEMS

# General study of Education Systems and Evaluation of Education Systems

Group No: **10**

Soclink No: **07001,23**

Type of visit:  
**General education**

**07/04/2008 - 11/04/2008**  
**Istanbul [TR]**

Working language 1:  
**English**

Number of places: **20**  
Minimum required: **6**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.2. Developing skills for the knowledge society

### WHY?

Being an authorized IB (International Baccalaureate) - MYP and a candidate PYP school, we will inform the participants about our implementations. The aim of the visit is to introduce and share good teaching practices at primary school level and compare the Turkish national education system with the participants' education systems.

### WHAT?

The programme will focus on the following issues:

- the Turkish national education system;
- the integration of areas of interaction into national curriculum;
- MYP interdisciplinary projects with the presentations of the students;;
- designing curriculum according to the organising themes in PYP with the good samples of transdisciplinary PYP inquiry units and international school projects.

### HOW?

The programme will also include a visit to a state school to be informed about the Turkish national education system and a university to be briefed on teacher training in Turkey.

The city tour will include a Bosphorus boat trip, visiting famous historical palaces and mosques such as The Blue Mosque, Topkapi Palace, Covered Bazaar, St.Sophia and others since Istanbul is one of the most popular historical places in the world.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## PRESENTATION OF NATIONAL SYSTEMS

# General study of education system

Group No: 11

Soclink No: 07001,24

Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Riga [LV]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **4****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY? / WHAT?**

The participants of the visit are going to be acquainted with school curricula, to observe the education process, lessons and after class activities.

The participants will see how interest education is realized in schools, how teachers in-service training is organized in Latvia, how children with special needs are integrated in schools.

**HOW?**

The participants of the visit are going to be acquainted with Latvian education system, with different schools in Riga district, nursery schools, primary schools, secondary schools, music and art schools, children and youth interest education centres, sport schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# Extra-curriculum project as a means to promote school attractiveness

Group No: 12

Soclink No: 07001,25

Type of visit:  
**General education**

**07/04/2008 - 11/04/2008**  
**Nafplion, Peloponnesus [GR]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.2. Developing skills for the knowledge society

### WHY? / WHAT?

Some projects in Peloponnesus use a cross-curriculum approach and they are proposed to pupils as a voluntary extra-curriculum activity involving the whole school community.

The objective is not simply to promote learning, but also to make school more attractive through the development of the pupils' personal initiative, inventiveness and imagination and by encouraging team work.

### HOW?

The object of this study visit is to present a variety of projects dealing with cultural, environmental or health promoting issues.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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# Berufsausbildung im Tourismussektor in Österreich

Gruppennr.: 13

Art des Besuches:  
Berufsbildung

14/04/2008 - 16/04/2008  
Salzburg [AT]

Arbeitsprache 1:  
Deutsch

Anzahl der Plätze: 20  
Erforderliche Mindestanzahl: 12

## ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

- 2.2. Lernen muss attraktiver werden
- 3.4. Intensivierung von Mobilität und Austausch

## WARUM?

Tourismus ist in Österreich einer der wichtigsten Wirtschaftssektoren. Im österreichischen Berufsbildungssystem erhalten junge Menschen ihre Ausbildung zum einen in Schulen, zum anderen am Arbeitsplatz. Wie diese Ausbildung funktioniert und aufgebaut ist und wie auf neue Herausforderungen reagiert und dabei die hohe Qualität der Ausbildung gewährleistet wird, ist Thema dieses Studienbesuchs. Der Studienbesuch wird in Salzburg stattfinden, wo in der Wintersaison 2006/07 mehr als 13 Millionen Nächtigungen verzeichnet wurden.

## WAS?

Der Studienbesuch soll Einblick in das österreichische System der Berufsausbildung am Beispiel des Sektors „Tourismus“ geben. Es soll gezeigt werden, wie das System funktioniert, wer die Mitwirkenden sind und wie die Ausbildung auf Veränderungen und neue Herausforderungen eingeht. Strategien:

- Ständige Optimierung der Lehrinhalte,
- Zusammenführen und Überlappen von fachtheoretischen und fachpraktischen Unterrichtsgegenständen,
- innovative Unterrichtsmethoden,
- Zusammenarbeit von Schule und Unternehmen,
- Teilnahme an Europäischen Austausch- und Vermittlungsprojekten und fachspezifischen Wettbewerben.

## WIE?

Es sollen Unternehmen (vor allem Klein- und Mittelunternehmen) und Berufsschulen, die Lehrlinge im Sektor „Tourismus“ ausbilden, sowie berufsbildende Vollzeitschulen besucht werden.

## WER?

Ausbilder, Sozialpartner (Arbeitnehmer- und Arbeitgebervertreter) und andere Berufsbildungsexperten, die im Sektor „Tourismus“ bzw. verwandten Sektoren mit ähnlichen Veränderungen arbeiten.

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## PRESENTATION OF NATIONAL SYSTEMS

# Equal opportunities in Education

Group No: **14**Soclink No: **07001,26**Type of visit:  
**mixed****14/04/2008 - 18/04/2008**  
**Orosháza [HU]**Working language 1:  
**English**Number of places: **20**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

The course will be in a training center based in Oroshaza and Hodmezovasarhely. We live close to borders of three different countries; therefore international cooperation in our region is very important for schools. Our goal is to speak about chance, acceptance and equality in education. We would like to present our results and get acquainted with the results of other countries.

**WHAT?**

We plan to speak about different European aspects of education, equality in elementary, secondary, vocational schools, nationalities, minorities, environmental education, sport, health prevention, problematic and handicapped children and students.

We also intend to examine the prevention in European dimension and the responsibility of the educational institutions.

**HOW?**

We would like to visit primary, secondary schools, a university, adult training center operated by private enterprise, and the educational council of local government.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# General study of education systems

Group No: 15

Soclink No: 07001,27

Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Riga [LV]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **7****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

The aim of the visit is to present to its participants the system of education in Latvia and more specifically how the EU structural funds co-financed projects contribute to the implementation of state educational policy at all levels: general, professional and higher education, as well as (adult) continuing education.

**WHAT?**

- Various aspects, such as overall planning of the process, selection, implementation and monitoring of projects will be discussed.
- Examples of good practice in project implementation at various types of educational institutions will be presented to the participants.

**HOW?**

Meetings and discussions with national and local authorities, as well as with project managers will be organised.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# Education for the Society

Group No: 16

Soclink No: 07001,28

Type of visit:  
**General education****04/05/2008 - 08/05/2008**  
**Bodrum [TR]**Working language 1:  
**English**Number of places: **20**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

Bodrum Marmara College is a private school. Our school has kindergarten, primary school, secondary school and high school, therefore, we have the opportunity to show the different approaches to education in different age groups. As a school we have a big budget, therefore, we have all the technical equipment and the facilities needed. We think the schools have more responsibility than just educating the kids so, as an institution we have quite a lot of sportive, social and cultural activities for the students, for their families and for the people who live in Bodrum.

The head of Bodrum Private Marmara Elementary School, Ebru Ergüney, joined one of the visits last year and shared the knowledge with the school she gained pointing out how she benefited from the visit so as a school we grasped the importance of these visits and will welcome everybody with this spirit. Bodrum is a place which has a multi-cultural history.

We, as people living here, feel ourselves very lucky to have such a historical place; full of sightseeing and natural beauties. We think this is another opportunity for all people joining from different countries and cultures to share the same atmosphere and benefit from each other whilst breathing the historical environment.

**WHAT?**

During the visit the guests will be informed about the general educational system of Turkey.

We would like to emphasize the importance of the role of the school for the society. Bodrum Marmara College has bilingual students; we have a lot of foreign students so the guests have the chance to observe our system.

**HOW?**

The guests will also have the chance to visit the different kindergartens, primary schools, secondary schools and general and vocational high schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# Das österreichische Schulsystem im europäischen Vergleich

Group No: 17

Soclink No: 07001,29

Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Wien [AT]**Working language 1:  
**English**Number of places: **20**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

Integration of handicapped pupils, bilingual teaching, vocational schooling.

**HOW?**

Visit to a primary, grammar, secondary higher and vocational school focusing the aspects of various projects within the Vienna Board of Education.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# Modern methodology in the early language teaching

Group No: **18**Soclink No: **07001,30**Type of visit:  
**General education****11/05/2008 - 16/05/2008**  
**Białystok [PL]**Working language 1:  
**English**Working language 2:  
**Polish**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY? / WHAT?**

Our programmes aim to improve the English language competence of the kindergarten teachers and their abilities to perform as effective teachers of English. The participants of the programme will have the opportunity to identify their strengths and weaknesses, to improve their command of the language and their teaching skills; they will receive guidance on what needs improvement and on strategies for continuing improvement on a self-study basis.

Much of the course will focus on giving the participants the opportunity to share their experience as it is an indispensable element of the programme.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Nasze założenia koncentrują się na doskonaleniu kompetencji językowych nauczycieli przedszkolnych w zakresie efektywnego nauczania języka angielskiego. Uczestnicy programu zidentyfikują swoje mocne i słabe strony w celu ulepszenia swego warsztatu językowego – uzyskują wskazówki dotyczące językowej przestrzeni dydaktycznej, która wymaga dopracowania; zostaną wyposażeni w „przewodnik pracy własnej”. Dzielenie się doświadczeniem stanowi nieodzowny element uczestnictwa.

**Contact person(s)**

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## PRESENTATION OF NATIONAL SYSTEMS

# Estonian VET system – traditions and innovation

Group No: **19**Type of visit:  
**VET****26/05/2008 - 30/05/2008**  
**Tallinn, Tartu and Voru [EE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

Over the past 15 years, the Estonian economy has undergone a long and complex process of development. Most eventful was stimulating the private sector, especially SMEs and it led to reforms in all social spheres, including VET. Lifelong learning is now one of the key phrases of all new policies to move towards a knowledge-based economy. The visit will focus on interesting developments carried out in IVT, adult education and continuing training in Estonia to meet the needs of our fast changing and developing economy. There are many regional VET centres in Estonia, most owned by the State. As Tartu has one of the few municipality-owned VET centres, it differs from State-owned ones. Võru VET Centre is located in the southeast of Estonia, which is a problematic region facing many challenges.

**WHAT?**

The group of participants will share their knowledge about initiatives, ideas and experiences within the field. This will be formalized by thematic roundtables – not by VET system presentation.

**HOW?**

Visits to:

- the Ministry of Education and Research to introduce the structure of the system;
- foundation created for developing lifelong learning in Estonia;
- regional VET centres; employers' organisations and meetings with representatives of social partners, etc.;
- enterprises cooperating with Estonian VET institutions.

**WHOM?**

- Decision-makers in VET,
- human resource managers,
- representatives of employers' organisations,
- representatives of social partners.

**Contact person(s)**

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[www.archimedes.ee/hkk](http://www.archimedes.ee/hkk) [www.innove.ee/en/](http://www.innove.ee/en/) – [www.hm.ee](http://www.hm.ee); [www.einst.ee](http://www.einst.ee) –  
[www.archimedes.ee/hkk](http://www.archimedes.ee/hkk) – [www.vkhk.ee](http://www.vkhk.ee) – [www.khk.tartu.ee](http://www.khk.tartu.ee)

## PRESENTATION OF NATIONAL SYSTEMS

# Competence-based qualification framework

Group No: 20

Type of visit:  
VET02/06/2008 - 05/06/2008  
Delft [NL]Working language 1:  
EnglishNumber of places: 15  
Minimum required: 8**EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

Most European countries prepare their workforce for a knowledge society. A flexible, employable workforce was a major reason for developing a qualification structure based on competences instead of educational objectives in the Netherlands. Competences are the common ground for education and social partners. This visit provides an insight into the development of such a framework.

**WHAT?**

The main objectives are to learn about and discuss:

- national policy on the qualification framework and competence-based learning;
- development of the competence based framework;
- way schools train people to cope with rapid changes and know-how to acquire new skills;
- social partners and education.

**HOW?**

The programme will consist of:

- meetings with the national authority representative (Ministry of Education, Culture and Science);
- presentation by Colo, the association of centres of expertise on VET and the labour market;
- exchange and discussion with the Confederation of Netherlands' Industry and an employers' organisation;
- visiting a centre of expertise on VET and the Labour Market and a company;
- visiting a VET school to meet teachers and students following competence-based learning;
- discussing with experts in research and development of competence-based profiles.

**WHOM?**

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- research institutes,
- heads of vocational training institutions,
- training providers.

**Contact person(s)**

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**WWW.**


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[www.minocw.nl](http://www.minocw.nl) – [www.colo.nl](http://www.colo.nl) – [www.hpbo.nl](http://www.hpbo.nl) – [www.cinop.nl](http://www.cinop.nl)

## COMBATING ILLITERACY

# Improving Skills

Group No: 21

Soclink No: 07003,03

Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Brussels [BE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY? / WHAT?**

One of the points of special interest of the Flemish Government is to increase the literacy of the citizens. Literacy is more than "knowing how to read and write". It's about all knowledge and skills required to communicate via written language and to assimilate information (for example dealing with figures, working with a computer). Working on 'literacy' needs to be broaden to working on 'key competences' or 'life skills', namely all basic competences adults need to have in order to be employable (in a broad sense) on the labour market and to function well in the society. Training for literacy and key competences which are embedded in a technical education or which are applied in tasks in the company lead to better results. An instrument will be developed to ensure a fast, profound and systematic screening of the literacy of groups at risk. On this basis an intensive training and guidance can be suggested.

**HOW?**

This theme is clarified during visits to the Education Department and schools, companies, training institutes and through discussions with civil servants, experts, heads of institutions, teachers and trainers.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## ICT IN EDUCATION AND TRAINING

# A Different Use for ICT resources

Group No: 22

Soclink No: **07004,09**

Type of visit:  
**General education**

**03/03/2008 - 07/03/2008**  
**Santarém [PT]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **6**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.3. Ensuring access to ICT for everyone

### WHY?

Evaluation of the integration of ICT resources among the schools' assistants in a regular term. Similar approach to ICT between schools' assistances with different ages and different educational backgrounds. To motivate partnerships between schools' assistants and all the others school actors.

### WHAT?

- Observation of the relationship between ICT and schools' assistants.
- Observation of the results achieved meanwhile.
- To establish contact with the schools' Assistants involved.
- Evaluation of the current situation.
- Study of solutions for the most complex situations.

### WHOM?

The target audience is: experts, heads of schools, personnel at local, regional and national level (including municipalities), education advisors/counsellors.

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## ICT IN EDUCATION AND TRAINING

**ICT-skills**

Group No: 23

Soclink No: 07004,10

Type of visit:  
**General education****10/03/2008 - 14/03/2008**  
**Brussel [BE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.3. Ensuring access to ICT for everyone

**WHY?**

The thirteen objectives of the 'Concrete Future Objectives of Education and Training' are mainly aimed at the improvement of skills of youngsters and adults. In this framework the EU Member States need to put in a great effort to stimulate general basic and ICT competences. Pupils need to learn how to take control of their own learning process and to dispose the skills to adjust their competences during the rest of their lives. ICT plays an important role in this process. The Flemish Ministry of Education and Training worked out a policy plan, starting from a clear vision, in which the different initiatives and projects on ICT were clustered. This policy needs to create the conditions in order for everybody acquiring the basic competences for ICT. These basic competences were integrated in cross-curricular attainment targets and developmental objectives for the primary education and the first grade of the secondary education.

**WHAT?**

Central topics of this visit are the development of ICT-competences and the policy support, including the initiatives on the dissemination of digital teaching materials, open source software and broadband applications.

**HOW?**

This theme is clarified during visits to the Department of Education and Training, schools and organisations, and through discussions with civil servants, experts, head teachers and teachers

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ICT IN EDUCATION AND TRAINING

# Ensuring access to ICT for everyone

Group No: 24

Soclink No: 07004,11

Type of visit:  
**General education**

**07/04/2008 - 11/04/2008**  
Jerez de la Frontera, Cádiz [ES]

Working language 1:  
**English**

Number of places: 15  
Minimum required: 6

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.3. Ensuring access to ICT for everyone

### WHY?

The aim of this visit is to enable the participants to appreciate the importance of ICT in whole school improvement. A special emphasis will be given to the pedagogical issues of teaching and learning through ICT.

### WHAT?

The visit is an opportunity to see the contribution of innovative technology and its impact on pupil learning and training experiences.

Main topics of the visit include: learning communities, collaborative learning systems, free code, computer platforms and software educational applications, training teacher in ICT and so on.

Participants will have the opportunity to observe and share good practice experiences.

### HOW?

The visit will include:

- meetings and discussions with experts,
- visits to both primary and secondary schools, including those with ICT projects,
- observation of teaching and learning in the classroom.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

### Contact person(s)

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## IKT IN DER AUS- UND WEITERBILDUNG

# eLearning cluster schools in Upper Austria – Practical eLearning models on upper secondary level

Gruppennr.: 25

Soclink No: 07004,12

Art des Besuches:  
**Allgemeine Bildung****21/04/2008 - 25/04/2008**  
Linz [AT]Arbeitsprache 1:  
**Deutsch**Arbeitsprache 2:  
**English**Anzahl der Plätze: 15  
Erforderliche Mindestanzahl: 12**ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

1.3. Zugang zu den Informations- und Kommunikationstechnologien (IKT) für Alle

**WARUM? / WAS?**

Präsentation des eLearning Clusters Oberösterreich als Teil der österreichischen eLearning Initiative: 10 innovative Modellschulen der Sekundarstufe II kooperieren im Bereich eLearning.

Vorstellung der praktischen Arbeit und Erfahrung in Notebook Klassen in elektronischen Lernumgebungen.

Vorstellung und Diskussion von Konzepten in der Lehrerfortbildung zur Verbesserung der IT-Fähigkeit und Kenntnisse des Lehrpersonals. Präsentation von elektronischen Lernmaterialien.

**WIE?**

Schulbesuche und Möglichkeiten des Erfahrungsaustausches mit Lehrerinnen und Lehrern, Schulleiterinnen und Schulleitern und Vertreterinnen und Vertretern von Behörden.

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

Presentation of the "eLearning Cluster Upper Austria" as a part of the Austrian eLearning initiative: 10 innovative model schools (upper secondary) co-operate in the implementation of eLearning. Presentation for the practical work and experience in laptop – computer classes in electronic learning environments. Presentation and discussion of concepts in the further training of teachers to enhance their IT- skills and knowledge. Presentation and discussion of electronic learning material. School visits will be organised to offer the opportunity to exchange experience with teachers, heads of school and representatives of educational authorities.

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## ICT IN EDUCATION AND TRAINING

# Improving education by ICT

Group No: 26

Soclink No: 07004,13

Type of visit:  
**General education**

**05/05/2008 - 09/05/2008**  
**Bucharest [RO]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

### EDUCATION AND TRAINING 2010 OBJECTIVES

1.3. Ensuring access to ICT for everyone

#### WHY? / WHAT?

ICT based educational system; educational software, opportunities and directions in teacher training.

#### HOW?

Presentations, demonstrative activities (lessons on different subjects, including ICT), workshops, visits in schools and cultural establishments.

#### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## ICT IN EDUCATION AND TRAINING

**ICT in education**

Group No: 27

Soclink No: **07004,14**Type of visit:  
**General education****12/05/2008 - 17/05/2008**  
**OVIEDO [ES]**Working language 1:  
**English**Number of places: **18**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.3. Ensuring access to ICT for everyone

**WHY? / WHAT?**

During the study visit, participants will have the opportunity to know the models of integrating ICT in the teaching and learning process in Asturias, to reflect upon them and to compare them with those used in the participants' countries.

**HOW?**

Working sessions, presentations and debates in order and visits to schools and teacher training centres with good practices.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ICT IN EDUCATION AND TRAINING

# ICT in Primary and Secondary Education – Identifying and Sharing Good Practice

Group No: 28

Soclink No: 07004,15

Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Orlova [CZ]**Working language 1:  
**English**Number of places: 15  
Minimum required: 6**EDUCATION AND TRAINING 2010 OBJECTIVES**

1.3. Ensuring access to ICT for everyone

**WHY?**

We support learning management system. We are authors of curricula for 4 years courses “ICT in Economics” whose main characteristics is using of notebooks connected to the Internet in most subjects and as much as necessary and right in the class work. Our effort to modify the present conception of class work was led by educational reforms that are in progress in the Czech Republic. We are working on the accomplishment of these aims, i.e. to change the system of class work in a shift from knowledge to competences, in ability to search for relevant information and to use it in accordance with the subject matter, and to prepare students to accept lifelong education philosophy by means of e-learning, for example.

**WHAT?**

The main purpose of the study visit is the exchange of experience in IT and Learning Management System and their implementation into class work supported by notebooks.

We would like to do benchmarking and meet methods used at some other schools or educational institutions and thus exchange information on efficiency of chosen approaches and methods. Since our institution is just one of a few secondary schools in the country with such programme, we long for making a comparison in the European context. NET OFFICE Ltd. School, teaching IT, will also be involved.

No less important is the reason to create long-term ties with institutions with similar programmes so that we do not stay isolated in our work

**HOW?**

Presentation of methods used during class work of different subjects and workshops, e.g. usage of AutoCad, etc.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ICT IN EDUCATION AND TRAINING

# Education and its tools

Group No: **29**Soclink No: **07004,16**Type of visit:  
**General education****02/06/2008 - 06/06/2008**  
**Fauske [NO]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.3. Ensuring access to ICT for everyone

**WHY? / WHAT?**

The course will demonstrate strategies for teaching and learning through networking, in cooperation with schools, a University College and the municipalities. It will encourage new approaches to the continual professional development of teachers by using the Learning networks and discuss strategies in the classroom, teaching strategies to assist children/pupils and the continuous professional development of digital didactics of teachers.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ICT IN EDUCATION AND TRAINING

# Using ICT to enhance teaching and learning

Group No: **30**

Soclink No: **07004,17**

Type of visit:  
**General education**

**16/06/2008 - 20/06/2008**  
**Blackpool [UK]**

Working language 1:  
**English**

Number of places: **14**  
Minimum required: **6**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.3. Ensuring access to ICT for everyone

### WHY?

The Blackpool City Learning Centre and the Solaris Environmental Centre will be visited to see the work they are doing in supporting the Community and Schools

### WHAT?

Quality hardware and software in schools: use of ICTs in various subjects, use of ICTs in non-formal education, qualitative assessment of the use of ICT in education.

Participants will have the opportunity to focus on the use of ICT in education in Blackpool schools and colleges and the rest of Europe.

School visits will allow participants to talk to school managers about how they have strategically developed the ICT resources in their schools, in particular the implementation of interactive whiteboard technology, the creative use of digital video and the use of ICT as a tool to support all subject areas.

Opportunity will be given to see the Blackpool 4Me Online Information and Learning MLE which has been developed for all residents of Blackpool

### HOW?

Visits will include the Blackpool sixth form college, Blackpool and Fylde college and a range of primary, special and secondary schools.

The schools VLE will be used to provide information before during and after the visit to all applicants for the course.

Finally there will be visits to the annual Digital Media Awards in the Odeon Cinema and an opportunity to learn more about the history of Blackpool.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## INTEGRATION OF HANDICAPPED PUPILS AND STUDENTS

# Integration of handicapped children, inclusive education and ICT

Group No: 31

Soclink No: 07005,12

Type of visit:  
**General education**

**04/03/2008 - 08/03/2008**  
**Sintra [PT]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY? / WHAT?

Integration of handicapped children into the ordinary school system, equal opportunities for boys and girls in education, ICT in schools, quality in education.

### HOW?

The activities will include: visit to schools, seminars concerning the projects developed by the schools, workshops and exhibitions organized by the students involved in the projects, visits to several landmarks which allowed Sintra to be classified as World Heritage in 1995 by UNESCO.

The institutions involved in this visit are: Escola Secundária Gama Barros, Escola Secundária Leal da Câmara Escola Básica Integrada D. Carlos I, Escola 2/3 António Sérgio, Escola 2/3 Padre Alberto Neto and Divisão de Educação da Câmara Municipal de Sintra.

### WHOM?

Experts, heads of institutions, inspectors, educational advisors/counsellors, personnel at local, regional and national level (including municipalities), teacher trainers.

#### Contact person(s)

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**WWW.**

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## INTÉGRATION DES ÉLÈVES ET DES ÉTUDIANTS HANDICAPÉS

# La atención educativa al niño enfermo en el Área Territorial de Madrid Capital

Numéro de groupe: **32**

Soclink No: **07005,13**

Type de visite:  
**Éducation générale**

**10/03/2008 - 14/03/2008**  
**Madrid [ES]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**español**

Nombre de places: **15**  
Minimum requis: **6**

### OBJECTIFS ÉDUCATION ET FORMATION 2010

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

### POURQUOI? / QUOI?

Le but de cette visite est de montrer comme l'Administration procure d'appui éducatif aux enfants malades de la région de Madrid capitale à travers trois voies existantes au moment actuel:

- 1) Des Salles Hospitalières: l'attention éducative à l'enfant quand il est hospitalisé.
- 2) S.A.E.D.: l'attention éducative à l'enfant quand il reste dans sa maison à cause de sa maladie et ne peut pas assister d'une forme normalisée à son centre scolaire.
- 3) Unités de psychiatrie, de renfort éducatif dans un centre hospitalier à l'élève avec une pathologie psychiatrique.

Ces trois voies s'encadrent dans la «Compensation Éducative», programme qui donne réponse au droit à l'éducation des enfants qui se trouvent en situation de désavantage éducative à cause de la maladie.

### COMMENT?

Cette visite se développera à travers des activités suivantes:

- 1) Visite aux Salles Hospitalières de Madrid Capitale.
- 2) Des réunions de travail avec les professeurs du S.A.E.D (Service d'Appui Éducatif Domiciliaire).
- 3) Des rapports avec les Unités de Psychiatrie et ses professeurs spécialistes.
- 4) Des réunions avec de différents professionnels du moyen éducatif de la Pédagogie Hospitalière: du personnel médical, des pédiatres, des volontaires des ONGS et des Associations, des travailleurs sociaux, des éducateurs et du personnel de l'administration responsable.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

### DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

El objetivo de esta visita es dar a conocer cómo la Administración de Madrid proporciona apoyo educativo al niño enfermo en el Área Territorial de Madrid Capital a través de las tres vías existentes en el momento actual: 1) Aulas Hospitalarias: atención educativa al niño cuando está hospitalizado. 2) S.A.E.D. (Servicio de Apoyo Educativo Domiciliario), apoyo educativo al niño cuando permanece en su domicilio a causa de una enfermedad y no puede asistir de forma normalizada al centro escolar. 3) Unidades de Psiquiatría: refuerzo educativo al alumno con patología psiquiátrica dentro de un centro hospitalario. Estos tres canales se enmarcan dentro de la "Compensación Educativa", respondiendo así al derecho a la educación de los niños que se encuentran en situación de desventaja educativa por motivo de enfermedad. Actividades: a) Visitas a las Aulas Hospitalarias de Madrid Capital; b) Reuniones de trabajo con los profesores de estas aulas; c) Encuentro con los profesores del S.A.E.D (Servicio de Apoyo Educativo Domiciliario) y d) Contactos con las Unidades Psiquiatría y sus profesores especialistas.

#### Personne de contact

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## EINGLIEDERUNG JUGENDLICHER MIT BEHINDERUNG IN DAS REGELSCHULWESEN

# Integration of handicapped children into the ordinary school system

Gruppennr.: 33

Soclink No: 07005,14

Art des Besuches:  
**Allgemeine Bildung****21/04/2008 - 26/04/2008**  
Graz [AT]Arbeitsprache 1:  
**Deutsch**Arbeitsprache 2:  
**English**Anzahl der Plätze: **15**  
Erforderliche Mindestanzahl: **5**

## ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

2.3. Förderung von aktivem Bürgersinn, Chancengleichheit und gesellschaftlichem Zusammenhalt

## WARUM? / WAS?

In der Steiermark sind 85% aller Kinder mit "besonderen Bedürfnissen" in Regelschulen integriert. Während des Studienbesuchs werden die Teilnehmerinnen und Teilnehmer die Integration von Kindern und Jugendlichen "mit Behinderung" in das Regelschulwesen in Graz kennen lernen.

## WIE?

Das Programm wird:

- 1) Treffen mit der zuständigen Schulaufsicht Steiermark sowie den lokalen Schulbehörden und dem Schulerhalter in Graz;
- 2) Schulbesuche, Treffen mit Direktorinnen und Direktoren und Lehrerinnen und Lehrern;
- 3) Kennenlernen der gesetzlichen und administrativen Grundlagen für die Integration von Kindern mit sonderpädagogischem Förderbedarf in Regelschulen in Österreich sowie von Modellen der individuellen Förderung von allen Kindern im Rahmen des flexiblen Schuleinganges;
- 4) Präsentation des EU-Projektes „IRIS- Improvement through research in the inclusive classroom“ des SPZ Graz beinhalten.

## WER?

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

## BESCHREIBUNG IN DER 2. ARBEITSSPRACHE

In Styria 85% of all children with SEN are integrated in mainstream schools. During the study visit the participants will get to know the system of integration of children with SEN in regular schools (primary and secondary) in Graz. The programme will contain:

- 1) meetings with the Styrian school authorities and the local school authorities in Graz,
- 2) visits of different types of schools and meetings with head teachers and teachers,
- 3) getting acquainted with the legal and administrative regulations that define the integration of pupils with SEN in Austria as well as getting to know new models for differentiated teaching in primary schools,
- 4) presentation of the EU-project "IRIS- Improvement through research in the inclusive classroom" organized by SPZ Graz.

### Kontaktperson(en)

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## WWW.

<http://www.graz.at/cms/beitrag/10049934/356332/>

## INTEGRATION OF HANDICAPPED PUPILS AND STUDENTS

# Pedagogical-psychological support system and education of special education needs children in Lithuania

Group No: **34**Soclink No: **07005,15**Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Vilnius [LT]**Working language 1:  
**English**Number of places: **10**  
Minimum required: **7****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY? / WHAT?**

The visit will focus on ways of working with children with special educational needs (SEN) from 3 to 21 years old. The participants will be introduced to the three level model of the pedagogical and psychological support with the focus on children's health, a special pedagogical and psychological support for family and school in Lithuanian education system.

**HOW?**

The participants will visit host schools (including children with special educational needs in general educational system in pre-primary, primary, secondary and vocational schools), special needs education centers, pedagogical psychological services.

They will meet with educational authorities, special needs education experts, practitioners, headmasters are planned.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## INTEGRATION OF HANDICAPPED PUPILS AND STUDENTS

# Integration of handicapped children

Group No: **35**Soclink No: **07005,16**Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Ordu [TR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY? / WHAT?**

The study visit aims to offer its participants an overall vision of the reality of Turkish education where disabled pupils are integrated. Local schools for the integration and good practice will be shown to the guests during their stay.

The organiser will provide the participants with a lot of information about how to raise awareness in the community of issues facing the disabled pupil's situation during their education, and how to campaign for their equal educational rights.

During the visit it is possible to exchange good practices and experiences with each other from different countries.

**HOW?**

The participants will have the opportunity to:

- visit schools, observe classes in action while having occasion to talk with students and teachers about their experiences of special education;
- talk to the parents in order to get their point of view about their children;
- meet with local principals and teachers from different schools, meet local education authorities.

On the other hand, some social and cultural activities will also be within the content of our programme.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## INTÉGRATION DES ÉLÈVES ET DES ÉTUDIANTS HANDICAPÉS

# Assistance pédagogique à domicile pour les élèves malades

Numéro de groupe: **36**

Soclink No: **07005,17**

Type de visite:  
**Éducation générale**

**12/05/2008 - 16/05/2008**  
**Nantes (région Pays de la Loire) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **10**  
Minimum requis: **5**

### OBJECTIFS ÉDUCATION ET FORMATION 2010

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

### POURQUOI?

La visite a pour objectif de montrer comment en voulant mettre les technologies de l'information et de la communication pour l'enseignement au service des élèves malades, les responsables de l'assistance pédagogique à domicile ont créé une nouvelle dynamique au niveau de la région dans un partenariat très large école, hôpital, associations.

### QUOI?

Quatre axes vont être développés:

- l'organisation rapide de l'assistance pédagogique à domicile à la demande des parents;
- l'utilisation large de l'outil informatique par la mise à disposition d'ordinateur portable individuel, de logiciel d'entraînement, et d'une plate forme de communication par Internet;
- la création d'un portail de communication Internet pour tout élève malade quelque soit son lieu d'hospitalisation ou de convalescence;
- la participation à distance par l'élève malade au cours qui se déroule dans son établissement.

### COMMENT?

Des visites des différentes structures, établissements scolaires, hôpital, centre de rééducation, seront organisées.

Une traduction en anglais et si possible en allemand est prévue.

### À L'ADRESSE DE QUI?

Enseignants des collèges et lycée, chefs d'établissement, administratifs, personnels médicaux et sociaux.

### DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

The visit aims to show how while wanting to put communication and information technologies for teaching at the service of the sick pupils, the persons in charge for the teaching assistance at home created a new dynamic with a partnership very broad including the school, the hospital, and the associations. Four topics will be developed: 1°) the fast organization of the teaching assistance at home after the request of the parents. 2°) the using of individual portable computer, of software for training, and of virtual class by Internet 3°) the creation of a gate of communication through Internet for any pupil sick, wherever the pupil is in the hospital or in convalescence 4°) the participation by the sick pupil at home, in the course which proceeds at the same time in its school. Visits of the various structures, school establishments, hospital, center of rehabilitation, will be organized. A translation in English and if possible in German is laid down.

#### Personne de contact

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## INTÉGRATION DES ÉLÈVES ET DES ÉTUDIANTS HANDICAPÉS

# La scolarisation des jeunes présentant un handicap sensoriel (déficience visuelle, surdité)

Numéro de groupe: 37

Soclink No: 07005,18

Type de visite:  
Éducation générale

12/05/2008 - 16/05/2008  
Nantes (Région Pays de la Loire) [FR]

Langue de travail 1:  
français

Langue de travail 2:  
English

Nombre de places: 14  
Minimum requis: 5

## OBJECTIFS ÉDUCATION ET FORMATION 2010

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

### POURQUOI?

Plusieurs écoles, collèges et lycées du sud de l'agglomération nantaise ont mis en place des dispositifs d'intégration en liaison avec des instituts médico-sociaux publics (La Persagotière, Les Hauts Thébaudières: [www.iphv.fr](http://www.iphv.fr)) recevant des personnes présentant des déficiences auditives et visuelles. Ces dispositifs traduisent sur le terrain les demandes exprimées par la nouvelle loi française sur le handicap (2005).

### QUOI?

Il convient de les confronter aux pratiques développées en Europe au regard de leurs objectifs, de leurs résultats et des problèmes nouveaux qu'ils soulèvent (pédagogiques, éducatifs, médicaux, matériels, juridiques).

Le stage permettra de présenter la politique du handicap notamment à travers la personnalisation de la scolarisation et de rencontrer les acteurs de ces actions (élèves, professeurs, personnels de direction et d'inspection) dans les instituts et les établissements concernés.

### COMMENT?

Conférences, visites d'établissements spécialisés, visites de collège(s) et de lycée(s) pratiquant l'intégration.

Traduction: conférence en anglais, visites traduites en anglais. Possibilité d'accompagnement d'éventuels stagiaires polonais et espagnols.

### À L'ADRESSE DE QUI?

Directeurs d'établissement scolaires ou spécialisés, inspecteurs, chercheurs.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Several schools and secondary schools of southern Nantes have implemented an integration policy with social-medical institutes specialized in the treatment of visual deficiency (Les Hauts Thebaudières: [www.iphv.fr](http://www.iphv.fr)) and deafness (La Persagotière). These measures apply the new French law on disability. It seems important to compare them with the practices developed in Europe regarding their objectives, their results and the new problems created (educational, educative, medical, material, juridical). The session will enable us to present the policy on disability through the thematic of personalized education and to meet those involved this project (children, teachers, headmasters, inspectors) in the concerned school and the institutes. Some meetings will be held in sea side resorts (Atlantic coast).

#### Personne de contact

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## INTEGRATION OF HANDICAPPED PUPILS AND STUDENTS

# Preparing young adults with severe learning difficulties for Life through Education, Care and Employment

Group No: **38**Soclink No: **07005,19**Type of visit:  
**General education****14/05/2008 - 18/05/2008**  
**Spilsby [UK]**Working language 1:  
**English**Number of places: **12**  
Minimum required: **6****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

Linkage Community Trust is located in Lincolnshire, a beautiful, rural area of Eastern England. Linkage College provides residential education for students aged 16-24 from across the whole of the United Kingdom. It provides education, care, residences and employment opportunities for adults with learning difficulties.

**WHAT?**

Participants will learn about the work undertaken by Linkage College as part of the visit that will focus on the way young people with Special Needs are prepared for life in the UK.

The visit will show how an integrated service, between the College, Linkage Care Services, Linkage Residential Services and Linkage Employment Services, is provided for adults and students to enable them to be as independent as their abilities or disabilities allow.

**HOW?**

The visit will also include a visit to a local SEN school (ages 11—16) and the national overview of SEN provision discussed by the Chief Executive of the local Learning Skills Council.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## INTÉGRATION DES ÉLÈVES ET DES ÉTUDIANTS HANDICAPÉS

# L'intégration des enfants handicapés dans l'enseignement général en Roumanie

Numéro de groupe: **39**

Soclink No: **07005,20**

Type de visite:  
**Éducation générale**

**19/05/2008 - 23/05/2008**  
**Targu-Jiu [RO]**

Langue de travail 1:  
**français**

Nombre de places: **15**  
Minimum requis: **5**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

## POURQUOI? / QUOI?

Modèles permettant d'intégrer les personnes défavorisées et de leur donner accès à l'éducation et à la formation. Modèles permettant de les encourager à acquérir des qualifications formelles.

## À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

### Personne de contact

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## INTÉGRATION DES ÉLÈVES ET DES ÉTUDIANTS HANDICAPÉS

**Handicap: problematiche educative e non**

Numéro de groupe: **40**

Soclink No: **07005,21**

Type de visite:  
**Éducation générale**

**26/05/2008 - 30/05/2008**  
**Troina (Enna) [IT]**

Langue de travail 1:  
**français**

Nombre de places: **15**  
Minimum requis: **5**

**OBJECTIFS ÉDUCATION ET FORMATION 2010**

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

**POURQUOI? / QUOI?**

Les Pays de l'U.E. à comparaison sur le sujet du handicap: degrés de sensibilité, retards, innovations, expériences pilotes.

Catalogage du sujet handicapé en deux macro catégories: grave et "normale".

Les aspects bureaucratiques: modèle de fiche d'évaluation périodique.

Quel modèle d'attestation l'État relâche ou il devrait relâcher.

Modèles et niveaux de formation pour le professeur de soutien.

Intégration et /ou rejet du handicapé.

Niveaux d'attention réservés par les Pays de l'U.E. au sujet de l'intégration du handicapé à l'intérieur du tissu scolaire

**COMMENT?**

Visites d'écoles et de structures didactiques et réhabilitatives; rencontres. Sujets impliqués: écoles avec des élèves handicapés, Institut OASI, professeurs, médecins, pédagogues, représentants du Ministère de l'Education.

**À L'ADRESSE DE QUI?**

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

**Personne de contact**

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## INTEGRATION OF HANDICAPPED PUPILS AND STUDENTS

# Modelle der Integration und Unterstützung benachteiligter und beeinträchtigter Kinder und Jugendlicher mit sonderpädagogischem Förderbedarf im deutschen Schulsystem

Group No: 41

Soclink No: 07005,22

Type of visit:  
General education26/05/2008 - 30/05/2008  
Paderborn [DE]Working language 1:  
EnglishWorking language 2:  
DeutschNumber of places: 12  
Minimum required: 5

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

The integration and support of pupils with physical or mental impairments, learning difficulties and special needs is a challenge for school staff as well as for parents. The study visit will take place in the city of Paderborn, well known for its historic city centre, its famous cathedral and the more than 200 sources of the river Pader.

### WHAT?

This study visit wants to introduce the participants to the German school system and its provisions for pupils with special needs.

The programme will present:

- models of inclusive integration for schoolchildren and young people with special needs in mainstream schools;
  - the support arrangements provided by special schools for various target groups.
- Furthermore, it is going to consider the possibilities for cooperation between schools and the institutions of the youth welfare service and present a number of such cooperative schemes as well as some examples of innovative projects run by the youth welfare service and targeted at multiply disadvantaged families and their children.

### HOW?

Participants will have the opportunity to visit a variety of schools and other institutions concerned with the care of such children and to meet social workers, psychologists, teachers, inspectors and administrators from the regional school authority in order to exchange experiences, compare observations and discuss ideas.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

## DESCRIPTION IN WORKING LANGUAGE 2

Kinder und Jugendliche mit Beeinträchtigungen oder mit sonderpädagogischem Förderbedarf angemessen zu unterstützen und einzugliedern ist eine besondere Herausforderung sowohl für die Fachkräfte an Schulen als auch für die Eltern solcher Schüler. Dieser Studienbesuch will den ausländischen Teilnehmern einen Einblick in das deutsche Schulsystem und seine Einrichtungen für Schüler mit sonderpädagogischem Förderbedarf vermitteln. Sie werden die Gelegenheit erhalten, unterschiedliche Schulen und andere Einrichtungen zu besuchen und Erfahrungen, Beobachtungen und Ideen mit Lehrern, sozialpädagogischen und psychologischen Fachkräften, sowie mit Repräsentant/innen der regionalen Schulaufsicht auszutauschen und zu diskutieren. Dabei sollen sie integrative Modelle schulischer Förderung an Regelschulen ebenso kennen lernen wie die Fördermöglichkeiten für verschiedene Zielgruppen, die von Sonder- bzw. Förderschulen angeboten werden. Darüber hinaus wird sich das Programm mit Beispielen der Kooperation zwischen Schulen und Einrichtungen der Jugendhilfe auseinandersetzen sowie mit einigen innovativen Projekten der Jugendhilfe, die sich an mehrfach belastete Familien und ihre Kinder wenden.

### Contact person(s)

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## WWW.

[www.fbz-pb.de](http://www.fbz-pb.de) – [www.paderborn.de/microsite/welcome/index.php](http://www.paderborn.de/microsite/welcome/index.php)

## EINGLIEDERUNG JUGENDLICHER MIT BEHINDERUNG IN DAS REGELSCHULWESEN

# Integration von Kindern und Jugendlichen mit Autismus in Arbeit und Leben

## Integrating autistic children and young people into the work process and everyday life

Gruppennr.: <b>42</b>
Soclink No: <b>07005,23</b>
Art des Besuches: <b>Allgemeine Bildung</b>
<b>16/06/2008 - 20/06/2008</b> <b>Heilbronn [DE]</b>
Arbeitssprache 1: <b>Deutsch</b>
Number of places: <b>10</b> Minimum required: <b>5</b>

### ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

2.3. Förderung von aktivem Bürgersinn, Chancengleichheit und gesellschaftlichem Zusammenhalt

### WARUM?

Ziel des Studienbesuchs ist es, gemeinsam den Entwicklungsbedarf von Maßnahmen auf diesem Gebiet zu analysieren und Standards für zukünftige Maßnahmen zu formulieren. Weitere Informationen zu dem geplanten Studienaufenthalt sind ab Februar über die Website [www.lindenparkschule.de](http://www.lindenparkschule.de) zugänglich. Veranstaltungsort ist HEILBRONN, ein Regionalzentrum mit Industrieschwerpunkten (z.B. AUDI/Neckarsulm) nördlich von Stuttgart in einem Weinbaugebiet gelegen. Auch die baden-württembergische Landeshauptstadt STUTTGART wird im Verlauf der Veranstaltung besucht werden. Informationen zu Heilbronn und Umgebung können Interessenten von der Website [www.Heilbronn.de](http://www.Heilbronn.de) herunterladen, die auch Informationen in englischer und französischer Sprache enthält. Informationen zu Stuttgart finden Sie unter <http://www.stgt.com/stuttgart/homee.htm>.

### WAS?

Ausgehend von den Erfahrungen der ausländischen Teilnehmer/innen auf dem komplexen und schwierigen Gebiet der Integration von Menschen mit autistischem Verhalten, werden sie gebeten Beispiele aus ihren Heimatländern im Rahmen der Veranstaltung zu präsentieren und sich durch Hospitationen und Gespräche mit einer Reihe von besonderen Projekten in Baden-Württemberg auseinanderzusetzen.

### WIE?

Dabei sollen sie insbesondere Gelegenheit erhalten, Netzwerke zur Integration von Kindern und Jugendlichen mit Autismus in den Regionen Heilbronn und Stuttgart kennen zu lernen.

### WER?

Dieser Studienaufenthalt wendet sich an Entscheidungsträger und Experten, die im Bereich der Integration von Menschen mit autistischem Verhalten selbst über praktische Erfahrungen verfügen und an der qualitativen Weiterentwicklung des Angebots zur Integration dieses Personenkreises beteiligt sind.

### Kontaktperson(en)

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## GENDER EQUITY IN EDUCATION AND VOCATIONAL TRAINING SYSTEMS

# Equality and Diversity in the Early Years

Group No: **43**Soclink No: **07006,02**Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
London [UK]Working language 1:  
**English**Number of places: **22**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY? / WHAT?**

The Borough of Brent is situated in North West London and is the second most ethnically diverse local authority in the country. We are committed to equality of opportunity for all and for each child to develop to their potential. The area has many aspects of cultural interest that you can visit.

**HOW?**

This visit will give participants the opportunity to visit a number of early years settings that meet children's needs and offer parental choice, including world faith and bilingual schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## GENDER EQUITY IN EDUCATION AND VOCATIONAL TRAINING SYSTEMS

# Making the European future together

Group No: 44

Soclink No: 07006,03

Type of visit:  
**General education****12/05/2008 - 18/05/2008**  
**Göteborg [SE]**Working language 1:  
**English**Number of places: 15  
Minimum required: 8**EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

District Biskopsgården and district Torslanda in Göteborg, the second biggest city in Göteborg, app.500 000 inh. hereby invite you to an exciting week featuring the common future in the new Europe. Göteborg has 26 % immigrants in all. Biskopsgården, 28500 inh. has 36% and Torslanda, 21000 inh. only has 6 %. The districts border each other but have quite different structure due to cultural, economical and social issues. Biskopsgården is a multicultural district with school teaching in 35 different languages. Torslanda is a segregated district with very few immigrants and refugees and privately owned expensive private houses. Biskopsgården has worked for many years with a multicultural perspective. Torslanda gives priority to international work in the schools but still sees tendencies of racism growing.

**WHAT?**

Both districts want to show what to learn from each other in the fields of groundwork of a good education, methods for teaching indoors and outdoors, projecting new schools and develop old ones, food, learning for life, educational training and teaching children with special needs. Many other cities in Europe face the same situation with segregation and lack of tolerance. We are looking forward to change experiences with these.

**HOW?**

The week will include study visits to schools in the two districts, to the city administration, politicians and to local companies.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ÉGALITÉ DES DROITS ENTRE LES SEXES DANS L'ENSEIGNEMENT ET LA FORMATION PROFESSIONNELLE

# Parcours de citoyenneté active et promotion du succès formatif

Numéro de groupe: **45**

Soclink No: **07006,04**

Type de visite:  
**Éducation générale**

**26/05/2008 - 30/05/2008**  
**Ravanusa (Agrigento) [IT]**

Langue de travail 1:  
**français**

Nombre de places: **30**  
Minimum requis: **10**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

### POURQUOI?

Le thème de la visite est proposé par les expériences que l'Istituto Comprensivo A. Manzoni de Ravanusa (E-Qualiy pour les projets Comenius) a réalisé soit dans le domaine de la formation à la citoyenneté active soit dans le domaine de la promotion du succès formatif (l'école est devenu dès 2004 Centre Ressources contre l'échec scolaire et l'exclusion sociale).

### QUOI?

Avec la visite on veut construire une opportunité d'échange et réflexion entre décideurs de différents pays, soit pour soutenir le déroulement des objectives de Lisbonne, soit pour partager des activités de facilitation des parcours d'apprentissage avec des compétences stratégiques dans le cadre de l'Europe de la connaissance.

### COMMENT?

La visite aura différents acteurs (professeurs et éducateurs, experts et associations, centres scolaires et sociaux du territoire), dans le cadre d'une formation intégrée. Sont prévues aussi des rencontres avec certains représentants des institutions.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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**WWW.**

[www.icmanzoni.it](http://www.icmanzoni.it)

## GENDER EQUITY IN EDUCATION AND VOCATIONAL TRAINING SYSTEMS

# Dealing with diversity, race equality and community cohesion in Leicester schools

Group No: <b>46</b>
Soclink No: <b>07006,05</b>
Type of visit: <b>General education</b>
<b>16/06/2008 - 20/06/2008</b> <b>Leicester [UK]</b>
Working language 1: <b>English</b>
Number of places: <b>15</b> Minimum required: <b>10</b>

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

Leicester has a diverse population: 50% of pupils in our schools are of minority ethnic origin. For over 30 years the Education Department and city schools have been developing practice with regard to issues of cultural diversity and tackling racism. The City Council has achieved Beacon Status for Race Equality and for Community Cohesion because of its efforts in these fields. The city has a reputation for good community relations and is seen as a model of good practice by local and national government agencies.

### WHAT?

The visit will introduce participants to education in Leicester, providing information about its recent history, demography and educational policy responses to diversity, which will be set in the context of national policy initiatives and recent legislation.

### HOW?

The main focus will be on local initiatives in schools, especially primary, through exploring various projects:

- “Young, Gifted and Equal” - using Race Equality Standards in school self-evaluation to develop whole school approaches to race equality;
- “Islam & Education” - guidance & training for schools;
- “Throwing Stones” - video resource pack to tackle racism in junior schools;
- “Persona Dolls” - ways to use special dolls in tackling racism in younger/primary children Complementary schools – working with community-based schools;
- Collaborative methods for language development;
- Multi-legalism in classroom & school;
- Active Citizenship; Community Cohesion projects;
- “Get-in!” - Comenius project encouraging schools with high minority ethnic populations to participate in international projects.

There will also be visits to the Multicultural Resource Centre, cultural/faith centres & community school/organizations.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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**WWW.**

[www.leicester.gov.uk/mce](http://www.leicester.gov.uk/mce)

## MEASURES TO PREVENT SCHOOL FAILURE

# Schools as places of social and cultural promotion

Group No: **47**

Soclink No: **07008,09**

Type of visit:  
**General education**

**03/03/2008 - 07/03/2008**  
**Torino [IT]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **7**

## WHY? / WHAT?

We intend to compare the school systems focusing the following points:

- promotion of student's success;
- evaluation of class climate;
- promotion of good practices in teaching;
- enhancement of disadvantaged students;
- projects for foreign students;
- teacher's recruitment and teacher's training.

Further contacts:

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## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

## Contact person(s)

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## MESURES PRÉVENTIVES CONTRE L'ÉCHEC SCOLAIRE

# L'intégration des enfants des migrants et des primo arrivants

Numéro de groupe: **48**

Soclink No: **07008,10**

Type de visite:  
**Éducation générale**

**10/03/2008 - 14/03/2008**  
**Montpellier (Région du**  
**Languedoc-Roussillon) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**español**

Nombre de places: **20**  
Minimum requis: **12**

## POURQUOI?

Comme toutes les régions du monde, la partie européenne de l'Europe est confrontée à de fortes turbulences démographiques. Les enjeux géopolitiques influencent le lien social. Il s'agit de rendre possible la vie entre des communautés qui n'ont pas forcément l'habitude de vivre ensemble sur le même territoire. L'éducation des jeunes soumis à des mobilités parfois contraintes mérite une attention particulière qui passe fréquemment par la maîtrise d'outils et de pratiques pédagogiques qu'il semble utile de confronter entre des acteurs soumis aux mêmes impératifs dans des contextes différents mais concernant souvent des publics de même origine spatiale (on pense en particulier ici aux Roumains et aux Maghrébins).

## QUOI?

Une conférence introductive posera la problématique de la visite et présentera l'état de la question. On confrontera alors les solutions apportées dans chaque pays présent, on dégagera les points les plus importants (exposé de chacun des participants pour chaque pays). On recevra une information théorique de l'état de ces questions dans le domaine de la recherche.

## COMMENT?

Des rencontres et des visites permettront de procéder à des analyses de pratiques actuelles et à se projeter dans l'avenir sous forme de rapports collectif et individuels.

## À L'ADRESSE DE QUI?

Responsables administratifs et pédagogiques des systèmes éducatifs: chefs d'établissements, corps d'inspection, formateurs, organismes de formation.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Como en todas las regiones del mundo, la parte meridional de Europa se halla confrontada hoy con fuertes turbulencias demográficas. Los intereses geopolíticos se repercuten en el vínculo social. Se trata de hacer posible la vida entre comunidades que no suelen obligatoriamente vivir juntas en el mismo territorio. La Educación de jóvenes sometidos a mobilities a veces forzadas, merece un cuidado especial lo cual pasa a menudo por el dominio de herramientas y de prácticas pedagógicas que parecen útiles de ser confrontadas entre actores sometidos a las mismas necesidades en contextos diferentes pero relacionados, a menudo, con públicos de mismo origen espacial ( se alude en particular aquí a los rumanos y a los magrebíes). Una conferencia introductiva planteará la problemática de la visita y presentará el estado de la cuestión. Se confrontarán entonces, las soluciones aportadas en cada país presente; se destacarán los elementos más importantes (ponencia de cada participante para cada país). Se recibirá entonces una información teórica del estado de esos temas por investigadores universitarios. Encuentros y visitas permitirán el paso a análisis de prácticas actuales y proyecciones futuras. Las perspectivas de asociaciones se podrán pues articular en torno a prácticas acertadas.

### Personne de contact

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## MEASURES TO PREVENT SCHOOL FAILURE

# Prevention of school failure

Group No: **49**Soclink No: **07008,11**Type of visit:  
**General education****31/03/2008 - 04/04/2008**  
**Santander [ES]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****WHY? / WHAT?**

Overview of the Spanish educational system and measures to prevent school failure, mainly focused on the Attention to Diversity Plan developed by the Educational Authority of the Regional Government of Cantabria. We will give information about measures to assist young people who have left the education without qualifications.

**HOW?**

The programme will include visits to schools and other educational institutions.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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 Fax + 34 942207504  
 E-mail: lazaro\_mc@gobcantabria.es

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## MESURES PRÉVENTIVES CONTRE L'ÉCHEC SCOLAIRE

# Apprendre pour la vie

Numéro de groupe: **50**Soclink No: **07008,12**Type de visite:  
**Éducation générale****13/04/2008 - 18/04/2008**  
**Mamer [LU]**Langue de travail 1:  
**français**Langue de travail 2:  
**English**Nombre de places: **12**  
Minimum requis: **10**

## POURQUOI?

Le Lycée technique Josy Barthel, un tout nouveau lycée, s'est engagé dans des innovations pédagogiques pour favoriser la réussite scolaire. Ainsi, il introduit les cycles d'apprentissage, il avance vers un enseignement plus différencié, il élabore des objectifs de fin de cycle, il a introduit à partir de l'année scolaire 2006-2007 une évaluation de compétences sans recours à des notes, ils se sont engagés dans le projet COMENIUS SEVOLIO sur l'utilisation d'un portfolio d'apprentissage.

## QUOI?

Nous souhaitons présenter, partager, discuter l'expérience de ce «learning by doing» dans le cadre du développement scolaire, de sa mise en œuvre, de son accompagnement, son évolution avec les participants à cette visite. Il s'agit de les mettre en contact avec le vécu scolaire au quotidien, mais aussi avec notre approche de l'innovation pédagogique.

## COMMENT?

Les participants visiteront d'autres établissements scolaires du primaire et du secondaire qui oeuvrent dans la recherche de la réussite scolaire des élèves.

## À L'ADRESSE DE QUI?

Directeurs et inspecteurs d'écoles, décideurs enseignants impliqués dans leurs établissements dans l'innovation pédagogique.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

The Lycée technique Josy Barthel, a new secondary school in Luxembourg, committed itself to realize pedagogical innovations in order to further school success and prevent school failure. The school thus introduces apprenticeship cycles and a differentiated teaching, it elaborates objectives to be reached at the end of each cycle and has introduced, since the beginning of the 2006 school year, a competence based evaluation where no more school notes are given. On top of this the school participates actively in a COMENIUS project called SEVOLIO which focuses on the use of a learning portfolio. We wish to present this "learning by doing" experience to the participants of the visit, share and discuss its realization, evolution, monitoring and evaluation. Participants will get to know how we work on a daily basis with our pedagogical approach. We will visit primary and secondary schools which are actively working with methods to prevent school failure.

### Personne de contact

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## MEASURES TO PREVENT SCHOOL FAILURE

# Measures to prevent school failure

Group No: 51

Soclink No: **07008,13**Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Kohtla-Järve [EE]**Working language 1:  
**English**Number of places: **8**  
Minimum required: **4****WHY? / WHAT?**

Unfortunately there are still children who have not found suitable abilities or enough motivation to cope individually with demanding studying conditions. Difficulties appear already in the basic school. The task of the school is to support the children having studying difficulties and problems with their behaviour. Kohtla-Järve Gymnasium and Iisaku Gymnasium have found a solution to help these children. A special learning method called „Tootsi class“ has been formed for them. Thanks to teachers the special studying programme is made (involving assessment and curriculum) which allows these children to gain education that will be necessary for their better future. The purpose of exchanging experiences is to get to know how to work with these problems and how to find new solutions

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## MAßNAHMEN ZUR VERHINDERUNG VON SCHULVERSAGEN

# Unqualified School Leavers (USL) – pathways towards solutions

Gruppennr.: 52

Soclink No: 07008,15

Art des Besuches:  
**Allgemeine Bildung****05/05/2008 - 09/05/2008**  
**Schwerin [DE]**Arbeitssprache 1:  
**Deutsch**Arbeitssprache 2:  
**English**Anzahl der Plätze: 15  
Erforderliche Mindestanzahl: 7**WARUM?**

Schwerin, der Veranstaltungsort dieses Studienbesuchs, ist eine Stadt der Seen und Wälder. Sie ist zugleich die Landeshauptstadt des Landes Mecklenburg-Vorpommern. Gelegen zwischen Hamburg und Berlin ist sie über diese Flughäfen und per Bahn leicht zu erreichen. Die Ursachen und Gründe für vorzeitige Schulabbrüche sind vielfältig. Als Partner im europäischen Projekt EdGATE ist Mecklenburg-Vorpommern federführend in der Arbeitsgruppe „Unqualified school leavers (USL)“, in der das „Produktive Lernen“ eine wichtige Rolle spielt. Ab März 2007 steht die website [www.edgate-usl.eu](http://www.edgate-usl.eu) zur Verfügung. Hier werden umfangreiche Informationen zum Projekt USL und zu den Partnern des Projektes zu finden sein.

**WAS?**

Mecklenburg-Vorpommern als Veranstalter des Studienbesuchs wird den Teilnehmern das „Produktive Lernen“ als Teil der flexiblen Schulausgangsphase in der Sekundarstufe I an Regionalen Schulen vorgestellt.

**WIE?**

Die Teilnehmer dieses Studienbesuchs werden die Möglichkeit erhalten, das Problem mit Lehrern und Schulleitern verschiedener Einrichtungen zu diskutieren. Weiterhin wird erwartet, dass sie Beispiele aus ihrem eigenen Heimatland / ihrer Region einbringen, wie dort mit dem Problem umgegangen wird und wie mögliche Lösungen aussehen könnten. Anfragen zum Studienbesuch sollten per E-Mail direkt an den Veranstalter gerichtet werden.

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

There are many reasons for breaking off schooling. The participants of this study visit will have the opportunity to discuss the problem with teachers and head teachers from different schools. They will be expected, moreover, to present examples from their own country / region, how the problem is being dealt with and what kind of solutions are being considered.

As organiser of the study visit Mecklenburg-West Pomerania will introduce the participants to „Productive Learning“ as a central element of an integrated secondary school system. Mecklenburg-West Pomerania is the leader of the task force „Unqualified School Leavers“ within the European Project EdGATE where „Productive Learning“ plays an important role. In March 2007 the website [www.edgate-usl.eu](http://www.edgate-usl.eu) will be online. Here you will find extensive information about the project USL and the project partners. Questions about the study visit please mail directly to the organiser. Schwerin, the city of lakes and forests, is the venue for this study visit. It is the capital of Mecklenburg-West Pomerania. Situated between Hamburg and Berlin you can get there easily by public transport via the Hamburg or Berlin airports and by train.

**Kontaktperson(en)**

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## MEASURES TO PREVENT SCHOOL FAILURE

# New opportunities in education

Group No: **53**Soclink No: **07008,14**Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Porto e zona norte**  
**de Portugal [PT]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****WHY? / WHAT?**

Overview of the Portuguese education system measures to prevent school failure and drop-outs: educational and training courses specially designed for youngsters over 15 years old. With specific curricula and included in regular schools, these courses prove themselves to be of the utmost importance to prevent school failure raising the qualification level of Portuguese young people; courses specially designed for adults who wish to improve their knowledge and achieve validation and certification of competences; vocational courses.

**HOW?**

This visit involves the following activities: visits to basic, secondary and vocational schools and workshops.

**WHOM?**

Experts, personnel at local, regional and local level, heads of schools and education advisors/counsellors.

**Contact person(s)**

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## MESURES PRÉVENTIVES CONTRE L'ÉCHEC SCOLAIRE

# Lutte contre l'échec scolaire, intégration des jeunes migrants en Communauté française de Belgique

Group No: 54

Soclink No: 07008,16

Type de visite:  
Éducation générale19/05/2008 - 23/05/2008  
Bruxelles [BE]Langue de travail 1:  
françaisNombre de places: 15  
Minimum requis: 8

## POURQUOI? / QUOI?

Une grande partie de la semaine sera consacrée à examiner les solutions proposées par certains établissements de la région bruxelloise pour faciliter l'intégration des enfants de migrants dans le système scolaire (entre autres les classes passerelles). En outre la Communauté française de Belgique doit faire face à un grand taux d'échecs à tous les niveaux d'enseignement. Les participants seront conviés à prendre connaissance d'expériences destinées à promouvoir une pédagogie du succès.

## À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

### Personne de contact

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## EUROPEAN DIMENSION IN EDUCATION

# The European dimension through cultural and European educational projects

Group No: **55**

Soclink No: **07009,08**

Type of visit:  
**General education**

**03/03/2008 - 07/03/2008**  
**Thessaloniki [GR]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.5. Strengthening the European co-operation

### WHY? / WHAT?

The object of this study visit is to present a number of projects developed as extra curriculum activities within the framework of European, cultural or other projects which aim to promote the idea of multiculturalism in a city the past of which was distinctly multicultural.

### HOW?

There will be visits to schools of both primary and secondary level.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

ARION team  
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## LA DIMENSION EUROPÉENNE DANS L'ÉDUCATION

# L'action de réseau vise à la valorisation des pratiques optimales dans la formation des lycées en Europe

Numéro de groupe: **56**

Soclink No: **07009,09**

Type de visite:  
**Éducation générale**

**31/03/2008 - 04/04/2008**  
**Altamura (Bari) [IT]**

Langue de travail 1:  
**français**

Nombre de places: **20**  
Minimum requis: **8**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

3.5. Renforcer la coopération européenne

### POURQUOI? / QUOI?

Favoriser la connaissance, la comparaison et la valorisation des pratiques optimales dans les activités en réseau pour la dimension européenne de la formation à niveau des lycées.

Promouvoir la réflexion culturelle concernant l'action de réseau pour l'Europe de la connaissance (Ob. 1.1, 1.5, 3.1, 3.5 de Lisbonne) au soutien des Institutions locales et régionales, des universités, des éditeurs, de la presse et des décideurs politiques. Promouvoir les contacts et les relations visant au lancement de nouveaux partenariats.

Exploitation et valorisation de l'expérience de coordination du Réseau Thématique Comenius 3 EWHUM (European Humanism in the World) réalisée par l'institut organisateur de la visite.

### COMMENT?

- Rencontres-séminaires avec chefs d'établissement, enseignants, responsables d'instituts de recherche, experts et professionnels engagés en activités de coopération internationale, de formation et recherche, d'analyse et observation d'expériences significatives à niveau transnational.
- Visites d'universités et d'établissements scolaires engagés dans des activités d'étude, de recherche et de dissémination ayant un effet multiplicateur à niveau national et européen.
- Tables rondes, séminaires, visites, rencontres-débats, évaluation des expériences.
- Sujets engagés: établissements scolaires, universités, instituts de recherche, Agence Nationale Socrates, décideurs politiques.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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[www.liceocagnazzi.it](http://www.liceocagnazzi.it) – [www.ewhum.org](http://www.ewhum.org)

## EUROPEAN DIMENSION IN EDUCATION

# European cooperation – Intercultural dialogue

Group No: 57

Soclink No: 07009,10

Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Rakvere [EE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 3.5. Strengthening the European co-operation

**WHY?**

The dialogue between people and cultures has become a necessity in multicultural Europe. 2008 has been declared as the European Year of Intercultural Dialogue. European culture is, in fact, not one but many cultures: local, regional and national traditions, shared histories and philosophical and religious developments.

**WHAT?**

We are going to present to the participants the education system in Estonia and Estonian West-Virumaa County.

**HOW?**

- We visit manor schools of our county and introduce Estonian history to our participants.
- We also visit Lahemaa National Park to talk about environmental education.
- To present the Estonian education system we are planning to organize visits to all levels of education: kindergartens, primary and secondary schools in West-Virumaa County and will meet the specialists of the field.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## EUROPEAN DIMENSION IN EDUCATION

# Learning and teaching about Europe

Group No: 58

Soclink No: 07009,11

Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Vila Nova da Barquinha [PT]**Working language 1:  
**English**Number of places: **10**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 3.5. Strengthening the European co-operation

**WHY?**

- To promote The European Dimension;
- to discuss about the way the European Dimension can contribute to improve quality in education and reach the strategic objectives for 2010;
- to get aware of the importance of interacting with European institutions in order to strengthen our links to Europe and better recognise we all are European citizens therefore very much dependent on the other citizens of such a huge and rich community;
- to enable pupils, teachers, parents to accept their responsibilities as citizens of Europe and develop constructive attitudes towards pressing issues such as Peace and Human Rights throughout Europe and the world.

**WHAT?**

- The European Dimension inside a school and in the community (in general);
- discussing how the activities involving such issues are/should be evaluated;
- what kind of training is offered to the teachers and/or any other responsible for this challenging task;
- recognizing how important is to learn about Europe in loco (interesting sightseeing and study visits will be part of the programme).

**HOW?**

- Lectures, discussions and workshops related to the promotion of the European dimension in the schools and communities of the participating European delegates and the role played by different possible means to carry it out will be taken into account – including the help coming from European Programmes and Institutions.
- The institutions involved: basic and secondary school D. Maria II together with the municipality of Vila Nova da Barquinha.
- Some European institutions will join us in different sessions presenting lectures and/or any kind of materials and experiences able to enrich our meeting and consequent reflections. We can name representatives from: the European Clubs Bureau/ Ministry of Education, the European Jacques Delors Centre in Lisbon, the Commission for the Equality-and the Rights of the Women and the Europe Direct Centre from Santarém.
- If possible we still would like to have with us a representative from the National Agency in Lisbon.

**WHOM?**

Heads of schools, responsible delegates for European issues at different levels (schools, municipalities, public libraries), teacher trainers administrators at local, regional and national level and inspectors.

**Contact person(s)**

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## EUROPEAN DIMENSION IN EDUCATION

# Schools in cooperation with industrial centres

Group No: 59

Soclink No: 07009,12

Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Kassel + Hofgeismar [DE]**Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **14**  
Minimum required: **7****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.5. Strengthening the European co-operation

**WHY?**

Kassel, because of its geographical location in Europe, is a centre of industry and logistics. Moreover it has become a cultural centre of worldwide renown through "Documenta" and the Brothers Grimm.

**WHAT?**

Preparing young people for their working-life in Europe:

- dual vocational training; coaching-programmes;
- temporary practice in companies or in particular jobs;
- human resources and educational networks in the region.

**HOW?**

We want to show ways of cooperation between schools (for instance Europaschule, UNESCO-Project-School, etc.) and industrial plants (like Volkswagen, Daimler-Chrysler, Thyssen-Henschel, SMA etc.), including visits to the plants.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Kassel ist durch seine geographische Lage in Europa ein industrielles und logistisches Zentrum. Darüber hinaus ist Kassel weltweit bekannt als Stadt der Documenta und der Brüder Grimm. Vor diesem Hintergrund wollen wir Möglichkeiten zeigen, wie Schule (z.B. Europaschule, UNESCO-Projekt-Schule etc.) in Zusammenarbeit mit industriellen Einrichtungen (Volkswagen, Daimler-Chrysler, Thyssen-Henschel, SMA etc.) – mit Betriebsbesichtigungen – junge Menschen auf einen beruflichen Weg in Europa vorbereiten kann: Duale Ausbildung; Coaching-Programme; Betriebspraktika; Berufserkundungstage; Humanressourcen und Bildungsnetzwerke in der Region.

**Contact person(s)**

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## EUROPEAN DIMENSION IN EDUCATION

# European dimension and cooperation in local education

Group No: 60

Soclink No: 07009,13

Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Afyonkarahisar [TR]**Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **20**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.5. Strengthening the European co-operation

**WHY?**

The purpose of the study visit is to empower the European collaboration through visits and activities, to bring new point of views to education and learning, to review best practices and to open an intercultural gate to friendship.

**WHAT?**

During the study visit, the participants will have an opportunity of on-site survey of project examples going on in our province (Comenius, Grundtvig, Leonardo Da Vinci).

**HOW?**

The study visit aims to provide workshops, meetings with experts, round-table meetings, presentations in the European dimension to help them share their knowledge and experiences, to establish networks between educators to empower the European cooperation.

Every day of the study visit will comprise of visits to:

- innovative and different schools and institutions;
- other public institutions and NGOs which support education;
- historical places (Phrygian Valley, Millet Hamam, Karahisar Castle, mosques, mansions);
- and touristic attractions (spas, thermal facilities, monasteries) focusing on different themes such as travelling and surveying.

**WHOM?**

Headmasters, principals, teachers, education experts, inspectors, decision makers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Der Grundgedanke dieses Besuches ist es, die Zusammenarbeit mit Europa mit verschiedenen Besuchen und Aktivitäten zu stärken. Dabei sollen verschiedene Gesichtspunkte von Bildung kennen gelernt werden, Erfahrungen ausgetauscht und gute Beispiele untersucht werden, wobei dies ein Schritt in Richtung interkultureller Freundschaft ist. Während des Besuches werden die Teilnehmer die Gelegenheit bekommen, verschiedene Projekte kennen zu lernen, die in unserer Stadt statt gefunden haben (z.B. Comenius, Grundtvig, Leonardo da Vinci). Außerdem werden verschiedene Besichtigungen von Arbeitsplätzen, Workshops, Unterhaltungen mit Experten, Diskussionskreise und Vorträge für den Austausch von Erfahrungen und Wissen bezüglich der Europäischen Union sorgen. So werden die Pädagogen Möglichkeiten haben Netzwerke auf zu bauen und so die Zusammenarbeit mit der EU zu stärken. Jeder Tag des Besuches wird mit verschiedenen Unternehmungen wie Besichtigungen von erfolgreichen und herausragenden Schulen und Einrichtungen, sowie von allgemeinen oder gemeinnützigen Einrichtungen, die Bildung unterstützen gefüllt sein. Außerdem werden Gelegenheiten geboten historische (das Frig Tal, Millet Hamam, die Burg von Afyon, Herberge, Moscheen usw.) und touristische Örtlichkeiten (Termalbäder, Kloster usw.) zu besichtigen. Die Zielgruppe dieses Besuches sind: Lehrer, Schulleiter, Bildungsexperten, Pädagogen.

**Contact person(s)**

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## EUROPEAN DIMENSION IN EDUCATION

# eTwinning – Developing the European dimension

Group No: **61**Soclink No: **07009,14**Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
**Matera [IT]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.5. Strengthening the European co-operation

**WHY?**

Networking among schools and cooperation in an educational project with their partners in other European countries prove to be decisive both in fostering a European dimension in education and in increasing awareness of the European multilingual and multicultural knowledge society.

**WHAT?**

The focus of the visit will be the virtual dimension to European co-operation in education and virtual mobility.

**HOW?**

Participants will:

- analyse how eTwinning of schools help update teachers' and trainers' professional skills;
- talk about the contribution of information and communication technologies (ICT) to the quality of education and training;
- visit structures where eTwinning is developed to a high level.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## EINFÜHRUNG DER EUROPÄISCHEN DIMENSION

# Vergleich europäischer Ausbildungssysteme in der Zusammenarbeit und dem Schulaustausch zwischen Schulen in Europa

Gruppennr.: 62

Soclink No: 07009,15

Art des Besuches:  
**Allgemeine Bildung**19/05/2008 - 24/05/2008  
Szczecinek [PL]Arbeitsprache 1:  
**Deutsch**Anzahl der Plätze: 15  
Erforderliche Mindestanzahl: 5**ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

3.5. Stärkung der europäischen Zusammenarbeit

**WARUM?**

Gymnasium Nr 1 in Szczecinek ist Westpommern Qualität – Schule. Ziel des Besuchs ist durch neue Lehrtechniken die Qualität und neue Technologie in der europäischen Ausbildung zu zeigen.

**WAS?**

Verbesserung der Qualität und Effektivität des Lehr- und Ausbildungssystems. Vergleich mit der europäischen Öffnung des Lehrersystems für Umwelt und Europa. Den Schülern direkt Erfahrungen in der europäischen Dimensionen bieten.

**WIE?**

Vorstellung neuer Fortbildungsmöglichkeiten und Lehrmethoden in der Ausbildung. Vorstellung des neuen polnischen Schulsystems in Theorie und Praxis. Vorstellung interessanter Lehrmethoden für die einzelnen Schulstufen. Vertreterin des Bürgermeister von Szczecinek Oberkreisdirektor von Szczecinek, und Direktoren der Schulen und der Firma des Kreisrates [www.gim1\\_szczecinek.glt.pl](http://www.gim1_szczecinek.glt.pl)

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**Kontaktperson(en)**

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## EUROPEAN DIMENSION IN EDUCATION

# Institutional development through European cooperation projects

Group No: **63**Soclink No: **07009,16**Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Galati [RO]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.5. Strengthening the European co-operation

**WHY? / WHAT?**

Presentations and debates based on exchanging experience regarding the ways of accessing co-operation projects, their ways of implementation and development as well as the examples of good practice from each participant's activity.

**HOW?**

Visit the institutions on secondary and higher education from both the urban and rural areas, which developed European projects.

The education experts will meet representatives of the local authorities and of the Galati education and will discuss about the way in which these authorities support the initiatives of schools to develop European projects.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## EUROPEAN DIMENSION IN EDUCATION

# Möglichkeiten der Mobilität in der europäischen Berufsausbildung. Welche Chancen bietet das European Credit System for Vocational Educational Training (ECVET)?

Group No: 64

Soclink No: 07009,17

Type of visit:  
General education26/05/2008 - 30/05/2008  
Rendsburg [DE]Working language 1:  
EnglishWorking language 2:  
DeutschNumber of places: 18  
Minimum required: 5**EDUCATION AND TRAINING 2010 OBJECTIVES**

3.5. Strengthening the European co-operation

**WHY?**

This study visit will take place in Rendsburg/Schleswig-Holstein situated in the North of Germany between the North Sea and the Baltic Sea.

**WHAT?**

The study visit wants to explore the role and the significance of mobility in initial vocational education and training and follow up the question in which way mobility and the new European Credit System for Vocational Education and Training (ECVET) can prepare trainees for the European labour market.

After a short presentation of the systems of vocational education and training in the countries taking part in the study visit the participants will be expected to search for approaches towards a common European Qualification Framework (EQF) on the basis of their various National Qualification Frameworks (NQF).

**HOW?**

Participants will be asked to select aspects of their national systems of vocational education and training, submit them to the study visit group for discussion and jointly develop elements for an ECVET. In the course of the study visit participants will have the opportunity to visit a number of companies offering training places and active on a European scale, e.g. "Hobby Caravans & Campers" and "Peter Wolters AG", a tool manufacturer of international renown. They will be visiting, moreover, the "Landtag Schleswig-Holstein", the regional legislature, the coastal area of the Baltic Sea as well as the cities of Kiel and Flensburg.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Das Seminar findet statt in Rendsburg (Schleswig-Holstein), im Land zwischen den Meeren. Das Seminar befasst sich mit der Rolle und Bedeutung von Mobilität und Austausch in der beruflichen Erstausbildung. Wie kann Mobilität in der Erstausbildung und das European Credit System for Vocational Education and Training (ECVET) die Auszubildenden auf einen europäischen Arbeitsmarkt vorbereiten? Es werden kurz die Berufsbildungssysteme der teilnehmenden Länder vorgestellt. Ausgehend von den Nationalen Qualifikationsrahmen (NQR) sollen im weiteren Verlauf Ansätze für einen Europäischen Qualifikationsrahmen (EQR) gesucht werden. Dafür wird von den Teilnehmern erwartet, dass sie eine ausgewählte Lerneinheit aus der beruflichen Erstausbildung ihres Landes für das Seminar zur Verfügung stellen und daraus gemeinsam Ansätze für ein ECVET entwickeln. In der Region werden europaweit tätige Ausbildungsunternehmen, u.a. die Firma Hobby Wohnwagen- und Wohnmobilwerk und die Peter Wolters AG besucht. Ebenso sollen der schleswig-holsteinische Landtag und die Ostseeküstenregion um die Städte Kiel und Flensburg herum besucht werden.

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## EUROPEAN DIMENSION IN EDUCATION

# New bridges in Europe

Group No: **65**Soclink No: **07009,18**Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
**Gaziantep [TR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 3.5. Strengthening the European co-operation

**WHY? / WHAT?**

The study visit aims at sharing ideas and experiences for further cooperation in education in Europe. It will help the institutions and people to get to know different cultures, to know about educational systems, to see how people benefit from European Education and Youth Programmes in different countries, to offer solutions for problems on cooperation, to realise that cooperation is necessary for integration in Europe and quality in education in Europe.

**HOW?**

It involves presentations, seminars, workshops, conferences and visits:

- visits to pre-primary, primary, secondary schools (general, vocational and technical);
- visits to NGOs concerned with education;
- visits to Governorship and Municipality;
- round-table discussions on the importance and benefits of cooperation;
- interviews with local authorities;
- talks with people benefiting from EU Education and Youth programmes.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# Continuing professional development (CPD) provision

Group No: **66**

Soclink No: **07010,09**

Type of visit:  
**General education**

**10/03/2008 - 14/03/2008**  
**Falkirk, Scotland [UK]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **8**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.1. Improving education and training for teachers and trainers

### WHY?

Falkirk Council Education Services provides a substantial programme of staff development and continuing professional development for teachers and support staff. As an education authority and in partnership with neighbouring authorities, leadership programme and management courses are offered.

### WHAT?

An annual programme is constructed and distributed to all educational establishments covering a range of activities to assist staff in taking forward the key priorities of the Service.

There is a clear focus on Learning & Teaching, Creativity and Thinking Skills, 5-14 issues and upper school curriculum and ICT.

In addition there is a well developed programme for probationer teachers and staff returning to teaching and supply teachers.

Arrangements for professional Review and Development are an integral and important part of the Authority's CPD provision.

### HOW?

Participants will:

- be given comprehensive information on the development and delivery of this programme;
- have the opportunity to meet with centrally deployed support staff;
- to visit schools undertaking in-school professional development;
- attend centrally organised events.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# The teaching profession and teacher education in Finland

Group No: 67

Soclink No: 07010,10

Type of visit:  
General education

31/03/2008 - 04/04/2008  
Joensuu [FI]

Working language 1:  
English

Number of places: 15  
Minimum required: 10

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.1.Improving education and training for teachers and trainers

### WHY?

The aim of the Arion study visit is to give the participants a general view of Finnish teacher education, practice teaching and teacher training schools. It will include an introduction to the Finnish education system and its special features, and there will be some discussion of the reasons for Finland's successful performance in the Programme for International Student Assessment, PISA.

### WHAT?

The participants will be familiarized with:

- the teacher training curriculum;
- the main aims of teacher training;
- the ways in which these are realized;
- the principles and practices of practice teaching guidance.

### HOW?

Participants will:

- meet with local teachers and with teachers and teacher trainers at the University Teacher Training School;
- observe of teaching and practice teaching at the Teacher Training School;
- participate in post-lesson discussions between teacher trainers and students.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

## Contact person(s)

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# Quality in teacher training

Group No: **68**Soclink No: **07010,11**Type of visit:  
**General education****06/04/2008 - 11/04/2008**  
**Murcia [ES]**Working language 1:  
**English**Working language 2:  
**español**Number of places: **14**  
Minimum required: **6****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.1. Improving education and training for teachers and trainers

**WHY?**

The aim of this study visit is to show the actions and measures established by the Council of Education and Culture in the Region of Murcia in terms of quality in education and in-service teacher training.

**WHAT?**

Participants will have the opportunity to look into different aspects of the Spanish Educational System and the in-service teacher training network.

**HOW?**

The programme includes visits to one Resource and Teacher Training Centre to observe different methods of training; an exhibition of the Regional Planning of Teacher Training; the PLUMIER project for the integration of the ICT in the education and the quality process for in-service teacher training.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Durante la visita de estudio se explicarán y mostrarán las actuaciones y medidas mediante las cuales la Consejería de Educación y Cultura de la Region de Murcia desarrolla la formación permanente del profesorado. Se abordarán de manera especial los siguientes aspectos: el sistema educativo español; estudio de la red de formación del profesorado y las diferentes modalidades de formación; visita a un centro de profesores y recursos; muestra del Plan Regional de Formación del Profesorado; proyecto PLUMIER de integración de las TIC en la educación y procesos de calidad en la formación del profesorado.

**Contact person(s)**

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# In which way is the teacher to be supported in the 21st century?

Group No: **69**Soclink No: **07010,12**Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Kielce [PL]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **4**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.1.Improving education and training for teachers and trainers

### WHY? / WHAT?

In the capital of the picturesque Swietokrzyskie Mountains - Kielce participants of the visit will get to know the systems of initial and in – service teacher training in Poland and other countries in Europe.

It is planned to meet teachers who improve their job qualifications at educational institutions such as Swietokrzyskie Academy, Swietokrzyskie Centre for In-service Teacher Training.

### HOW?

During the visit the participants together with Polish teachers will take part in methodological classes of Development – Activity – Motivation, and also other qualification and training courses organized by ŒCDN in Kielce.

The participants will visit different types of schools in Swietokrzyskie Voivodship (primary schools, middle schools, secondary schools) and there they will observe the teaching-learning process carried out by means of motivating and stimulating methods.

It is also planned to visit local authorities (both city and voivodship) and the Educational Inspectorate.

Publishing the Study Visit Bulletin, in which among other things informative and educational material prepared by the participants will be included, will become a summary of the visit.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# Educational priorities, system description, in service training for teachers: advisory system

Group No: 70

Soclink No: 07010,13

Type of visit:  
**General education**

**14/04/2008 - 18/04/2008**  
**Bilbao [ES]**

Working language 1:  
**English**

Number of places: 15  
Minimum required: 6

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.1. Improving education and training for teachers and trainers

### WHY? / WHAT?

There will be visits to and presentations about Advisory Centres and support services network (priorities, in-service teacher training, projects with students at schools, quality programs, etc).

Other aspects to look into will be:

- foreign language teaching in the Basque Country;
- schools conflict solving;
- multilingual school and bilingual society.

### HOW?

This study visit includes an informal welcome meeting, official welcome and lectures by authorities with a general introduction to the Basque education system. Visits to Educational Services provided by Bilbao City Council, to environmental education centres and to primary and secondary schools are scheduled. The programme is complemented by an official dinner and a visit to the Guggenheim museum. For more information, please, visit [www.bilbaoarion.tk](http://www.bilbaoarion.tk) (programme, visitors list and final reports from previous years, information about the country, etc.)

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## THE TEACHING PROFESSION, CHALLENGES FOR TEACHERS AND TRAINERS

# New ways of learning, use of ICT

Group No: 71

Type of visit:  
VET**21/04/2008 - 25/04/2008**  
**Stavanger [NO]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.1.Improving education and training for teachers and trainers

**WHY?**

Increased access to technology such as broadband, video and web-based services, opens up new opportunities for flexible learning arenas and methods. RKK has investigated the space between autonomous, self-directed learning and the classroom-support role of such systems in what they define as a 'blended learning model', where the tailor-made mix of classroom meetings, self-directed learning and net-based follow-up plays an important role in the way courses are offered in the region. Increased focus on the digital competence of teachers requires new skills and an innovative approach to support the learning process. Increased flexibility is also important for VET-systems to support the regional SMEs' need for receiving competence and formal training.

**WHAT?**

- An understanding of the Norwegian vocational education system;
- presentation of concrete tools and strategies developed to increase teachers' digital competences and some outcomes;
- practical examples of implementation of digital tools in adult learning and providing ICT-based learning in various fields, such as vocational training, adult learning, precourses and university courses;
- learn about the resource centre model and ICT as tools for providing flexible learning.

**HOW?**

- Lectures and presentations of ideas and experiences;
- study tours to various sites providing ICT based learning activities;
- meeting administrators and teachers of ICT-based learning methods.

**WHOM?**

National, regional and local public authorities; heads of vocational training institutions.

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## LA PROFESSION DE L'ENSEIGNANT, DES DÉFIS POUR LES ENSEIGNANTS ET LES FORMATEURS

# La formazione degli insegnanti delle scuole di ogni ordine e grado: riflessioni su esperienze, materiali e metodologie

Numéro de groupe: 72

Soclink No: 07010,14

Type de visite:  
Éducation générale

12/05/2008 - 16/05/2008  
Roma [IT]

Langue de travail 1:  
français

Nombre de places: 14  
Minimum requis: 5

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.1. Améliorer l'éducation et la formation des enseignants et des formateurs

### POURQUOI?

- Affronter les problèmes d'éducation et trouver les solutions possibles et correctes du point de vue pédagogique;
- analyser les besoins des enseignants pour orienter leur formation;
- favoriser indirectement la formation du citoyen d'Europe et du monde.

### QUOI?

Les processus, les résultats, la recherche éducative pour la diffusion des bonnes pratiques sur ce thème: matériels Montessori, modèle systémique, expérience «Espace de lecture», pédagogie des media.

### COMMENT?

- Accueil auprès de l'IRRE Lazio (Latium);
- présentation, comparaison et réflexion sur les thématiques;
- rencontre avec les représentants institutionnels et les délégués des Instituts de recherche et des Associations pour la formation des enseignants;
- visite dans les écoles de tous niveaux et dans les instituts de formation des enseignants.

Participants: IRRE, USR, MPI, Ente Montessori, LUMSA, SISS, SRPF, Mairie de Rome, écoles et crèches.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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LA PROFESSION DE L'ENSEIGNANT, DES DÉFIS POUR LES ENSEIGNANTS ET LES FORMATEURS

# Formación permanente del profesorado: la formación del profesorado formador

Numéro de groupe: **73**

Soclink No: **07010,15**

Type de visite:  
**Éducation générale**

**19/05/2008 - 23/05/2008**  
**Barcelona [ES]**

Langue de travail 1:  
**français**

Nombre de places: **16**  
Minimum requis: **6**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.1. Améliorer l'éducation et la formation des enseignants et des formateurs

### POURQUOI? / QUOI?

Présentation de la formation continue des professeurs en Catalogne: caractéristiques principales, modèles de gestion, structure et support à la formation, typologie d'actions formatives, suivi, évaluation et ressources.

Présentation de programmes de formation de formateurs: compétences de base dans différents domaines du curriculum scolaire.

Présentation de programmes de formation pour les professeurs de sciences.

### COMMENT?

Présentations et échanges d'information entre participants.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

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## THE ROLE OF PARENTS

# The role of parents

Group No: 74

Soclink No: 07011,02

Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Copenhagen [DK]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.1. Strengthening the links with working life and research and society at large

**WHY?**

Parents play an important role in children's school life. This is a well-known fact, but often parents are more concerned with the general well-being of their children during school life than with directly supporting the learning of the child. The obligation to give your children the best opportunities by strengthening their learning processes is non-formal. Therefore it is important to know how schools may support parents' active participation in their children's school life.

**WHAT?**

During the study visit, you will:

- get an insight into the role of parents in the school system in Denmark in general
- learn about initiatives taken by the National Association of Schoolparents which supports and develops courses and materials both for parent representatives on school boards (Folkeskole) and for schoolparents in general.

**HOW?**

There will be visits to:

- Copenhagen and other local school authorities;
- the National Association of Schoolparents;
- schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## THE ROLE OF PARENTS

# Co-operation between school and family on school development

Group No: 75

Soclink No: 07011,03

Type of visit:  
General education26/05/2008 - 30/05/2008  
Boyabat/Sinop [TR]Working language 1:  
EnglishNumber of places: 15  
Minimum required: 7

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.1. Strengthening the links with working life and research and society at large

### WHY? / WHAT?

During the last three years the schools in Boyabat obtained a visible development on cooperation between parents and schools. However, school development and relationship between parents and schools will be discussed at different schools and this study visit will be benefit for all participants. Together with the staff of the schools and heads of the school parent units we will get beneficial results.

### HOW?

During the study visit participants will have opportunity to see different kinds of schools activities and meet heads of parent units and school administrators. Boyabat National Educational Directorate and Boyabat Municipality will contribute to this study visit.

- Boyabat Kız Meslek Lisesi (Boyabat vocational school for girls),
- Boyabat İlçe Milli Eğitim Müdürlüğü Boyabat National Educational Directorate,
- Boyabat Belediyesi (Boayabat Municipality).

Participants will have opportunity to see Bazalt Rocks near Boyabat, old prison in Sinop, Bandırma Vapour (steamship which Atatürk sailed in it from Istanbul, capital city of Ottoman Empire, to Samsun) of ATATÜRK in Samsun and a few historical houses in Boyabat or in other towns near Boyabat.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

### Contact person(s)

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## ENSEIGNEMENT DES LANGUES

# L'enseignement de plusieurs langues dans une perspective interculturelle

Numéro de groupe: 76

Soclink No: 07012,06

Type de visite:  
Éducation générale

03/03/2008 - 07/03/2008  
Roma [IT]

Langue de travail 1:  
français

Nombre de places: 15  
Minimum requis: 7

## OBJECTIFS ÉDUCATION ET FORMATION 2010

3.3. Améliorer l'enseignement dans langues étrangères

### POURQUOI?

La connaissance des langues dans l'Europe multi/langues ou, mieux, pluri/langues constitue une donnée d'importance fondamentale. Les objectifs de Lisbonne, en ce cas l'Objectif 3 «Ouvrir les systèmes d'instruction et de la formation au monde», pour une Europe de la connaissance ont pour but de rejoindre des niveaux de compétence dans deux ou plusieurs langues pour tous les Européens à différents niveaux et selon des compétences partielles décrites dans le CECR. Dans ce contexte, le sous-objectif 3.3 « Améliorer l'apprentissage des langues étrangères » met l'accent sur l'importance de l'enseignement des langues.

### QUOI?

L'observation de méthodes d'enseignement de langues telles que le Français, l'Anglais, l'Allemand et l'Espagnol de la part d'acteurs hautement qualifiés dans les différents secteurs constitue le point le plus important de notre proposition de visite.

### COMMENT?

Pour poursuivre ce but, on travaillera strictement avec:

- les Instituts de Culture qui opèrent sur Rome (GOETHE INSTITUT, BUREAU DE COOPÉRATION LINGUISTIQUE, CERVANTES, BRITISH COUNCIL);
- les Associations Nationales des Enseignants de Langues Etrangères (LEND);
- les Institutions Scolaires (tous niveaux).

On mettra en relief méthodes, moyens et bonnes pratiques dans l'enseignement des langues.

L'interrelation avec les visiteurs Arion pourra constituer un moyen de promotion du concept de «plurilinguisme» comme activateur de culture dans une optique interculturelle d'échange de bonnes pratiques.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

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## LANGUAGE TEACHING

# Improving foreign language teaching

Group No: 77

Soclink No: **07012,07**Type of visit:  
**General education****03/03/2008 - 07/03/2008**  
**Oviedo [ES]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **7****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 3.3. Improving foreign language learning

**WHY?**

The objective of the study visit is to show participants the most innovative experiences that are being developed in the area.

**WHAT?**

The focus will be on:

- early language teaching in infant and first years of primary education and in CLIL;
- teaching foreign languages through content (in bilingual classes and in schools with an integrated curriculum Spanish - English).

Other aspects will also be considered: in-service training of foreign languages teachers and teachers who teach through English or French, teaching adults, using ICT, etc).

**HOW?**

During the visits to the schools, there will be a wide opportunity to speak with pupils, students, teachers and the management, but priority will be given to classroom observation and the reflection upon the initiatives that the Asturian Education Administration is fostering in order to improve the learning of foreign languages. There will also be workshops where participants could share their knowledge and experience. The programme will be complemented with cultural activities.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## ENSEIGNEMENT DES LANGUES

# L'enseignement des langues en Communauté française de Belgique

Numéro de groupe: **78**

Soclink No: **07012,08**

Type de visite:  
**Éducation générale**

**10/03/2008 - 14/03/2008**  
**Bruxelles [BE]**

Langue de travail 1:  
**français**

Nombre de places: **15**  
Minimum requis: **8**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

3.3. Améliorer l'enseignement dans langues étrangères

### POURQUOI?

La Belgique est un pays où cohabitent trois communautés linguistiques: néerlandophone, francophone et germanophone. En outre elle est le siège de nombreuses institutions européennes et internationales. La connaissance d'une, voire de plusieurs langues vivantes est donc absolument indispensable dans le pays. En Communauté française les langues les plus souvent apprises à côté du français sont le néerlandais, l'allemand et l'anglais.

### QUOI?

Depuis plusieurs années les expériences d'apprentissage d'une langue étrangère en immersion (une partie des matières est enseignée dans cette langue étrangère) se multiplient.

Par ailleurs, pour faire face à la présence grandissante d'enfants issus de l'immigration, une attention particulière a dû être accordée à l'apprentissage du français, langue étrangère.

### COMMENT?

Nos hôtes étrangers auront l'occasion d'observer l'apprentissage des langues à l'école fondamentale, dans l'enseignement secondaire et dans l'enseignement aux adultes.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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## LANGUAGE TEACHING

# Teaching the Portuguese language as an example to motivate students towards foreign languages learning

Group No: 79

Soclink No: 07012,09

Type of visit:  
**General education**07/04/2008 - 11/04/2008  
**Santo António  
dos Cavaleiros [PT]**Working language 1:  
**English**Number of places: 15  
Minimum required: 5**EDUCATION AND TRAINING 2010 OBJECTIVES**

3.3. Improving foreign language learning

**WHY? / WHAT?**

The main aim of the visit is to observe the Portuguese method as a favourable environment for studying foreign languages and the pedagogical approach of this method within nursery and primary schools.

**HOW?**

There will be discussions with teachers and pupils and observation of classes. To achieve this aim, the Centro de Formação Cenfores will organise schools visits in the regions of Loures and Odivelas, near Lisbon, to show participants the innovate experiences that are being developed in the regions. Additionally there will be a cultural programme.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## LANGUAGE TEACHING

# Early language learning

Group No: **80**

Soclink No: **07012,10**

Type of visit:  
**General education**

**12/05/2008 - 16/05/2008**  
**Lisboa [PT]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **8**

## EDUCATION AND TRAINING 2010 OBJECTIVES

### 3.3. Improving foreign language learning

#### WHY?

With the Portuguese Government introducing an entitlement to the English language learning for all 6-10 year olds, this study visit will examine approaches to primary English language learning in Portugal. We look forward to sharing best practice with our European colleagues.

#### WHAT?

- The visit will cover the current situation in Portugal and highlight the national strategy.
- We will investigate methodology and classroom observation and include a look at teacher training.
- Discussion and evaluation of the benefits of learning early English as an example of a foreign language.

#### HOW?

Conferences and debates about the national strategy to improve the Early Language learning in the first years of primary school; visits to schools to observe the national current situation and for the exchange of practices in order to achieve an European dimension in this matter.

#### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## ENSEIGNEMENT DES LANGUES

# L'enseignement des langues vivantes en Bulgarie

Numéro de groupe: **81**

Soclink No: **07012,11**

Type de visite:  
**Éducation générale**

**14/05/2008 - 18/05/2008**  
**Pazardjik [BG]**

Langue de travail 1:  
**français**

Nombre de places: **20**  
Minimum requis: **10**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

3.3. Améliorer l'enseignement dans langues étrangères

### POURQUOI? / QUOI?

Le but de la visite d'étude sera de présenter l'enseignement des langues vivantes en Bulgarie et l'articulation des cycles: le cycle primaire, l'enseignement précoce; le cycle secondaire, les spécificités des cursus suivant les voies proposées par le système éducatif bulgare en vue d'une certification diversifiée: lycées techniques, lycées d'enseignement général, lycée d'enseignement bilingue.

Niveaux de connaissance de langues vivantes d'après le Cadre européen commun de référence: le portfolio des langues vivantes, la nouvelle conception.

### COMMENT?

Les participants auront aussi la possibilité de découvrir le patrimoine culturel très riche de cette région: visite des villes et monuments historiques, Pechtera, Velingrad, Batak, Panagurichte, et visite guidée de la ville.

### À L'ADRESSE DE QUI?

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

#### Personne de contact

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## LANGUAGE TEACHING

# Promoting foreign language learning in the Andalucian education system

Group No: 82

Soclink No: 07012,12

Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Sevilla [ES]**Working language 1:  
**English**Working language 2:  
**español**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 3.3. Improving foreign language learning

**WHY?**

This study visit aims at providing the participants with overview of the education programs related to the Andalucian Plan for the promotion of Plurilinguism.

**WHAT?**

- 1) General Objectives of the Plan, Early Language Learning and “Languages and Youth” programmes.
- 2) Bilingual schools: organizational principles, integrated curriculum, the role of the language and cultural assistants and language instruction for parents.
- 3) The Official School of languages.
- 4) Teacher training in bilingual schools.
- 5) Plurilinguism and Intercultural education: temporary linguistic adaptation classes for immigrant students and potential dual immersion programmes.
- 6) European programmes and other international programmes related to the Andalucian Plan for the Promotion of Plurilinguism.

**HOW?**

Each presentation will be accompanied by either presentations on behalf of schools that are implementing the program or visits to the schools themselves.

The study visit will be supplemented by a cultural programme.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Esta visita tiene por objetivo ofrecer una visión de conjunto de los programas educativos incluidos en el Plan de Fomento del Plurilingüismo en Andalucía. Se presentarán los siguientes programas: 1) Objetivos generales del Plan, los programas de anticipación lingüística y el Programa “Idiomas y Juventud” 2) Centros bilingües: organización de las enseñanzas, curriculum integrado, participación en los mismos de Auxiliares de conversación y escuelas de padres. 3) Las Escuelas Oficiales de Idiomas. 4) La Formación del profesorado de centros bilingües 5) Plurilingüismo e Interculturalidad: programas de adaptación lingüística para alumnos 6) Programas europeos y otros programas internacionales vinculados al Plan de Fomento del Plurilingüismo. Se presentarán casos prácticos y visitas a centros escolares que desarrollen los citados programas. Se desarrollará un programa de actividades culturales para los participantes.

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## LANGUAGE TEACHING

# Language teaching

Group No: **83**Soclink No: **07012,13**Type of visit:  
**General education****21/05/2008 - 25/05/2008**  
**Blagoevgrad [BG]**Working language 1:  
**English**Number of places: **10**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.3. Improving foreign language learning

**WHY?**

Language teaching in the Bulgarian educational system will be presented to the applicants. The participants will have the possibilities to compare with their national educational systems.

**WHAT?**

There will be also presentations of the best practices and a wide range of extracurricular activities. The role of drama, music, arts, European literature, and ICT in language education will be discussed. The in-service training of teachers will be presented in the discussions. The participants will have the opportunity to get in touch with the cultural identity of the country

**HOW?**

Participants will be able to:

- observe some lessons in the host school and in other educational institutions at different levels (state and private);
- visit kindergartens, primary schools, secondary schools and Universities;
- take part in the celebration of the day of Cyrillic alphabet (24th of May).

Visits to the Rila monastery and other natural and cultural monuments are included in the program.

Linguistic support in French will be available.

**WHOM?**

The visit is intended to heads of schools, supervisors, teacher trainers, inspectors and experts.

**Contact person(s)**

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## LANGUAGE TEACHING

# How effective English works – creative methods of teaching – learning English

Group No: **84**

Soclink No: **07012,14**

Type of visit:  
**General education**

**26/05/2008 - 31/05/2008**  
**Białystok (countryside hotel**  
**Ritowisko) [PL]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.3. Improving foreign language learning

### WHY? / WHAT?

The aim of our study visit is to improve the quality of teaching languages. The programme focuses on methods, techniques and forms of teaching - learning English. We find adult education as a core field for the international cooperation. The analysis of methodology issues roots in discovering and testing creative methods that we find crucial at teachers' work. The effective organization of classroom management leads to achieving the level of communicative language. Using language knowledge to suit to individual needs of students to the job market, we call the added value of our visit.

### HOW?

Sharing our experience in the area of enhancing adults to continue language development we find the essential factor of our European collaboration.

### WHOM?

English teachers.

#### Contact person(s)

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## LANGUAGE TEACHING

# Multi-Lingual Europe

Group No: 85

Soclink No: 07012,15

Type of visit:  
**General education****02/06/2008 - 06/06/2008**  
**Gaziantep [TR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.3. Improving foreign language learning

**WHY? / WHAT?**

In the study visit, participants will discuss about:

- the reasons to learn and teach foreign languages (WHY?);
- the topics and skills to teach and learn (WHAT?);
- the ways to teach and learn foreign languages (HOW?).

The participants will get to know different cultures, share ideas and experiences on foreign languages learning/teaching, offer solutions for problems, have long-lasting contacts with each other, cooperate in different projects related to foreign languages learning/teaching.

**HOW?**

It will involve:

- presentations, seminars, workshops, discussions;
- study visits to state and private schools (pre-primary, primary and secondary);
- visit to Gaziantep university Foreign Languages Department;
- interviews with foreign languages teachers and students;
- visits to Youth Training Centre and public Training Centre.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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[www.gso.org.tr](http://www.gso.org.tr) – [www.gaziantep-meb.gov.tr](http://www.gaziantep-meb.gov.tr) – [www.gaziantepmem.net](http://www.gaziantepmem.net)

## HEALTH EDUCATION

# Physical education and sports in a lifelong learning perspective

Group No: **86**

Soclink No: **07013,01**

Type of visit:  
**General education**

**14/04/2008 - 18/04/2008**  
**Terceira Island – Azores [PT]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **8**

### WHY? / WHAT?

Curricular physical education; management of school sports facilities. Specific programs for the promotion of physical activity.

### HOW?

- Visits to public and school sports facilities;
- visits to sports and physical activity programs in progress;
- group discussions.

### WHOM?

The target audience includes: experts, personnel at local, regional and national level (including municipalities), heads of school, heads of department, inspectors, education advisors/counsellors, teacher trainers and social partners.

### Contact person(s)

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## HEALTH EDUCATION

# Extra classes promoting motor activity and healthy lifestyle

Group No: 87

Soclink No: 07013,02

Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
Kielce [PL]Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****WHY?**

Participants will have an opportunity to get to know existing school sports teams promoting healthy lifestyle and examples of the other active forms of spending free time by pupils. The effect of this visit will be hints worked out together, lesson plans concerning motor activity for teachers available on CDs and on the websites of the organizer and participants. The conclusions and materials worked out during the ARION study visit will be used by Swietokrzyskie In-service Teacher Training Centre during conferences for trainers, teachers, sports instructors.

**WHAT?**

Participants will share with knowledge about the way of supporting teachers with popularizing motor activity or motivating students to take part in motor activities both at school and outside school.

A multiple outlook on the issue enables an analysis of the reasons of students' reluctance to this kind of activities and the subsequent consequences.

**HOW?**

An exchange of the experiences and examples of the good practice.

Participants will also have a chance to get to know picturesque, hospitable Swietokrzyskie region.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ENVIRONMENTAL EDUCATION

# Sustainable development and institutional certification in education

Group No: **88**

Soclink No: **07014,04**

Type of visit:  
**General education**

**03/03/2008 - 07/03/2008**  
**Muurame, Central Finland [FI]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

## WHY?

Muurame upper secondary school (in central Finland, 16 km south of Jyväskylä) is the first Finnish upper secondary school to be awarded a national certificate granting a status of an educational institution that is very active in terms of promoting sustainable development and environmental studies. An extensive amount of work has been put into evaluating school practices and writing a school policy, which involves teachers, students and different reference groups to work towards a common goal.

## WHAT?

The objective of the study visit is to offer the participants insight into sustainable development in the Finnish upper secondary schools and share European experiences on sustainable development.

## HOW?

Besides giving the participants a chance to become acquainted with the school and share experiences, there will be Finnish experts on education and environment offering further perspectives.

## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

### Contact person(s)

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## ENVIRONMENTAL EDUCATION

# Embedding environmental education into the curriculum

Group No: 89

Soclink No: 07014,05

Type of visit:  
General education31/03/2008 - 04/04/2008  
Toulouse [FR]Working language 1:  
EnglishWorking language 2:  
françaisNumber of places: 15  
Minimum required: 6

## WHY? / WHAT?

The aim of the study visit is to give participants an overview of the recent developments of environmental education in Southwestern France and an opportunity to exchange and compare educational practices in use in the region of Toulouse and in their own country.

## HOW?

- Visits to local secondary, vocational and agricultural schools, most of which are involved in European projects;
- discussions with teachers and students;
- presentation of pilot-projects involving various topics: energy savings, water filtration, waste recycling, organic farming, mountain biodiversity, geothermal greenhouses;
- presentation of the operation entitled "1,000 challenges for my planet" being conducted by the Ministry of ecology, the Ministry of education and the Ministry of agriculture and involving practical action to preserve the environment and prevent or repair damage to it;
- meetings with regional authorities and non-governmental organisations;
- presentation of programmes of public support to environmental education projects.

## WHOM?

Principal/head, inspectors, national and regional authorities, teacher trainers.

## DESCRIPTION IN WORKING LANGUAGE 2

Public cible: chefs d'établissement, inspecteurs, autorités nationales et régionales, formateurs d'enseignant. Le but de la visite est de donner aux participants une vision d'ensemble sur les récents développements de l'éducation à l'environnement en milieu scolaire dans le Sud-Ouest de la France et une occasion d'échanger et comparer les pratiques éducatives en usage dans la région de Toulouse et dans leur propre pays. Visites de lycées et collèges autour de Toulouse, dont la plupart sont engagés dans des projets européens. Discussions avec les professeurs et les élèves. Présentation de projets pilotes impliquant des thématiques variées: économies d'énergie, filtration de l'eau, recyclage des déchets, agriculture biologique, biodiversité en montagne, serres géothermiques. Présentation de l'opération "Mille défis pour ma planète" conduite par les Ministères de l'Ecologie, de l'Education et de l'Agriculture et impliquant des actions pratiques pour préserver l'environnement. Rencontres avec les autorités régionales et les organisations non gouvernementales impliquées dans la thématique. Présentation des programmes publics d'encouragement et d'incitation aux actions d'éducation à l'environnement.

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## ENVIRONMENTAL EDUCATION

# The European dimension of regional education and its influence on raising children and youth in democracy

Group No: **90**

Soclink No: **07014,06**

Type of visit:  
**General education**

**21/04/2008 - 25/04/2008**  
**Elblag [PL]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **5**

## WHY? / WHAT?

The study visit will be realised in Warminsko-Mazurski Voivodeship. There will be small local schools that have been working on the educational project aiming at motivating students to know their regional culture heritage (pagans heritage, Germans, Jews and Poles) and reinforce students' national and regional identity. What is also important is „shaping” their openness, tolerance and responsibility for unique culture values in our European house.

## HOW?

The participants will visit the places important for Europe and world culture heritage such as Frombork famous for Copernicus, a famous harbour city Gdansk and Malbork with its castle, the seat of Teutonic knights.

## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

### Contact person(s)

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## ENVIRONMENTAL EDUCATION

# Education for sustainability in traditional as well as modern society in Central Europe

Group No: **91**Soclink No: **07014,07**Type of visit:  
**mixed****21/04/2008 - 25/04/2008**  
**Veszprém [HU]**Working language 1:  
**English**Number of places: **16**  
Minimum required: **12****WHY?**

The participants get acquainted with the Hungarian practice of education for sustainability and its foundations in Hungarian culture through experiencing projects and best practices outstanding even in international comparison.

**WHAT?**

Main topics:

1. Our common European foundations of culture and history; national characteristics in education for sustainability.
2. Sustainability and traditions of different scales in the Carpathian Basin.
3. Sustainability and generations, scenes of education for sustainability.
4. Community and educational networks cooperation for sustainability in region of Middle Transdanubia.

**HOW?**

Besides discussing education for sustainability from different aspects we intend to offer possibility for participants to share experiences and views on how to proceed (in the third year of UN decade of education for sustainability). Common summary and looking for ways.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ENVIRONMENTAL EDUCATION

# Responding to urgent environmental issues. Love it! Learn it! Live it!

Group No: **92**

Soclink No: **07014,08**

Type of visit:  
**General education**

**12/05/2008 - 16/05/2008**  
**Bognor Regis,**  
**West Sussex [UK]**

Working language 1:  
**English**

Number of places: **14**  
Minimum required: **7**

## WHY?

West Sussex, on England's south coast, is a mosaic of city settlement, traditional English countryside and outstanding coastal habitats. Our children are exposed to many different environmental issues, not only through school and television, but also in their every day lives. For example, children now spend longer in traffic queues on the way to school, and winter storms increasingly threaten homes on the coast. Scientists and politicians urge us to address environmental issues but persuading ordinary people to change their way of life is a challenge.

## WHAT?

This visit will focus on how pupils must love their environment if they are to learn effectively. Both are essential if children are to choose to live in a more sustainable way now and in later life. We will look at environmental and sustainability education.

## HOW?

We wish to share best practice as we explore ways in which children, teachers, whole schools, and decision makers respond to urgent environmental issues. Together, hosts and participants will develop a deeper understanding of ways in which effective learning (and perhaps change) can be made to happen.

## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## ENVIRONMENTAL EDUCATION

# The environmental education in Bulgaria

Group No: **93**

Soclink No: **07014,09**

Type of visit:  
**General education**

**19/05/2008 - 23/05/2008**  
**Bourgas [BG]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **6**

## WHY? / WHAT?

Participants will visit the Regional Inspectorate of Education and Bourgas Municipality for a presentation of:

- the Bulgarian educational system;
- the state educational requirements for environmental education;
- the projects Eco-schools-Bulgaria, Green Bourgas, Bourgas wet zone, Bulgarian blue flag, etc.

## HOW?

The study visits will include:

- observation of lessons in different subjects with an ecological context in and out of schools;
- meeting and discussion with experts, heads of schools, teachers and pupils;
- visits to the environmental and educational centres "Poda" and "Ropotamo", to natural reservations in the "Strandja Natural Park", the Salt Museum in Pomorie lake and local cultural heritage.

## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

## Contact person(s)

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## ENVIRONMENTAL EDUCATION

# Environmental education - the realization of the issue outside the classroom; different kinds of classes in the open air

Group No: <b>94</b>
Soclink No: <b>07014,10</b>
Type of visit: <b>General education</b>
<b>26/05/2008 - 30/05/2008</b> <b>Zywiec [PL]</b>
Working language 1: <b>English</b>
Number of places: <b>15</b> Minimum required: <b>5</b>

## WHY?

Education that takes place outside the school is especially important. It is conducted in the open air, as such as national parks, nature reserves or landscape parks. Trips to places such as: landfill or sewage treatment plant are of great education value. Ecological education institutions are also great places for educational outside the classroom, as well as so called educational paths, that give students the opportunity to learn in an interesting way about natural environment as well as to carry out experiments on their own. Zywiec and its nearby surroundings are great location for realizing these kinds of activities with students, as well as presenting these possibilities to participants of the study visit from different European countries.

## WHAT?

Places anticipated for the realization of the study visit:

- Babia Góra National Park and Ecological Education Centre in Zawoja;
- three Landscape Parks of Beskidy Mountains;
- selected natural reserves: "Vistula sources" together with the place of capercaillie breeding, "Madohora" and "Pilsko" with their education paths;
- landfill with places of recycling, sewage treatment plant and environment monitoring station by the Gimnazjum nr 2.

## HOW?

The programme also anticipates meetings with:

- town authorities and representatives of environmental reservation institutions and municipal council;
- school children during the open air classes and in educational centres.

## WHOM?

The study visit is aimed to principals of school and persons responsible for environment education at schools.

### Contact person(s)

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**WWW.**

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## LES CHEFS D'ÉTABLISSEMENT

# Pratiques de management

Numéro de groupe: **95**Soclink No: **07015,04**Type de visite:  
**Éducation générale****10/03/2008 - 14/03/2008**  
**Montmorillon (région de**  
**Poitou-Charentes) [FR]**Langue de travail 1:  
**français**Langue de travail 2:  
**English**Nombre de places: **15**  
Minimum requis: **10****POURQUOI?**

Les responsables sont souvent seuls dans leur prise de fonction. Dans de nombreux pays de l'Union Européenne, l'organisation de l'enseignement agricole se réforme.

**QUOI?**

La visite d'étude développera les thématiques suivantes:

- gestion des ressources humaines et techniques de négociation et de communication dans les établissements européens;
- les pratiques de partenariat et de réseau dans le management des établissements;
- les sources de financement des établissements;
- la politique de coopération internationale.

**COMMENT?**

- Ateliers d'échanges de pratiques;
- rencontres avec des décideurs et autorités régionales / nationales;
- visites touristiques (Futuroscope, parc du Multimédia et de l'image).

Ce séminaire sera assuré en traduction simultanée par un organisme de formation.

**À L'ADRESSE DE QUI?**

Responsables, chefs d'établissement, adjoints.

**DESCRIPTION DANS LA LANGUE DE TRAVAIL 2**

The leaders are often when they have to take decisions. In many countries of the European Union, the agricultural teaching organization is reforming. The study visit Arion will develop the following themes:

- human resources management, communication and negotiation techniques in European schools;
- practices of partners system and network in the school management;
- the school's financial sources;
- the international cooperation policy.

Discussions and exchanges in working group on participants ' experiences, meetings with leaders and national and regional authorities, cultural visits (Futuroscope, multimedia and image show).

A training organisation will carry out this training by simultaneous translation.

**Personne de contact**

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**WWW.**[www.formations-agrature.com](http://www.formations-agrature.com)

## LES CHEFS D'ÉTABLISSEMENT

# Nouvelles pédagogies et organisations des établissements

Numéro de groupe: **96**

Soclink No: **07015,05**

Type de visite:  
**Éducation générale**

**12/05/2008 - 16/05/2008**  
**Montmorillon (région de**  
**Poitou-Charentes) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **15**  
Minimum requis: **10**

## POURQUOI?

Dans de nombreux pays de l'Union Européenne, l'organisation de l'enseignement agricole s'oriente vers l'utilisation de nouvelles pédagogies afin de rendre l'apprenant acteur de son parcours. Toutefois, pour permettre à ces dernières d'évoluer favorablement, l'établissement agricole doit s'organiser différemment.

## QUOI?

La visite d'étude développera les thématiques suivantes:

- la pluridisciplinarité,
- l'autoformation,
- le e-learning,
- l'individualisation.

## COMMENT?

- Ateliers d'échanges de pratiques;
  - rencontres avec des décideurs et autorités régionales / nationales;
  - visites touristiques (Futuroscope, parc du Multimédia et de l'image).
- Ce séminaire sera assuré en traduction simultanée par un organisme de formation.

## À L'ADRESSE DE QUI?

Responsables, chefs d'établissement, adjoints.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

In many countries of the European Community, the agricultural teaching organisation is focused on the use of new pedagogies, so the students become the actors of their own learning process. So, in order to enable to the new pedagogies to have a favourable evolution, the agricultural schools have to organise themselves in different ways. The study visit Arion will develop the following themes:

- multidisciplinary,
- self-training,
- E-learning,
- individualisation.

Practice exchange workshops, meeting with leaders and national and regional authorities, cultural visits (Futuroscope, Multimedia Park and image show).

The training will provide with a simultaneous translation by a training organism.

### Personne de contact

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**WWW.**

[www.formations-agriculture.com](http://www.formations-agriculture.com)

## THE HEADS OF SCHOOLS

# Learning leadership

Group No: 97

Soclink No: 07015,06

Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
Luleå [SE]Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****WHY?**

The school board in Luleå has proclaimed the importance of leadership for schools. It's extra important these days when public schools compete with independent schools. The principals learning and development are the focus and everybody work together in a learning organisation. The principals are supported as pedagogical leaders. There are educational programs for new principals and also for teachers who want to be recruited. All principals take part in special conferences for school leaders.

**WHAT?**

There are different lecturers and seminars. There are also workshops where the principals discuss their own experiences. All discussions are in small groups led by special leaders. Chief instructors support and supervise the principals and they also cooperate with the universities in Luleå and Umeå.

Key questions are: What school leaders are requested? What says the law and the curriculum? What says science? How can you create successful school leaders? How can you collaborate with the universities?

**HOW?**

During the week the participants will have lectures, seminars and different visits. The participants meet principals, politicians and school researchers. They also make daytrips in the beautiful nature and interesting culture.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## DIE SCHULE

# Die Schule und ihre Umgebung, die europäische Dimension in der Interaktion mit den geschichtlichen, kulturellen und landschaftlichen Schätzen Kalabriens

Gruppennr.: 98

Soclink No: 07016,06

Art des Besuches:  
**Allgemeine Bildung****31/03/2008 - 04/04/2008**  
**Cosenza [IT]**Arbeitsprache 1:  
**Deutsch**Anzahl der Plätze: **12**  
Erforderliche Mindestanzahl: **8**

## ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

3.1. Engere Kontakte zur Arbeitswelt und zur Forschung sowie zur Gesellschaft im weiteren Sinne

## WARUM? / WAS?

Objektiv dieser Reise ist die Bekanntschaft mit Kalabrien über die Schule und Institutionen, mit seinem geschichtlichen, friedlichen Ursprung, der Integration von vielen Völkern. Auch die Gastfreundschaft gegenüber den Touristen, das gesunde Klima und das Ecosystem, die harmonisch zwischen Meer, Seen und Bergen herrschen, sowie die mittelgroßen Städte, Dörfer und vor allem die kulturellen Zentren, die reich an Zeugnissen der Vergangenheit sind, beherrschen unsere Themen.

## WIE?

Das Programm: Cosenza: Regional-, Stadt-, politische Verwaltungs- und Schulvertreter; Vorstellung der Schulbildung - Autonomie - Entwicklung der europäischen Bildung - IRRE Calabria - DEURE Vertretung - Gegenüberstellung - Universität - Besuche von Schulen aller Stufen - EDA - didaktische Erfahrungen, neue Projekte, Museen, Naturparks, archäologische Zeugnisse - Castrovillari - Rossano - Amantea - Paola. Translation also available in English. Tel.: +39 0961 731081; e-mail: irre.calabria@istruzione.it.

## WER?

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

### Kontaktperson(en)

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## WWW.

[www.irre-calabria.it](http://www.irre-calabria.it)

## THE SCHOOL

# Der Olympiasieger – ein Schüler unserer Schule? The Olympic champion – a pupil of our school?

Group No: 99

Soclink No: 07016,05

Type of visit:  
General education31/03/2008 - 04/04/2008  
Potsdam [DE]Working language 1:  
EnglishWorking language 2:  
DeutschNumber of places: 12  
Minimum required: 8

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.1. Strengthening the links with working life and research and society at large

### WHY?

In August 2008 the XXIX Olympic Games will take place in Beijing. Most of the sportswomen and sportsmen are young people and students who learn at schools or universities. How can these students manage to gain good results at school and at their sports training? It has been proved that they achieve extremely good results in the learning process. How can schools organize the school-day to guarantee best performance in training and learning? How can sports talents be optimally supported? How do future world champions learn?

### WHAT?

The participants of this study visit will get to know the progress of talented children from kindergarten to primary schools of sport and finally to one of the three elite grammar schools of sport in Potsdam, Cottbus and Frankfurt/Oder.

### HOW?

- Apart from the visits of these schools, participants will have a chance to talk with headmasters, teachers and students.
- A highlight is the opportunity to watch a Potsdam team at the most important German school-sports competition in Berlin.
- The programme is completed by the cultural offers of Potsdam (Sanssouci Park and its palaces) and Berlin (only 20 min. by train).

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

## DESCRIPTION IN WORKING LANGUAGE 2

Im Jahr 2008 finden die Olympischen Sommerspiele in Peking statt. Ein großer Teil der Sportlerinnen und Sportler sind junge Leute und befinden sich noch in der Schul- bzw. Ausbildungszeit. Wie können jugendliche Sportler optimal ihre schulische Ausbildung, Training und sportliche Höchstleistungen in Einklang bringen? Es ist nachgewiesen, dass diese Jugendlichen sehr gute schulische Ergebnisse aufweisen. Wie kann die Schule den Tagesablauf so organisieren, dass Training und Lernen Höchstleistungen garantieren? Wie werden sportliche Talente schulisch optimal gefördert? Wie lernen zukünftige Weltmeister und Olympiasieger? Die Teilnehmer des Studienbesuchs werden den Weg von sportlich talentierten Kindern und Jugendlichen vom Kindergarten über sportorientierte Grundschulen bis zu den 3 Eliteschulen des Sports in Potsdam, Cottbus und Frankfurt/Oder verfolgen können. Daneben werden die Teilnehmer auch eine Schülermannschaft aus Potsdam beim Finale des bedeutendsten deutschen schulischen Sportwettbewerbs „Jugend trainiert für Olympia“ in Berlin beobachten. Die kulturell-touristischen Angebote der Stadt Potsdam mit Park Sanssouci und seinen Schlössern sowie die Hauptstadt Berlin als politisches und kulturelles Zentrum (nur ca. 20 Min. mit dem Zug entfernt) ergänzen das Programm. Eine spezielle Website wird bald zur Verfügung stehen: [www.mbjs.brandenburg.de](http://www.mbjs.brandenburg.de)

### Contact person(s)

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## WWW.

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## DIE SCHULE

# Innovation durch Autonomie – neue Wege in der Unterrichts- und Personalentwicklung an bayerischen Schulen

Gruppennr.: 100

Soclink No: 07016,07

Art des Besuches:  
**Allgemeine Bildung**05/05/2008 - 09/05/2008  
München [DE]Arbeitsprache 1:  
**Deutsch**Arbeitsprache 2:  
**English**Anzahl der Plätze: 15  
Erforderliche Mindestanzahl: 7

## ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

3.1. Engere Kontakte zur Arbeitswelt und zur Forschung sowie zur Gesellschaft im weiteren Sinne

### WARUM?

Die Ergebnisse der internationalen Vergleichsstudie PISA stellen eine Zäsur in der deutschen Bildungspolitik dar, auf die auch Bayern mit unterschiedlichen Maßnahmen reagiert hat.

### WAS?

Auf eine gemeinsame Initiative von Kultusministerium und Vertretern der Wirtschaft hin entstand das Modellprojekt MODUS21, dessen Grundthese war, dass mehr Selbständigkeit und Eigenverantwortung auch die fachliche und pädagogische Qualität von Schulen steigern kann. An insgesamt 44 bayerischen Schulen wurde daher nicht nur erprobt, sondern gleichzeitig auch prozessbegleitend evaluiert, inwieweit bereits vorhandene gesetzliche Spielräume besser genutzt und möglicherweise noch erweitert werden können. Die thematischen Schwerpunkte reichten dabei von der Qualität von Unterricht und Erziehung über Personalmanagement und Personalführung bis hin zu inner- und außerschulischen Partnerschaften und der Verantwortung für das Schulbudget.

### WIE?

Vor diesem Hintergrund bietet das Seminar mit Besuchen von Schulen und anderen Institutionen des bayerischen Bildungswesens einen Überblick über die konkreten Maßnahmen im Rahmen des Modellversuchs MODUS21 und zeigt darüber hinaus, wie diese innovativen Impulse mittlerweile auch flächendeckend wirksam geworden sind.

### WER?

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

## BESCHREIBUNG IN DER 2. ARBEITSSPRACHE

The results of the comparative survey PISA represent a turning point in German educational policy to which the federal German state of Bavaria has also responded with a variety of measures. The Bavarian Ministry of Education and leading representatives of industry have joined forces and initiated the pilot project MODUS21, which is based on the assumption that more independence and individual responsibility will enable schools to increase their professional and pedagogical quality. The assumption that the already existing legal scope can be used more efficiently and possibly even extended within the educational system was put to the test and simultaneously evaluated at 44 Bavarian schools. Here a wide range of areas was assessed: the professional and the pedagogical competence of the teaching staff, the personnel management of the principals, internal teamwork, cooperative partnerships with other schools as well as the management of the school budget. Against this background, the seminar offers an overview of the measures adopted within the pilot project MODUS21 by offering an opportunity to visit Bavarian schools and other educational institutions. Moreover, it endeavours to show which other innovative impulses have meanwhile become effective all over the federal state.

### Kontaktperson(en)

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## THE SCHOOL

# Teaching for the future

Group No: **101**

Soclink No: **07016,08**

Type of visit:  
**General education**

**14/05/2008 - 18/05/2008**  
**Wloclawek [PL]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **6**

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.1. Strengthening the links with working life and research and society at large

### WHY? / WHAT?

During the study visit in Wloclawek (the heart of the Kujawy region, picturesque located near the Vistula River, in an environment of woods hiding clear lakes) we would like to present:

- a) cooperation between schools and various institutions by means of solid projects;
- b) active learning methods in foreign languages teaching
- c) using ICT as a tool in teaching.

The main aim of this visit is to show how the school prepares pupils to the future life in modern society. Furthermore the participants will be acquainted with the reformed Polish educational system and school systems in other European countries.

### HOW?

The programme will include the following activities:

- visits to schools of three different levels;
- conferences, workshops, team work;
- school outings;
- meetings with teachers, head teachers, representatives of the local education authorities;

During their stay the participants will be able to visit a variety of historical, cultural and natural sites of our town and region – leading to pedagogical activities. We also plan special attractions.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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**WWW.**

[www.sp2.wlc.pl](http://www.sp2.wlc.pl)

## THE SCHOOL

# How do the school and its environment support a student in choosing his/her profession?

Group No: **102**Soclink No: **07016,09**Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
**Kielce [PL]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **4****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.1. Strengthening the links with working life and research and society at large

**WHY?**

In the picturesque heart of the Swietokrzyskie Mountains – Kielce all participants of the visit will exchange experiences connected with Young Europeans' knowledge and professional consultancy.

**WHAT?**

They will get to know the school and school environment (educational institutions, local self – governments, banks, non – governmental organizations, entrepreneurs) operations that help the children and teenagers from Swietokrzyskie Voivodship to choose their professions.

**HOW?**

During the visit the participants will:

- take part in various educational activities concerning selecting professions for both teachers and students;
- visit not only local authorities (city and voivodship) but also the Educational Inspectorate and the Labour Office;
- take part in the presentation and the summing-up of the project of the students of junior high school and senior high school – “My perfect workplace” and the project of the students of primary school – “My future – my dreams” which are carried out by Swietokrzyskie In-service Teacher Training Centre within the framework of the programme: “Economic Education” .

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## THE PUPILS

# The pupil's voice and democracy. Their learning – Our teaching. Every child matters

Group No: **103**

Soclink No: **07017,06**

Type of visit:  
**General education**

**10/03/2008 - 14/03/2008**  
**Oldbury, West Midlands [UK]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **7**

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

We would like to welcome you to Oldbury to see our work with pupils and to meet our Mayor and Local Education Authority advisors.

### WHAT?

The visit will look at the work of a Learning Network consisting of 10 schools and other networking activities linked to raising standards.

We will especially focus on our work with pupils, including giving pupil's a voice, pupil parliament and democracy, school councils and buddies.

Other topics:

- assessment for Learning;
- learning styles;
- independent and Collaborative Learning;
- pupil researchers;
- thematic curriculum and creative curriculum.

### HOW?

- Visit primary schools of your choice to see practice;
- meet with Heads, Lead Learners, teachers and pupil researchers;
- see a pupil voice conference in action;
- look at professional development work undertaken in collaboration with Newman College.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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**WWW.**

[www.schools.sandwell.net/lightwoodspri](http://www.schools.sandwell.net/lightwoodspri)

## LOS ALUMNOS

# Diversity attention. An educational answer to social changes

Número de grupo: **104**

Soclink No: **07017,08**

Type of visit:  
**Educación general**

**07/04/2008 - 11/04/2008**  
**Madrid [ES]**

Lengua de trabajo 1:  
**español**

Número de plazas **15**  
Número mínimo requerido: **8**

## OBJECTIVOS EDUCATION & FORMACIÓN 2010

2.3. Promoción de la ciudadanía activa, la igualdad de oportunidades y la cohesión social

### ¿POR QUÉ?

La sociedad madrileña ha sufrido en muy poco tiempo un fuerte cambio social. Ello ha sido debido, entre otros factores, a un rápido proceso de modernización y desarrollo económico. Asimismo, ha tenido lugar un cambio en la estructura social, debido fundamentalmente a los procesos inmigratorios. Como consecuencia, el sistema educativo ha tenido que dar una respuesta inmediata, a través de la Atención a la Diversidad, como instrumento integrador de los procesos interculturales en la escuela.

### ¿QUÉ?

Para ello está previsto mostrar la intervención educativa en los modelos dirigidos a tres tipos de alumnado:

1. Alumnado extranjero,
2. Alumnado con fuerte retraso curricular y en situaciones de desventaja sociocultural y
3. Alumnado enfermo o convaleciente.

### ¿CÓMO?

En función de esta realidad se visitará la Unidad Gestora, donde se expondrán los fundamentos teóricos y se visitarán los centros y servicios educativos donde se podrá comprobar in situ la dinámica escolar, manteniendo a su vez encuentros de trabajo con los profesionales. Igualmente se expondrá en uno de los centros visitados (IES) la dimensión europea presente en el currículo de las asignaturas impartidas.

Están programadas visitas a centros de Madrid Capital y de otras localidades que puedan mostrar, a la vez, la diversidad regional existente en la Comunidad de Madrid. También se realizarán visitas culturales.

### ¿A QUIÉN?

- Representantes de autoridades locales, regionales y nacionales,
- directivos de instituciones,
- inspectores,
- consejeros pedagógicos,
- formador de formadores.

#### Persona de contacto

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## THE PUPILS

# Educational response to students cultural diversity

Group No: **105**Soclink No: **07017,07**Type of visit:  
**General education****07/04/2008 - 11/04/2008**  
**Valladolid [ES]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

Nowadays, cultural diversity is becoming a full-scale social characteristic and one of the main factors that influence the behaviour and the educational process of the pupils. Our educational system considers the effective achievement of a comprehensive education for all the students, that is to say, of a complete, balanced and personalized education that adapts to the characteristics of the different students.

**WHAT?**

The Regional Education Department pays special attention to this situation from the wide perspective of the needs of the pupils, developing different initiatives to assure the integration of pupils from other cultures in the educational processes of our institutions, with full respect to their cultural characteristics from birth and propitiating an enriching coexistence among cultures

**HOW?**

The participants will have the opportunity to know diverse experiences that are being carried out in educational institutions of the province: Aulas Aliso (attention to immigrant student's linguistic needs), Welcome Plan, Plan of Absenteeism, Proa (school failure).

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## THE PUPILS

# Like Mozart. Supporting and developing students' abilities

Group No: <b>106</b>
Soclink No: <b>07017,09</b>
Type of visit: <b>General education</b>
<b>21/04/2008 - 25/04/2008</b> <b>Kielce [PL]</b>
Working language 1: <b>English</b>
Number of places: <b>15</b> Minimum required: <b>5</b>

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY? / WHAT?

Participants will exchange information and experience concerning teachers' abilities connected with evaluating apt students and ways of preparing them for this in in-service teacher training centres.

The subjects of meetings:

- How to individualize teaching?
- How to work with gifted students during teaching classes?
- Special interest groups, optional classes?
- What methods should be applied?

Participants will have an opportunity to get to know Polish educationalists' work and compare it with solutions in their countries.

Guests will have an opportunity to get to know with the project of our center "Like Mozart. Supporting and developing students' abilities".

### HOW?

The following things are planned during the study visit: a workshop with apt students, familiarizing with functioning of a support net for teachers and students from Swietokrzyskie Province, which comprises different institutions. An effect of the visit will be the placing of interesting solutions on CDS, VHS cassettes, the website of the organizer and a visit bulletin – a paper version. The visit enables our guests to get to know an interesting region and its beauty spots.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## THE PUPILS

# Using self-evaluation to raise the achievement of pupils in vulnerable groups

Group No: **107**Soclink No: **07017,10**Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Dorset [UK]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

Effective self-evaluation leads to improvement at both pupil and organisational level. Dorset Children's Services use self-evaluation extensively to review the impact of their work and to set new targets. We know that this works for us as a local authority, for our schools and curriculum areas and for individual pupils. In particular this has been the main approach we have used to improve our provision for pupils in vulnerable groups and those at risk of underachievement. This includes children with special educational needs, those in public care and those from minority groups. We have worked closely with our school staff to develop frameworks for self-evaluation and the skills to use them.

**WHAT?**

We would like you to visit us to see our work and to share ideas with you on how this approach can develop further.

In the visit we will explain the national context for this development and show you how we have used self-evaluation to improve provision and outcomes for children.

You will develop a good understanding of the strengths and dangers in the systems, and be able to return to your own practice with new ideas on how to use self-evaluation to raise the achievement of pupils in vulnerable groups.

**HOW?**

You will see this in the local authority's work and particularly in Dorset schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## DIE SCHÜLER

# Was tun mit 15 Jahren?

Group No: **108**Soclink No: **07017,12**Art des Besuches:  
**Allgemeine Bildung****26/05/2008 - 30/05/2008**  
**Wien [AT]**Arbeitssprache 1:  
**Deutsch**Arbeitssprache 2:  
**English**Anzahl der Plätze: **18**  
Erforderliche Mindestanzahl: **12****ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

2.3. Förderung von aktivem Bürgersinn, Chancengleichheit und gesellschaftlichem Zusammenhalt

**WARUM? / WAS?**

Dieses Seminar konzentriert sich vor allem auf jene Jugendliche, die keinen qualifizierten Schulabschluss aufweisen und für die entsprechende Nachqualifizierungsangebote sichergestellt werden. Das Wiener Konzept umfasst verschiedene Projekte zur Förderung der Ausbildung von Jugendlichen im Alter zwischen 15 und 18 Jahren (nach Beendigung ihrer Schulpflicht, wie z.B. Fachmittelschule, Duale Berufsausbildung), Kennenlernen des berufsbildenden Schulwesens, Projekte zur Förderung der Ausbildung von Jugendlichen nach der Pflichtschule, Lehre, Fachmittelschule, etc.

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

This Arion Seminar focuses on supporting unqualified school leavers in order to give them a change to qualify after compulsory schooling. The Viennese project comprises a variety of initiatives such as Pre-Vocational Middle School, Dual Vocational Training, etc.

Projects for pupils to find a job after finishing their compulsory schooling; special programs for pupils at the age of 15.

**Kontaktperson(en)**

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## THE PUPILS

# The role of Consultation Teachers in the schools of Lower Saxony in Germany

Group No: **109**Soclink No: **07017,11**Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
**Aurich [DE]**Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **15**  
Minimum required: **7****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

Consultation at school promotes the improvement of the most important purposes of school. Therefore special teachers have been installed as consultants at populated schools in Lower Saxony. These teachers being exempted from their lectures at school for some lessons are educated by school psychologists. Later on they are assisted by the psychologists when running their daily jobs of consulting. The definite consultation on the spot deals with students, their specific problems, the discussion about an adequate career at school or systems analysis. Students, parents, teachers and, above all, the headship go to the consultants. School psychology creates, develops and carries out the whole idea. The University of Hildesheim supports the activities.

**WHAT?**

You will become acquainted with the parts of the consultants within the system of learning and education.

Furthermore you will get to know its legal establishment, its objectives, the provided resources, the additional education, the curriculum, and the job on the spot.

This should be realized for you as accurately as possible by taking part in a session of the additional education circle and by attending an official meeting at school as well.

**HOW?**

- You will visit different schools.
- Advantages and disadvantages of a consultation by teachers in contrast to other internal or external advisers will be discussed.
- The team will reflect on your new skills each time after separate phases.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Beratung in Schule dient der Optimierung der Hauptaufgaben von Schule. Zu diesem Zweck gibt es im niedersächsischen Schulsystem an größeren Schulen Beratungslehrer. Diese Lehrkräfte, die für die Beratung mit einer gewissen Stundenzahl von der Unterrichtsverpflichtung freigestellt sind, werden durch Schulpsychologen zu Beratern weitergebildet und später in der Wahrnehmung der täglichen Beratungsarbeit betreut. Bei der konkreten Beratung vor Ort geht es um schülerbezogene Beratung, Beratung bzgl. spezifischer Problemlagen über die Schullaufbahnberatung bis hin zur Systemberatung. Schüler, Eltern, Lehrer wie auch die Schulleitung suchen die Beratung auf. Das gesamte Arbeitsfeld wird inhaltlich durch die Schulpsychologie konzeptioniert, durchgeführt und weiterentwickelt. Unterstützt wird die Arbeit durch die Universität Hildesheim. Sie werden die Rolle des Beratungslehrers im System kennen lernen, ihre rechtliche Verankerung und Zielsetzung, die bereitgestellten Ressourcen, die Weiterbildung, das Curriculum sowie die Arbeit vor Ort. Dieses soll für Sie möglichst konkret über die Teilnahme an einem Weiterbildungszirkel, der Teilnahme an einer Dienstbesprechung sowie Besuchen in Schulen realisiert werden. Vor- und Nachteile einer Beratung durch Lehrer im Unterschied zu anderen schulinternen oder externen Beratern werden besprochen. Die Gruppe wird jeweils nach den einzelnen Phasen über das Gelernte reflektieren.

**Contact person(s)**

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## L'ÉDUCATION DES ADULTES

# Le professeur, facteur clé dans l'éducation

Numéro de groupe: **110**

Soclink No: **07018,09**

Type de visite:  
**Éducation générale**

**07/04/2008 - 11/04/2008**  
**Suceava [RO]**

Langue de travail 1:  
**français**

Nombre de places: **15**  
Minimum requis: **5**

**OBJECTIFS ÉDUCATION ET FORMATION 2010**

2.1. Créer un environnement propice à l'apprentissage

**POURQUOI? / QUOI?**

L'organisation des ateliers de travail par lesquels se définissent le rôle, les responsabilités, les fonctions et les attributions du professeur dans le processus d'éducation dans les différents pays européens. L'élaboration d'une stratégie intégrée concernant le perfectionnement des cadres didactiques.

**COMMENT?**

Visites d'information dans des unités d'enseignement d'état et privées, concernant le curriculum national et la réalisation du management institutionnel.  
Visites culturelles pour connaître les valeurs locales du Bucovine.

**À L'ADRESSE DE QUI?**

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

**Personne de contact**

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## L'ÉDUCATION DES ADULTES

# Former tout au long de la vie

Numéro de groupe: **111**Soclink No: **07018,10**Type de visite:  
**Éducation générale****07/04/2008 - 11/04/2008**  
**Moulins (Région d'Auvergne)**  
[FR]Langue de travail 1:  
**français**Langue de travail 2:  
**English**Nombre de places: **15**  
Minimum requis: **7****OBJECTIFS ÉDUCATION ET FORMATION 2010**

2.1. Créer un environnement propice à l'apprentissage

**POURQUOI?**

La région de Moulins est située au centre de la France, dans une zone rurale possédant un patrimoine historique riche, lieu d'origine de l'ancienne famille royale des Bourbons. Cette région, agricole, viticole, partiellement industrialisée, écartelée entre plusieurs villes et traversée par des grands axes routiers retient peu sa population. Les élèves s'orientent plus qu'en zone urbaine vers des études courtes, à finalités professionnelles.

**QUOI?**

Dans ce contexte, trois questions seront étudiées:

- 1) la formation des adultes: formation tout au long de la vie?
- 2) quelles validations de la formation des adultes?
- 3) de la validation de la formation à une reconnaissance Européenne?

**COMMENT?**

Ces questions seront étudiées dans le cadre de conférences, rencontres et de visites de pôles de formations et d'entreprises.

**À L'ADRESSE DE QUI?**

Responsables en formation des adultes, personnels d'inspection et de direction responsables d'orientation.

**DESCRIPTION DANS LA LANGUE DE TRAVAIL 2**

The Moulins district lies in the centre of France, in a rural area. Being the place where the old Bourbon royal Family originated, it has a rich historical heritage.

The agricultural, wine-growing, partly industrialized area which is torn between several towns and crossed by major roads, has fewer and fewer inhabitants.

More than in urban areas, the pupils there tend to prefer short studies and vocational training.

In that context, three questions will be dealt with:

- 1) Adult training: life-long training?
- 2) How to validate adult training?
- 3) From training validation to recognition on a European Level?

All these points shall be examined during conferences, meetings and visits training centers and factories.

**Personne de contact**

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## ADULT EDUCATION

# Adult education

Group No: **112**Soclink No: **07018,11**Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Málaga [ES]**Working language 1:  
**English**Working language 2:  
**español**Number of places: **20**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.1. Open learning environment

**WHY? / WHAT?**

The aim of the visit is to give an overview of the lifelong learning system (formal and informal adult education) in the Spanish region of Andalucía and to exchange views on the meaning of adult education in Europe.

Each visit will focus on different points related to the main theme:

- adult education in the education system;
- teachers of adult education;
- education of migrants;
- professional qualifications of the adults;
- learning of foreign language;
- in-service teacher training of adult education.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

El objetivo de la visita es tener una visión global de la Formación Permanente, Educación Formal e Informal, en la Comunidad Autónoma de Andalucía dirigida a las personas adultas, así como intercambiar información sobre la Formación Permanente en Europa. Durante la semana se efectuarán varias visitas centradas en diferentes puntos relativos al tema principal: la Formación Permanente, formación para inmigrantes, la cualificación profesional de personas adultas, el aprendizaje de lenguas extranjeras, la formación del profesorado de Educación Permanente, etc.

**Contact person(s)**

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## ADULT EDUCATION

# Adult and vocational education

Group No: **113**Soclink No: **07018,12**Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**The Hague [NL]**Working language 1:  
**English**Number of places: **13**  
Minimum required: **6****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.1. Open learning environment

**HOW?**

- Visit to Ministry of Education and municipal authorities;
- lectures on policy regarding financing and equipping vocational schools and projects for adult education;
- questions and discussions;
- visit to CINOP (national Centre for the Innovation of education and training in the Netherlands), schools institutes and projects concerning idem;
- discussion with teachers, instructors, coordinators, students and participants in (municipal) projects;
- visit to instruction rooms, if possible observation of lessons and instruction.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ADULT EDUCATION

# A study of adult training in Bayburt where skill and enthusiasm join

Group No: <b>114</b>
Soclink No: <b>07018,13</b>
Type of visit: <b>General education</b>
<b>12/05/2008 - 16/05/2008</b> <b>Bayburt [TR]</b>
Working language 1: <b>English</b>
Number of places: <b>15</b> Minimum required: <b>5</b>

## EDUCATION AND TRAINING 2010 OBJECTIVES

### 2.1. Open learning environment

#### WHY?

In Bayburt, adult education is implemented by the Center of Public Training where vocational and technical methods skills are taught, social and cultural courses are provided giving an opportunity for people who are in need of technical and vocational renewals for their job to keep up with current improvements. This center is mostly efficient in giving a chance for those who have jobs , on the verge of being out of date, to prove themselves in modern fields. At the end of the visit, our target is to print books and record CDs out of most outstanding of our existing experiences and studies and to share them with the institutions working for familiar objectives around the country.

#### WHAT?

This study visit focuses on adult education and the main objective of the visit is introducing the structure of adult training in Turkey giving a detailed example from Bayburt; meeting the standards of Europe in the field of adult education and having a wide range of knowledge of renewals through Exchange.

#### HOW?

- A visit to the Center of Adult Training where participants can see the organisation, methods, social participation and the outcome of enthusiasm and skill;
- meeting with trainers, teachers and local authorities;
- visits to museums, historical places and natural beauties;
- a visit to the House of Teachers for a cultural activity (a daily local programme).

#### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## ADULT EDUCATION

# Counseling in adult education: the importance of local partnership and regional coverage

Group No: **115**Soclink No: **07018,14**Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
**Koper [SI]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 2.1. Open learning environment

**WHY?**

We'd like to present the participants the gratuitous counselling practice in adult education in Slovenia through the case study of the Centre for counselling - ISIO Koper, that has been successfully collocate in the region and the Slovene educational system. The Counselling centre for adult education of Koper is successfully promoted and takes care for the professional growth of the experts that are working there.

**WHAT?**

We'll present which target groups are covered and how do we cooperate with other counselling facilities in the local area.

One of our objectives is also the active participation of all the visiting participants due to workshops and debates with the intention to exchange other good practices from Europe.

We'd like to see the counselling activity that is the base for lifelong learning to become a common European practice.

**HOW?**

- Presentation of Ljudska univerza Koper, the counselling activity of ISIO Koper, promotion activities. ISIO Koper as one of the 14th Slovenian counselling centres – with the participation of the national ISIO Coordinator;
- workshop – experiences shared by the visitors;
- two visits by the ISIO local partners – the role of the counselling service in companies where care for the education of the employees lack;
- visits to other counselling services for unemployed, youths and students.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## ADULT EDUCATION

# Longlife education in Aragón

Group No: **116**

Soclink No: **07018,15**

Type of visit:  
**General education**

**12/05/2008 - 16/05/2008**  
**Zaragoza [ES]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **8**

## EDUCATION AND TRAINING 2010 OBJECTIVES

### 2.1. Open learning environment

#### WHY?

The visit aim is getting to know the organization and implementation of longlife education and training in Aragón. The visit will focus on the project developed by the Education Department of Aragón: Plan de Educación Permanente. All type of studies and training for adults are incorporated into this Plan, including formal and non formal education, and all of them are supported by public funds.

#### WHAT?

The study visit contents will pivot on three main aspects:

- adult Education Centres, in a rural area and in an urban environment,
- secondary Education for adult people by e-learning,
- vocational Training.

#### HOW?

Participants will have the opportunity to visit centres and institutions providing this type of education and training.

#### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## LA EDUCACIÓN DE PERSONAS ADULTAS

# Adult Education in the Community of Madrid. The Lifelong Learning

Número de grupo: **117**

Soclink No: **07018,16**

Tipo de visita:  
**Educación general**

**19/05/2008 - 23/05/2008**  
**Madrid [ES]**

Lengua de trabajo 1:  
**español**

Número de plazas **15**  
Número mínimo requerido: **8**

## OBJECTIVOS EDUCATION & FORMACIÓN 2010

2.1. Crear un entorno propicio para el aprendizaje

### ¿POR QUÉ?

Desde que en 1999 la Comunidad de Madrid asumió las competencias de educación, se está realizando un proceso de desarrollo normativo para la educación de personas adultas en consonancia con las orientaciones que la Unión Europea viene realizando en torno a la Educación a lo largo de la vida (Lifelong Learning).

### ¿QUÉ?

El objetivo de la visita es mostrar la red de Educación de Personas Adultas y la estructura de apoyo que la Administración Autonómica de Madrid posee en el ámbito regional.

### ¿CÓMO?

Se organizarán visitas a centros urbanos y rurales de educación de personas adultas (CEPA), centros penitenciarios, centros que ofrecen educación a distancia y al centro regional de educación de personas adultas (CREPA).

Se mantendrán encuentros con el profesorado y el alumnado, reuniones de trabajo con responsables del centro regional y otros representantes de la Administración educativa.

### ¿A QUIÉN?

- Representantes de autoridades locales, regionales y nacionales,
- directivos de instituciones,
- inspectores,
- consejeros pedagógicos,
- formador de formadores.

#### Persona de contacto

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## ADULT EDUCATION

# The new lifelong learning programme and European perspectives for adult education

Group No: 118

Soclink No: 07018,18

Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
Bartın [TR]Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **20**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 2.1. Open learning environment

**WHY?**

The main emphasis of this study visit is ever-lasting learning in adult education and vocational training. The study visit also aims to establish future partner cooperation opportunity of common educational projects related to adult education.

**WHAT?**

The hosting local authorities will exchange experiences on issues such as:

- How to create marketing areas for hand-crafts?
- How to improve the knowledge level on Information and Communication Technologies of adults who had no opportunity to get them in pre-service period?
- In which ways local authorities can vary the courses about vocational training?
- How to increase the rate of vocational training courses for physically disadvantaged adults.

**HOW?**

This visit will include observation visits to public and non-public adult education centers.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Hauptziel dieser Besuchsstudie ist dauerhaftes Lernen in Erwachsenenbildung und Berufsausbildung. Die Studie umfasst Besuche bei öffentlichen und privaten Bildungszentren für Erwachsene. Die Gastgeber der jeweiligen Institutionen werden ihre Erfahrungen in Themen wie z.B. Entwickeln von Marktplätzen für Handwerkprodukte, Wege und Lösungen zur Weiterbildung von Erwachsenen im Bereich Informatik, Maßnahmen zur Bereicherung des Unterrichts im Berufsausbildungsprogramm und Methoden zur Steigerung der Anzahl von Berufsausbildungskursen für behinderte Erwachsene übermitteln. Die Besuchsstudie soll zu gleich eine Gelegenheitsebene für zukünftige Partnerschaftsmöglichkeiten in Projekten zur Erwachsenenbildung formen.

**Contact person(s)**

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## ERWACHSENENBILDUNG

# Lebenslanges Lernen - eine regionale Perspektive in Europa

Group No: 119

Soclink No: 07018,17

Art des Besuches:  
**Allgemeine Bildung****26/05/2008 - 30/05/2008**  
Stuttgart [DE]Arbeitssprache 1:  
**Deutsch**Arbeitssprache 2:  
**English**Anzahl der Plätze: **12**  
Erforderliche Mindestanzahl: **8**

## ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“

2.1. Ein offenes Lernumfeld

### WARUM?

Stuttgart ist nicht nur die Landeshauptstadt von Baden Württemberg: die Stadt ist auch bekannt als Automobilstadt, Medienstadt, Kulturstadt, Sportstadt usw. Außerdem sind zahlreiche bedeutende Persönlichkeiten des deutschen Geisteslebens und der Entwicklung von Naturwissenschaften und Technik in Deutschland eng mit Stuttgart verbunden. Schließlich macht auch die Lage Stuttgarts mitten in einer Weinbauregion einen besonderen Reiz aus.

### WAS?

Dieser Studienbesuch will die Angebots- und Nachfragestruktur der Erwachsenenbildung am Beispiel der aktuellen Trends und Entwicklungen in Baden-Württemberg im Vergleich zur Situation der Erwachsenenbildung in den Ländern und Regionen der Teilnehmer/innen analysieren und diskutieren. Dabei soll der Frage nachgegangen werden, in wie weit die regionalen Unterschiede im Hinblick auf Angebot und Struktur der Erwachsenenbildung und die Schaffung eines offenen Lernumfelds für die Stärkung des Lebenslangen Lernens und die Umsetzung der Lissabon Agenda genutzt werden können. Erörtert werden sollen auch die unterschiedlichen Finanzierungsmechanismen und mögliche Anreize für Erwachsene sich weiterzubilden.

### WIE?

Während des Studienbesuchs werden die Teilnehmer/innen die Möglichkeit erhalten, Einrichtungen der allgemeinen wie der beruflichen Weiterbildung zu besuchen, um Maßnahmen und Aktivitäten im Raum Stuttgart kennen zu lernen.

### WER?

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

## BESCHREIBUNG IN DER 2. ARBEITSSPRACHE

This study visit wants to compare and contrast the demand and supply side of adult education in Baden Württemberg with the situation of adult education in the participants' home countries and regions. Moreover, it wants to pursue the question to what extent the regional differences in terms of structure and opportunities offered by adult education and the realisation of an open learning environment for adults can be used for strengthening lifelong learning and implementing the Lisbon agenda. In this context the study visit also wants to discuss the mechanisms of financing adult education in the various countries and possible stimuli to increase the participation of adults in measures of further education.

In the course of the study visit participants will get the opportunity to visit institutions of general as well as vocational further education and experience current projects and activities in the Stuttgart area. Stuttgart is not only the capital of Baden Württemberg, it is also well known as a centre of the motor industry, the media, culture, sports etc. Furthermore, there are numerous important personalities from German intellectual history as well as the history of science and technology in Germany closely associated with Stuttgart. Finally, it is part of the charm of Stuttgart that it is situated in the middle of a wine growing area.

### Kontaktperson(en)

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## WWW.

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## ADULT EDUCATION

# Accreditation of prior learning: funding mechanisms and incentives for adults

Group No: **120**Soclink No: **07018,19**Type of visit:  
**General education****01/06/2008 - 06/06/2008**  
**Sofia [BG]**Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.1. Open learning environment

**WHY? / WHAT?**

Presentation of the education and the training of adults in Bulgaria; discussion with representatives of institutions regarding the questions of recognition of knowledge, skills and competences, acquired by non-formal and informal way.

**HOW?**

- Visits to Ministries, agencies, social partners;
- presentations and meetings with teams of successful projects for education and training of adults in the context of Lifelong Learning;
- demonstration of interactive methods for adult training;
- visits of an adult school in Kyustendil/ alternatively Plovdiv.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Kurze Beschreibung des Besuchs:

- Vortrag über Bildung und Ausbildung von Erwachsenen in Bulgarien – Präsentation;
- Besuch von Ministerien, Agenturen, Sozialpartnern;
- Diskussion mit den Repräsentanten der obengenannten Institutionen zu den Fragen zur Anerkennung des Wissens, der Fähigkeiten und Kompetenzen - nonformell und informell;
- Präsentationen und Treffen mit Teams von erfolgreichen Projekten (Bildung und Ausbildung von Erwachsenen im Kontext des Lebenlangen Lernens);
- Demonstration von interaktiven Ausbildungsmethoden für Erwachsene;
- Besuch der Erwachsenenschule in Kjustendil/alternative-Plovdiv.

**Contact person(s)**

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## LA VIOLENCE ET LA PROTECTION DES ENFANTS

# Prévenir la violence en milieu scolaire

Numéro de groupe: **121**Soclink No: **07019,05**Type de visite:  
**Éducation générale****03/03/2008 - 07/03/2008**  
**Roma [IT]**Langue de travail 1:  
**français**Nombre de places: **10**  
Minimum requis: **5****POURQUOI?**

Plusieurs événements nous donnent l'occasion de constater l'augmentation des comportements violents dans les différents contextes de la société. En milieu scolaire, la violence prend des formes très variées (agression verbale, menaces, abus physique, rejet, vandalisme..) qui nécessitent de l'action significative des enseignants de façon à détecter la violence dans ses débuts.

**QUOI?**

Procéder à la comparaison, à partir des expériences et des connaissances des participants à la visite, des définitions de violence en milieu scolaire et des méthodes d'intervention utilisées.

Analyser les données d'une étude, réalisée par l'IRRE Lazio, concernant les formes de violences les plus répandues dans les écoles de la région.

Connaître les projets réalisés par les écoles pour l'amélioration du climat scolaire et la prévention de la violence.

**COMMENT?**

Accueil et visite de la ville; organisation de débats, rencontres avec des experts, visites aux établissements scolaires.

Sujets Intéressés: IRRE Lazio, Institutions scolaires, experts de l'éducation.

**À L'ADRESSE DE QUI?**

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

**Personne de contact**

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## LA VIOLENCE ET LA PROTECTION DES ENFANTS

# Orientation, scolarisation, formation des jeunes en difficulté

Numéro de groupe: **122**

Soclink No: **07019,06**

Type de visite:  
**Éducation générale**

**31/03/2008 - 04/04/2008**  
**Paris (Région Ile de France) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **12**  
Minimum requis: **8**

## POURQUOI?

Les CIO spécialisés près les tribunaux pour enfants sont des structures de l'Education Nationale qui travaillent en lien avec la justice des mineurs, l'aide sociale à l'enfance pour le suivi des jeunes les plus en difficulté, en danger ou délinquants. Notre travail s'appuie sur un partenariat largement diversifié qui permet une prise en charge globale de ces jeunes.

## QUOI?

Il s'agira de présenter et d'échanger sur nos pratiques professionnelles, de présenter les politiques éducatives mises en place pour ces jeunes.

## COMMENT?

Nous proposons d'exposer notre travail autour de 3 axes:

- rôle des CIO spécialisés, leur place dans les politiques éducatives;
- présentation des partenaires: aide sociale à l'enfance, justice;
- présentation des structures d'aide mises en place pour ces publics.

## À L'ADRESSE DE QUI?

Conseillers d'orientation psychologues, travailleurs sociaux, chefs d'établissement.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Target audience: psychological careers advisers, social workers, secondary school head masters.

General explanatory leaflet of the visit:

- the specialized CIOs next to the courts of the childhood are National Education structures which work in link with juvenile court, social assistance with childhood for the assistance to the teenagers in great difficulty, in danger or to young offenders;
- our work rests on a widely diversified partnership, which allows a global care of the young people;
- it will be a question of presenting and exchanging in connection with our professional practices and of presenting the educational policies installation for these young people.

We propose to expose our work around 3 axes:

- role of the specialized CIOs and their place in the educational policies,
- presentation of the partners social assistance with childhood, justice,
- presentation of the assistance structures installations for these publics.

### Personne de contact

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## VIOLENCE AND PROTECTION OF CHILDREN

# Protect the children from violence

Group No: **123**Soclink No: **07019,07**Type of visit:  
**General education****05/05/2008 - 10/05/2008**  
**Ankara [TR]**Working language 1:  
**English**Number of places: **10**  
Minimum required: **5****WHY? / WHAT?**

The objective of those visits will be to get some idea of different schools about ways of protecting children from violence. Then the guests will share their own education system and approaches of protecting children from violence.

**HOW?**

The study visit will:

- begin with introducing Turkish Education System;
- then make some trips to some national and private schools;
- at the end of the visit there will be also some trip to historical places of Ankara for our guests.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## VIOLENCE AND PROTECTION OF CHILDREN

# European Safer School Partnerships – Protection through Partnership working

Group No: **124**

Soclink No: **07019,08**

Type of visit:  
**General education**

**12/05/2008 - 16/05/2008**  
**Fortis Green [UK]**

Working language 1:  
**English**

Number of places: **25**  
Minimum required: **15**

## WHY?

Schools are under increasing pressure to deal with, risk manage and respond to an ever increasing and more complex range of social issues which are a product of the new Europe that is emerging from rapidly changing population through migration and economic growth in some areas and hardship in others. They are increasingly becoming one of the flash points where frustrations and emotions develop into behaviours which are threatening, violent and de-stabilizing to communities.

## WHAT?

This study visit will bring together those key people at local and regional government level with a special responsibility for the development and delivery of Education Services and Community Safety.

## HOW?

They will to examine, share, compare and contrast approaches which can support the objectives of the Comenius 3 Network Project 230211-CP-1-2006-1-UK. – creating safer more peaceful schools through Partnerships with Education for Democratic Citizenship, at its heart. The project will develop good practice in this emerging area. Currently the partner countries are: Sweden, Finland, UK, Ireland, France, Poland, Germany, Italy, Bulgaria and Romania.

## WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

### Contact person(s)

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## ASSURANCE QUALITÉ DANS L'ÉDUCATION ET LA FORMATION

# Pilotage des innovations dans l'académie de Lyon – Échange de pratiques

Numéro de groupe: **125**

Soclink No: **07020,12**

Type de visite:  
**Éducation générale**

**10/03/2008 - 14/03/2008**  
**Lyon (Région Rhône-Alpes) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **12**  
Minimum requis: **8**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.5. Optimiser l'utilisation des ressources

### POURQUOI?

L'objectif de la visite est d'échanger sur les systèmes en comparant les pratiques mises en oeuvre dans le cadre du suivi, de l'accompagnement, du pilotage des innovations pédagogiques au niveau de la communauté européenne; de contribuer à améliorer les pratiques au niveau des établissements scolaires et à un niveau plus élargi.

### QUOI?

La visite pourrait permettre de constituer un réseau de réflexion à l'échelle européenne sur cette question en apportant des éléments de réponse sur le pilotage du changement dans les établissements scolaires, et de nourrir la réflexion du groupe de recherche déjà existant.

Elle s'inscrit dans le projet académique d'ouverture internationale, elle favorise la diffusion des pratiques par une mutualisation à l'échelle européenne.

De plus, elle s'inscrit dans une démarche plus globale de création de réseaux de partenaires qui, par la suite, peuvent travailler ensemble dans le cadre d'un projet d'actions communautaires

### COMMENT?

Les personnes souhaitant participer au séminaire doivent avoir une expérience de suivi d'innovations pédagogiques au sein des établissements scolaires ou au niveau d'un dispositif régional ou national.

Le séminaire s'articulera autour de visites d'établissements innovants et de temps d'échanges et d'élaboration avec des chefs d'établissement, des inspecteurs et les membres du groupe de recherche mis en place dans l'académie de Lyon.

Des temps d'échange et d'évaluation seront organisés à la fin de chaque journée, à la suite des visites.

Conférences et visites culturelles dans la région de Lyon seront incluses dans le séjour.

### À L'ADRESSE DE QUI?

Fonctionnaires des administrations locales, régionales; membres des corps d'inspection; chefs d'établissement.

## DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Objectives of the study visit:

The scope of the visitors is to exchange information on their respective systems of education while comparing their own practices in the following-through, the escorting, the piloting of innovation among teaching methods in the E.C.

The members of the visit would then take part in building up a network on the European scale in the field of innovation, allowing thus a more adapted approach of change and improvement within the schools.

The vision of the practice of innovation will be enforced with visits of schools that are experiencing such a method, these visits will involving the group as a whole or in pairs. Meetings with Principals, Inspectors, and members of the research team of the académie de Lyon will also take place.

Assessment times will be organized at the end of each day following the group visits. Lectures and cultural excursions in the Lyon area will be included in the stay.

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality in Education

Group No: **126**

Soclink No: **07020,11**

Type of visit:  
**General education**

**10/03/2008 - 14/03/2008**  
**The Hague [NL]**

Working language 1:  
**English**

Number of places: **13**  
Minimum required: **6**

### EDUCATION AND TRAINING 2010 OBJECTIVES

1.5. Making the best use of resources

#### WHY? / WHAT?

- National and municipal policy concerning safe-guarding and determining quality of education;
- function and objectives of the (privatised) inspectorate;
- use of so called 'Quality' card.

#### HOW?

- Visit to municipal authorities and the Inspectorate;
- visit to schools and institutes of primary, secondary, pre-vocational and vocational education;
- discussion with teachers, staff and students;
- visit of classes and - if possible- observation of lessons.

#### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## ASSURANCE QUALITÉ DANS L'ÉDUCATION ET LA FORMATION

# How to improve quality in education

Numéro de groupe: 127

Soclink No: 07020,15

Type de visite:  
**Éducation générale****14/04/2008 - 18/04/2008**  
**Le Tampon (Ile de la Réunion)**  
[FR]Langue de travail 1:  
**français**Langue de travail 2:  
**English**Nombre de places: 15  
Minimum requis: 12**OBJECTIFS ÉDUCATION ET FORMATION 2010**

1.5. Optimiser l'utilisation des ressources

**POURQUOI? / QUOI?**

C'est la seconde visite sur le thème de la qualité de l'éducation organisée à la Réunion. Il s'agit de présenter les dispositifs innovants mis en place pour faire mieux réussir les élèves, de favoriser l'égalité des chances, de mettre en réseau les établissements, de promouvoir la coopération entre les partenaires impliqués dans l'acte éducatif (collectivités, communes, parents, coopération européenne...).

**COMMENT?**

Visites de terrain avec présentation d'un dispositif (ambition réussite, école ouverte, pompier junior, équipe de réussite éducative, unité pédagogique intégrée, classe d'intégration scolaire...) animé par un expert reconnu.

Présentation par les missionnaires d'un dispositif de leur pays qui soit transférable (prévoir support).

La traduction sera effectuée par 2 professeurs et l'organisateur.

**À L'ADRESSE DE QUI?**

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

**DESCRIPTION DANS LA LANGUE DE TRAVAIL 2**

General outline of the visit: this is the second visit about the quality of education organized in La Réunion. It is aimed at:

- presenting new plans of actions set up to help the pupils to succeed in their studies;
- favouring equality of opportunity;
- connecting/network schools;
- promoting cooperation between different partners involved in education (European network, local communities, district councils, parents).

Methodological approach:

- visits on sites with presentation by an acknowledged expert of different actions (ambition and success in education, junior fireman classes, teaching staff for a better education, opening school, UPI, CLIS);
- presentation by representatives of their own experiences which could be transferable to other countries.

Translation by two teachers and organizer.

**Personne de contact**

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Examining the roles of the career education process in Turkey and teachers' education process for Turks living in Europe

Group No: **128**Soclink No: **07020,13**Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Adana [TR]**Working language 1:  
**English**Number of places: **20**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

The teacher's role during education process in Turkey shows big difference according to the teachers who are in Union Countries. Especially the teachers who are in career education aren't only giving knowledge, at the same time they prepare the students to the life in all ways. Majority they have more affection over the students in the process of canalize and raise than their families, and this affection has been adopted by the majority of the society. The students who are having career education, for the lab and workshop work, are being employed in the private enterprises. In this frame the relationship is being arranged among the students who have been employed in the enterprises and the experts in there. This process which was called "Ahi System" in the past, but still going on now in spite of decreasing its affects. Understanding the affect over the students from teachers and expert teachers in Turkey, and wide spreading these kind of schools in the places where Turks living will increase the youths' joining in educational process, having profit from education will increase and so integration to the society will be faster and faster.

**HOW?**

The trainers that take part in this program, "the trainers who works in the career school in Adana which has more immigrant than other cities of Turkey", will be shown the role and affects in education process of expert trainers in the enterprises. Apart from this, what affects the students' motivational factors, and what Turkish students wait from education and teachers will be introduce to them.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Creating High Quality Education in the Field of Arts and Crafts Secondary Schools or Colleges, Forming a Network of European Arts and Crafts Schools

Group No: **129**Soclink No: **07020,14**Type of visit:  
**General education****14/04/2008 - 18/04/2008**  
**Svetla nad Sazavou [CZ]**Working language 1:  
**English**Number of places: **12**  
Minimum required: **6****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

The aim of the study visit is to present the development and the conception of handicraft secondary education in accordance with a long-term regional plan.

We'll demonstrate the possibility of fusing different Arts and Craft branches into one institution in the process of reducing the number of schools here.

We'll present the assertion of our graduates in the labour market or in further study.

We expect exchange of experience, contacts and the establishment of the network of arts and craft schools in Europe with the aim to make new common projects in the frame of European programmes.

**HOW?**

- We'll present joining handicraft with ICT in a project "Virtual Art Gallery" (eTwinning programme).
- The author of outdoors granite sculptures will present the collaboration of students who worked on the creation of the sculptures. The outdoor gallery can attract tourist what is a benefit for our region.
- An open-air students' work exhibition in the surrounding of a medieval castle will be presented as well.
- We'll discuss the co-operation of schools and art galleries that show students' work.
- The programme includes visits to other art schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# A Comprehensive School Development Program of Initial Vocational Training

Group No: **130**Soclink No: **07020,16**Type of visit:  
**VET****21/04/2008 - 25/04/2008**  
**Budapest [HU]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **6****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY?**

The study visit presents the development program in Hungarian initial vocational training whose objective is to facilitate the appreciation of trainees' individual needs and the monitoring of their performance and personality development in vocational schools where traditional methods are ineffective. The objectives are achieved through the innovation of the contents and methodology of the training, the development of alternative training possibilities, the development of schools assessment and evaluation and the implementation of ITEM program.

**WHAT?**

The self-development program for school managers and the EU/CQAF-based self-assessment model for the operation system of schools serve to create and maintain the ability of continuous improvement.

**HOW?**

The participants will work with portfolios the structure of which is built on the study visit program. The information and experience needed to fill in the portfolios will be provided and acquired through school visits where participants are to observe classes and talk to head teachers, class teachers and students, and through consultations, round-table discussions and small group workshops with the experts and the decision makers of vocational education and training.

[www.nive.hu](http://www.nive.hu); [www.szakma.hu](http://www.szakma.hu)

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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**WWW.**

[www.nive.hu](http://www.nive.hu) – [www.szakma.hu](http://www.szakma.hu)

## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality in school management and learning process

Group No: **131**Soclink No: **07020,17**Type of visit:  
**General education****21/04/2008 - 25/04/2008**  
**Jesenice [SI]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

On the first day there will be an introduction of:

- the Slovenian school system;
- the Slovenian culture and customs;
- Grammar School Jesenice (different classes: (i) European, (ii) sport and (iii) general classes) and the Slovenian Quality project, part of which is also Grammar School Jesenice.

On the second day participants will visit the capital city Ljubljana with several different school institutes visits.

On the third day participants of the study visit will have specific presentation of European classes (intersubjects relations, team teaching, the idea of action research).

On the fourth day there will be a presentation of sports classes (intersubjects relations, team teaching, the idea of action research).

The last day will be dedicated to several debates on:

- different ways of measuring Quality,
- how to reach Quality in kindergarten,
- how to reach Quality in primary school,
- how to reach Quality in secondary school,
- how to reach Quality in faculty,
- implicit – explicit conceptions of Quality in different cultures.

**HOW?**

The study visit is designed to exchange the experience of quality in school management and learning process. Participants will discuss and evaluate their experiences in school quality with different teachers, headmasters, psychologists and students. Benefits for organization: we will exchange participants views to Quality.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality work in Kindergartens and Vocational Training for Child and Youth Workers

Group No: 132

Soclink No: 07020,18

Type of visit:  
**General education****21/04/2008 - 25/04/2008**  
**The Municipality of Kvam [NO]**Working language 1:  
**English**Number of places: **8**  
Minimum required: **4****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

This study visit will focus on national and local quality work within the department of childcare. We will give information about “BALANSERT MÅLSTYRING” (Balanced Scorecard), a working document which gives a measurement system for economy and further education for staff.

We will also look at methods for reflection and different forms of evaluation, for example how to use ICT for evaluation in kindergartens.

We will present how we organise the education of child and youth workers. Based on the national curriculum we have developed a local curriculum with “local certificate supplement” and qualitative assessment after every module.

We are also involved in a Leonardo-project which gives young workers the possibility to visit kindergartens in Ireland.

**HOW?**

We will visit small and large kindergartens, out-doors kindergarten and/or institutions for vocational education.

There will be discussions both among the participants and with pedagogical staff and heads of kindergartens. In the discussions we will focus on how can we further develop the quality of our work in kindergarten.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## QUALITÄTSSICHERUNG IN DER BERUFSBILDUNG

# Ganztagsgrundschulen als Lebens- und Lernorte. Living and learning at all-day schools

Gruppennr.: 133

Soclink No: 07020,21

Art des Besuches:  
**Allgemeine Bildung****05/05/2008 - 09/05/2008**  
Berlin [DE]Arbeitsprache 1:  
**Deutsch**Arbeitsprache 2:  
**English**Anzahl der Plätze: **18**  
Erforderliche Mindestanzahl: **8****ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

1.5. Bestmögliche Nutzung der Ressourcen

**WARUM?**

Kooperationen mit außerschulischen sozialen und kulturellen Einrichtungen können den Schulalltag und die pädagogischen Bedingungen an Ganztagsgrundschulen in sozial schwierigen Gebieten nachhaltig verbessern helfen. Gezeigt werden soll auch, wie die Konzentration von Ressourcen zu einer Erhöhung von Qualität von Unterricht und Erziehung sowie einer Verbesserung der Lebenschancen allgemein in den Ganztagsgrundschulen in sozial schwierigen Gebieten führen kann.

**WAS?**

Wichtig dafür sind die Verbesserung der räumlichen Voraussetzungen durch das Ganztagsgrundschulprogramm (Investitionsprogramm der Bundesregierung „Zukunft Bildung und Betreuung“), die Qualifizierung der Außenanlagen im Rahmen pädagogischer Projekte („Grün macht Schule“) und die Errichtung von Computerkabinetten zur ganztägigen Nutzung (u.a. durch AGs, Kurse für Eltern).

**WIE?**

Vorgestellt werden Schulen im Zentrum Berlins und ihre vielfältigen Maßnahmen u. a. zur Schulgesundheit, Bewegungsförderung, Ernährung, Partizipation, Gewaltprävention, Streitschlichter-Maßnahmen, Integration Benachteiligter.

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

The participants will be shown typical examples of how co-operation with social and cultural out-of-school institutions help to continuously improve the educational conditions at all-day schools in socially difficult areas. These measures are meant to influence positively life chances of pupils in socially disadvantaged areas in generally concentrating resources. We will show measures for better use of school spaces in the context of the new capital investment program “Zukunft Bildung und Betreuung” (“Future Education and Care”) by the German federal government. This involves improvement measures for schoolyards in context of educational projects (“Grün macht Schule“) and the organization of computer cabinets for all-day use (e.g. by study groups, courses for parents etc.).

We will visit schools in the center of Berlin and show the various measures taken to improve e.g. school health, promotion of movement, better nutrition, active participation by students and the community, prevention of violence, mediation measures in conflict situations and the integration of disabled persons.

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## QUALITÄTSSICHERUNG IN DER BERUFSBILDUNG

# External Assessment – important factor for the quality in education

Gruppennr.: 134

Soclink No: 07020,23

Art des Besuches:  
**Allgemeine Bildung****05/05/2008 - 09/05/2008**  
**Sofia [BG]**Arbeitssprache 1:  
**Deutsch**Arbeitssprache 2:  
**English**Anzahl der Plätze: **15**  
Erforderliche Mindestanzahl: **5****ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

1.5. Bestmögliche Nutzung der Ressourcen

**WARUM?**

Die Teilnehmer des Studienbesuchs werden die Gelegenheit erhalten, das Evaluationssystem in den bulgarischen Schulen kennen zu lernen und sich über den Prozess der Einführung von externen Prüfungen am Ende jeder Bildungsstufe, staatlichen Reifeprüfungen und Tests als Prüfungsform, zu informieren. Entsprechend den Erfahrungen und den Empfehlungen der EU werden die Möglichkeiten für ein weiteres Verbreiten der besten Methoden zur Erhöhung dieser Qualität besprochen.

**WAS?**

Es werden die guten Erfahrungen von verschiedenen europäischen Bildungssystemen diskutiert. An Studienseminaren und Arbeitstreffen werden die Ergebnisse von den internationalen Vergleichsuntersuchungen PISA und TIMSS der bulgarischen Schuler dargestellt und diskutiert, und wie sich diese Resultate zusammen mit den Ergebnissen der externen Evaluation auf die Verbesserung der Qualität des Studiums und der Ausbildung auswirken.

**WIE?**

Es werden Besuche von Schulen und Bildungsinstitutionen, wie das Ministerium für Bildung und Wissenschaft sowie das Zentrum für Evaluatin und Kontrolle der Bildungsqualität, organisiert.

**WER?**

- Vertreter von lokalen, regionalen und nationalen Behörden,
- Leiter von Einrichtungen,
- Inspektoren,
- pädagogische Sachverständige,
- Ausbilder von Lehrern.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

The participants in the study visit will get acquainted with the evaluation system in Bulgarian schools, the process of introduction of external exams at the end of each educational level, state matriculation exam and the test form of examining. The best practices of some European educational systems will be discussed. At the study seminars and workshops the results of the international comparative researches PISA and TIMSS will be discussed as well as the achievements of the Bulgarian students and also how these results, together with the results of the external evaluation, influence the improvement of the quality of training and education. In accordance with the practices and the recommendations of the EU, the opportunities for wider dissemination of the best methods of this quality increase. Visits of schools and educational institutions such as the Ministry of Education and Science and the Center for Control and Assessment of the Quality in Education will be held.

**Kontaktperson(en)**

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Development of quality of schools in Lower Saxony

Group No: 135

Soclink No: 07020,19

Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Hannover [DE]**Working language 1:  
**English**Working language 2:  
**Deutsch**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY?**

Following changes in the Lower Saxony laws governing schools, all schools in this part of Germany will become autonomous as of 01-08-2007. This process will require the deregulation of a substantial number of guidelines and legal provisions. Decisive for the success of the scheme will be the implementation of quality development and quality assurance of schools for which the Lower Saxony policy guideline "school quality" is supposed to provide the framework and the necessary definitions of all aspects of quality of schools.

**WHAT?**

This study visit will give participants the opportunity to observe this process at close quarters in both the general education as well as the vocational education sector.

**HOW?**

Visits at a variety of schools will allow them to get to know methods and tools of quality development and assurance. Furthermore, it will provide them with ample opportunities to exchange experiences with teachers, heads, representatives of the inspectorate and of educational administration.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Aufgrund von Änderungen des Schulgesetzes des Landes Niedersachsen werden mit Wirkung vom 01.08.2007 alle niedersächsischen Schulen in die Eigenverantwortung entlassen. Diese Eigenverantwortlichkeit beinhaltet die Deregulierung umfangreicher rechtlicher Vorgaben. Von entscheidender Bedeutung für den Erfolg dieses Prozesses ist die Qualitätsentwicklung und –sicherung in den Schulen, die sich auf der Grundlage des niedersächsischen– Orientierungsrahmens „Schulqualität“ vollziehen wird, der landesweit die verschiedenen Aspekte der Qualität von Schule definiert. Der geplante Studienbesuch soll den Teilnehmern einen Einblick in diesen Prozess an verschiedenen Schulen und Schulformen des allgemeinbildenden und des berufsbildenden Schulwesens ermöglichen und ihnen die Gelegenheit bieten, im Rahmen von Schulbesuchen Methoden und Instrumente der Qualitätsentwicklung und –sicherung kennen zu lernen und Erfahrungen mit Lehrkräften, Schulleitungen und Vertretern übergeordneter Behörden auszutauschen. Mehr Informationen zur niedersächsischen Landeshauptstadt Hannover, dem Veranstaltungsort dieses Studienbesuchs können unter <http://www.hannover.de> abgerufen werden.

**Contact person(s)**

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**WWW.**

[http://www.mmbbs.de/study\\_visit\\_2008](http://www.mmbbs.de/study_visit_2008) – [www.hannover.de](http://www.hannover.de)

## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality Assurance through Synergy of Internal and External Evaluation

Group No: **136**

Soclink No: **07020,20**

Type of visit:  
**General education**

**05/05/2008 - 09/05/2008**  
**Tartu [EE]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **5**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.5. Making the best use of resources

### WHY?

The main goal of study visit is to share ideas and best practices in the field of synergy between internal and external evaluation. We invite you to see how schools and vocational institutions in Estonia have made increasing use of self-evaluation.

### WHAT?

An overview about activities how ministry has supported the self-evaluation process of the schools. Together we will compare the different systems of the quality assurance in the general and vocational education.

### HOW?

The participants will visit schools and meet teachers and headmasters to discuss different ways of measuring quality.

### WHOM?

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

#### Contact person(s)

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Innovative education projects of Castilla-La Mancha. Good practice models

Group No: 137

Soclink No: 07020,22

Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Toledo [ES]**Working language 1:  
**English**Working language 2:  
**español**Number of places: **12**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

Every year the Regional Government of Castilla-La Mancha gives financial support to schools whose teachers carry out innovative schemes as a way to introduce significant changes aimed to improve the quality of the educational process. Those initiatives have contents of several different curriculum subjects specially the education in values, multilingual learning and development of key competences promoted by the Community.

**HOW?**

Along this study visit the participants will have the opportunity to observe good practices, interview with teachers and pupils, as well as discuss and share their own experiences on the study theme.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**DESCRIPTION IN WORKING LANGUAGE 2**

Cada año la Consejería de Educación y Ciencia de Castilla-La Mancha subvenciona proyectos de innovación educativa en los centros escolares no universitarios, como medio de favorecer cambios significativos dirigidos a mejorar la calidad de los procesos educativos que desarrollan. Tales iniciativas innovadoras tienen como contenido las distintas áreas curriculares, especialmente la educación en valores, la enseñanza plurilingüe y el desarrollo de las competencias claves promovidas por la Unión Europea. A lo largo de la Visita, los participantes tendrán la oportunidad de conocer y observar de cerca los proyectos innovadores que constituyen ejemplos de buenas prácticas. También podrán entrevistarse con profesores y alumnos, así como discutir y compartir sus propias experiencias en torno al tema de estudio. Página web: [http://www.jccm.es/educacion/prog\\_europ/socrates/arion.htm](http://www.jccm.es/educacion/prog_europ/socrates/arion.htm)

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Schools and school systems in a Norwegian region

Group No: **138**Soclink No: **07020,24**Type of visit:  
**General education****05/05/2008 - 09/05/2008**  
**Leirvik, Stord [NO]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY?**

The study visit takes place in one of the most spectacular regions in western Norway. The aim of this study visit is to show the variety of methods used to solve pedagogical challenges in a small local society.

**WHAT?**

The participants will get to know the Norwegian school system in general, but more important, how a small region has created cooperation between municipalities, and how they are working together on important issues concerning implementation of the new school reform "The Knowledge Promotion". Integration of pupils with special educational needs, the use of nature and environment in education are all important topics.

**HOW?**

The course will include visits to primary and secondary schools in the region. A visit to the regional university college of Stord/Haugesund is also on the agenda.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## ASSURANCE QUALITÉ DANS L'ÉDUCATION ET LA FORMATION

# Porto, ville éducatrice

Numéro de groupe: **139**Soclink No: **07020,27**Type de visite:  
**Éducation générale****12/05/2008 - 16/05/2008**  
**Porto [PT]**Langue de travail 1:  
**français**Nombre de places: **16**  
Minimum requis: **8****OBJECTIFS ÉDUCATION ET FORMATION 2010**

1.5. Optimiser l'utilisation des ressources

**POURQUOI? / QUOI?**

- Le système éducatif portugais (général);
- les compétences Municipales en matière d'Éducation (général);
- la Municipalité de Porto (Conseil Municipal d'Éducation et Carte Éducative);
- le Projet Éducatif Municipal de Porto;
- le rôle des Associations de Parents, en matière d'éducation;
- l'articulation entre le système éducatif, le Muncipe et le Commissions de Protection d'Enfants et des Jeunes;
- contact avec les responsables du Muncipe, en matière d'Education, et explicitation des compétences attribuées.

**COMMENT?**

- Contact avec les Services Régionaux d'Education et explicitation du système éducatif national;
- présentation du Projet Éducatif Municipal;
- visites à des établissements d'enseignement (depuis l'écolier jusqu'à la secondaire) et pris de contact avec les respectifs projets éducatifs, ainsi qu'avec les activités du Projet Éducatif Municipal;
- réunion de travail avec un Service de Psychologie et d'Orientation et son encadrement dans le Projet Éducatif d'École;
- visite à une Commission de Protection d'Enfants et Jeunes et respective explicitation du travail développé;
- réunion de travail avec des représentants des Association de Parents;
- implémentation d'un Module de Formation, donné par l'Université de Porto.

**À L'ADRESSE DE QUI?**

- Représentants des autorités locales, régionales et nationales,
- chefs d'établissements,
- inspecteurs,
- conseillers pédagogiques,
- formateurs d'enseignants.

**Personne de contact**

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality in Education

Group No: **140**Soclink No: **07020,25**Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
**Isle of Lewis, Hebrides,**  
**Scotland [UK]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

The visit will focus on quality assurance in a bilingual setting. There will be presentations from members of the education department and a series of visits to schools to study aspects of quality assurance as they apply in a bilingual school system.

**HOW?**

Participants will:

- have the opportunity to share experiences in relation to quality assurance systems in their respective countries;
- receive copies of documentation used in schools to support self-evaluation;
- have the opportunity to discuss with head teachers the systems in place to evaluate the quality of provision in their schools;
- observe how self evaluation is used to improve teaching and learning in the classroom;
- attend meetings with head teachers, speak to individual members of staff and observe lessons being taught.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

**Contact person(s)**

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality work in pre-schools and schools

Group No: **141**Soclink No: **07020,26**Type of visit:  
**General education****12/05/2008 - 16/05/2008**  
**Borgholm [SE]**Working language 1:  
**English**Number of places: **12**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY? / WHAT?**

Information about quality work within the department of education in Borgholm municipality and about how the local and national quality work are tied together. Information about how experiences are used within different parts of the department of education and are spread within and outside the municipality.

Discussions in small groups as well as with all participants together about how we can develop our quality work in different countries.

Discussions about quality work and sharing of experiences together with principals and heads of schools, as well as with key persons within different quality areas in the municipality.

**HOW?**

- Comparisons and sharing of experiences between participants from different countries.
- Study visits to pre-schools and schools due to the participants' own requests, with the possibility of studies of special quality areas and conversations with pupils and teachers about the local quality work.
- Joint study visits at some pre-schools or schools.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## QUALITÄTSSICHERUNG IN DER BERUFSBILDUNG

# Macht europäischer Austausch Schule besser? Do European exchanges improve school quality?

Gruppennr.: 142

Soclink No: 07020,28

Art des Besuches:  
**Allgemeine Bildung****19/05/2008 - 23/05/2008**  
Cottbus [DE]Arbeitssprache 1:  
**Deutsch**Arbeitssprache 2:  
**English**Anzahl der Plätze: **15**  
Erforderliche Mindestanzahl: **7****ZIELE VON „ALLGEMEINE UND BERUFLICHE BILDUNG 2010“**

1.5. Bestmögliche Nutzung der Ressourcen

**WARUM?**

Als eine Konsequenz der europäischen Debatte um Schulqualität wurde im Land Brandenburg die Schulinspektion eingeführt. In diesem Zusammenhang ergab sich auch die Frage, ob und in welchem Maße europäische Zusammenarbeit die Schulqualität beeinflussen kann. Cottbus liegt unweit der polnischen Grenze; Berlin und Dresden sind leicht erreichbar.

**WAS?**

Anhand konkreter Beispiele (Schulpartnerschaften, COMENIUS-Projekte, Lehreraustausch usw.) werden Anregungen für verschiedene Formen europäischer Kooperation gegeben.

**WIE?**

Diese Frage wollen wir durch Erfahrungsaustausch der Teilnehmer/innen, durch Schulbesuche und Gespräche mit ortsansässigen Bildungsfachleuten beantworten. Die Teilnehmer/innen lernen durch Besuche im Spreewald (eine einzigartige Fluss- und Auenlandschaft) und in der Landeshauptstadt Potsdam (bekannt durch seine Schlösser und Gärten wie z.B. Sanssouci) auch regionale Besonderheiten kennen.

**WER?**

Vertreter/innen aller Schulformen sowie Bildungsfachleute, die Erfahrungen mit oder Interesse an europäischer Zusammenarbeit haben.

**BESCHREIBUNG IN DER 2. ARBEITSSPRACHE**

As a consequence of the European discussion about school quality, school inspection was established in the Land Brandenburg. In this connection the question arose, whether and to which extent European collaboration can influence the quality of schools positively. We would like to answer this question by exchanging the experience of the participants, by visiting schools and by discussing with local educational experts. The result is open. Concrete examples (school links, COMENIUS projects, teachers' exchanges etc.) will provide ideas for different forms of European cooperation. In particular there are invited representatives of all school forms and stages as well as educational experts who are experienced or interested in the field of European collaboration.

Cottbus is situated near the Polish border; Berlin and Dresden are easily to be reached. By visiting the Spreewald Forest (a unique river and meadow landscape,) and the capital Potsdam (well known for its castles and gardens such as Sanssouci), the participants will also get to know regional peculiarities.

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Total quality management in the process of education as a tool for change

Group No: 143

Soclink No: 07020,29

Type of visit:  
**General education****19/05/2008 - 23/05/2008**  
**Mersin [TR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **5****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY?**

Through this study visit we aim to promote the people involved in the education system to use the resources more qualified and effectively for the continual development and provide the total quality concepts more understandable and applicable.

**WHAT?**

It will enable the participants to analyze the use of planning and evaluation techniques to manage those in the education system with personal qualities required and develop strategies for changing and renovation. Sub-titles such as how to organise the educational process for an individual, the role of in-service training, the importance of lifelong continuing education in terms of ensuring high quality in the education process.

**HOW?**

The visit will consist of:

- presentations giving general introduction for the existing education system and visits to different educational establishments to understand the structure;
- discussions to underline the strong and the weak points of implementations of total quality management with the involvement of the participants as well as the teachers, head of schools, university teachers etc...
- participants will be able to introduce themselves by taking part into workshops and the reporting the implementations of total quality management in their countries;
- cultural visits and excursions will also help us to get benefit from the co-operation at large and raise intercultural awareness of European dimension.

**WHOM?**

We gladly welcome the participants of the educational establishments from the European countries.

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## QUALITY ASSURANCE IN EDUCATION AND TRAINING

# Quality – a holistic approach to environmental education

Group No: **144**Soclink No: **07020,30**Type of visit:  
**General education****26/05/2008 - 30/05/2008**  
**Boden [SE]**Working language 1:  
**English**Number of places: **20**  
Minimum required: **12****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.5. Making the best use of resources

**WHY?**

We are situated in the very north of Sweden quite nearby the Arctic Circle. Studies and information about the quality work within the department of education in Boden municipality in the perspective of lifelong learning and how the local and national quality work are tied together. The studies are about the whole organization from pre-school to upper secondary school.

**WHAT?**

Discussions and sharing of experience about quality work together with participants from different countries and local heads of schools in the municipality will be implemented. Here the participants have the opportunity to comparison between the education system in different countries.

**HOW?**

The participants will meet authorities from Bodens municipality, principals, teachers, students and will get the opportunity to talk about the systematical quality work. Study visits will be arranged to some schools from pre-school to upper secondary school.

They will be in the form of joint study visits and due to the participants own requests.

**WHOM?**

- Representatives of local, regional and national authorities,
- heads of institutions,
- inspectors,
- pedagogical advisors,
- teacher trainers.

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## LE CURRICULUM

# Études et pratique sportive de haut niveau

Numéro de groupe: **145**

Soclink No: **07025,01**

Type de visite:  
**Éducation générale**

**31/03/2008 - 04/04/2008**  
**Le Mans (Région du Pays de la Loire) [FR]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **11**  
Minimum requis: **5**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.4. Augmenter le recrutement dans les filières scientifiques et techniques

### POURQUOI?

Une des spécificités française est de savoir organiser l'accompagnement scolaire de la pratique sportive individuelle, dans le cadre du sport amateur et professionnel, à travers la notion de sections sport études. L'objectif du stage est donc d'offrir une meilleure compréhension de l'articulation entre études et sport à l'intérieur du système scolaire français.

### QUOI?

C'est à partir des réalités du Lycée Le Mans Sud (150 élèves sportifs, 8 sections) que seront abordés les points suivants:

1. la pratique du sport à l'école;
2. l'organisation de la scolarité des élèves sportifs: gestion administrative et coordination de la scolarité des sportifs;
3. l'intégration des élèves sportifs étrangers et les dispositifs de remise à niveau scolaire;
4. les rapports entre les sports amateur et professionnel et leurs besoins respectifs;
5. le temps extra-scolaire pour ces élèves en sport études;
6. les interactions valorisantes entre le sport (sportifs et structures) et les études.

### COMMENT?

- Intervention de personnels de l'Education Nationale et d'intervenants extérieurs impliqués dans l'élaboration et l'application des cursus;
- visite de clubs sportifs renommés;
- visite d'autres établissements de formation (collèges et université);
- assistance aux entraînements et, si possible, aux compétitions.

Les traductions seront assurées par les enseignants des langues concernées de l'établissement.

### À L'ADRESSE DE QUI?

Personnels d'encadrement à fonction administrative et/ou pédagogique dans l'enseignement secondaire (premier et second degré) général et professionnel avec priorité aux personnes déjà impliquées dans les sports études.

### DESCRIPTION DANS LA LANGUE DE TRAVAIL 2

Le Mans Sud High School is eager to offer the best understanding of how studies and the practice of a sport at a high level can be articulated within the French Educational System. Therefore, specialists will inform you and deal with the following questions: the practice of sports at school; how the education of sports students is organized; the integration of foreign students; the up-to standards courses; and the valuable interactions between sports and our school. These will also be illustrated with visits to sports clubs and training courses.

Translations will be provided in English and German.

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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Inclusion and intercultural dialogue in VET

Group No: <b>146</b>
Type of visit: <b>VET</b>
<b>03/03/2008 - 05/03/2008</b> <b>Copenhagen [DK]</b>
Working language 1: <b>English</b>
Number of places: <b>12</b> Minimum required: <b>8</b>

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.2 Making learning more attractive

2.3 Supporting active citizenship, equal opportunities and social cohesion

### WHY?

Too many young people drop out of initial vocational education and training (IVET), before they have qualified within the chosen profession. A relatively large number of the drop outs are young people from other ethnic background. Therefore, there are focused measures of inclusion at VET colleges and political emphasis on enhancing intercultural dialogue in order to support it. But there is also a need to identify good practice.

### WHAT?

The overall policy towards social inclusion and integration issues will be presented. Following this framework the concrete initiatives will be presented. Participants will hear about the social partners role in developing vocational education for all young people. Participants will discuss how the institutions before VET (e.g. the 10th form centre, the language schools for bilingual, the day-high schools) can work together with VET colleges in order to provide coherence and optimal support for this group of students.

### HOW?

- Presentation of the Danish VET system in the business sector;
- presentations and discussions with specialists in the field – consultants and mentors;
- visits to VET institutions, Commercial college;
- visits to social partners (Trade Committee representatives, social partners and Boards of VET colleges representatives);
- visits to special provisions for inclusion of disadvantaged groups of students in VET (Sprogskolen og Daghøjskolen).

### WHOM?

- Representatives of employers' organisations and trade unions,
- VET colleges management,
- consultants and specialists in social inclusion,
- integration consultants.

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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# How to attract young people to VET

Group No: 147

Type of visit:  
VET10/03/2008 - 14/03/2008  
Stockholm [SE]Working language 1:  
EnglishNumber of places: 15  
Minimum required: 9**EDUCATION AND TRAINING 2010 OBJECTIVES**

- 2.2. Making learning more attractive
- 3.2. Developing the spirit of enterprise

**WHY?**

Initial vocational education and training (VET), continuing VET and universities all contribute to secure the needs of private as well as public sectors for a skilled workforce. To attract more young to VET, several initiatives are being taken at national level. The aim of the visit is to highlight the actions taken and link them to the Copenhagen process on VET and also emphasise the importance of a strong cooperation between higher education and VET, including entrepreneurship.

**WHAT?**

The visit will focus on:

- cooperation between school and working life;
- highlight non-traditional methods to attract young people to VET;
- national, regional and local initiatives to raise the attractiveness of VET, including entrepreneurship and VET;
- co-operation between higher education and VET.

**HOW?**

The learning objectives will be achieved by:

- meeting stakeholders representatives at national, regional and local level;
- presentations of national initiatives to strengthen VET;
- visits to regional and local VET institutions;
- meetings and discussions with students and teachers in VET programmes.

**WHOM?**

- National, regional and public authorities,
- managers of SMEs,
- responsible persons at vocational training institutions and training providers,
- company training officers and human resource managers,
- representatives from the social partners.

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[www.programkontoret.se/Default\\_416.aspx](http://www.programkontoret.se/Default_416.aspx) – [www.skolutveckling.se/in\\_english/](http://www.skolutveckling.se/in_english/)  
[www.skolverket.se/sb/d/190](http://www.skolverket.se/sb/d/190) – [www.sweden.gov.se](http://www.sweden.gov.se) – [www.yss.se/yss-eng.html](http://www.yss.se/yss-eng.html)

## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Knowledge, skills and competences-cooperation between VET institutions and working life

Group No: **148**Type of visit:  
**VET****14/04/2008 - 18/04/2008**  
**Helsinki [FI]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.1. Strengthening the links with working life and research and society at large

**WHY?**

Recognition of learning requires efficient cooperation between vocational institutions and labour market. In Finland, annual National Skills Competitions provide a concrete forum for strengthening the dialogue. The Finnish system of recognition and validation of non-formal and informal learning is in many ways unique in the world. The system is based on concrete cooperation between social partners and educational authorities. The competence-based qualifications system provides adults a possibility to demonstrate their competence regardless of where and how they have been acquired. Skills demonstrations are also integrated as part of initial vocational training (IVET) for young people.

**WHAT?**

- Core objective is to learn about cooperation between VET institutions and working life in Finland.
- The participants get acquainted with the National Skills Competitions in Finland: how the competitions are structured, how the trade descriptions are developed, how the students are trained and how the labour market is committed to the process.
- The participants will also be familiarised with the competence-based qualifications system for adults and the skills demonstrations for young people in IVET.

**HOW?**

- Meeting and talking to policy-makers and educational specialist;
- visiting IVET institutions and adult education centres;
- discussing with teachers and students;
- observing competence tests and skills demonstrations at workplace;
- monitoring the National Skills Competitions in Finland.

**WHOM?**

- VET teaches and trainers, especially if involved with the National, European or World Skills Competitions,
- experts involved in competence development,
- policy-makers in the field of VET,
- representatives of employers' and employees' organisations.

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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Young apprenticeship in mainstream school

Group No: **149**Type of visit:  
**mixed****07/05/2008 - 09/05/2008**  
**London [UK]**Working language 1:  
**English**Number of places: **25**  
Minimum required: **12****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.2. Making learning more attractive

**WHY?**

The young apprenticeship scheme is a unique and innovative programme which blends academic and vocational learning. It engages and motivates young learners between the ages of 14 and 16 years by providing them with a set of exclusive skills. It enables pupils to explore the world of work in greater depth and to develop employability skills at a young age; adds a vocational qualification to academic achievements; encourages closer cooperation between education and business; changes the perception of learning from one of expenditure to one of investment. London is the centre of key partnerships and therefore gives greater breadth to the itinerary in meeting with pivotal organisations in the young apprenticeship programme.

**WHAT?**

How the young apprenticeship programme contributes to a more personalised approach to teaching and learning; how the responsibilities for teaching can be shared by teachers and experienced employees or trainers; how to access advice and guidance to help make the right choices before, during and at the end of the scheme; become familiar with the British VET system.

**HOW?**

- Visiting training institutions, schools, and employers;
- observing and questioning pupils at the workplace and at the training provider;
- meeting and talking to policy-makers, training managers, promoters of the programme, teachers, pupils and employers.

We will show weak and strong points and how they are resolved and also cover funding, selection and recruitment.

**WHOM?**

- Trainers and educators,
- policy-makers involved with 14 to 16 year olds in mainstream education,
- employers,
- school-teachers and head teachers.

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Apprenticeships/youngapprenticeships/](http://www.teachernet.gov.uk/teachingandlearning/14to19/vocationaloffer/Apprenticeships/youngapprenticeships/)  
[www.parentscentre.gov.uk/foragegroup/14to16years/youngapprenticeships/](http://www.parentscentre.gov.uk/foragegroup/14to16years/youngapprenticeships/)  
[www.dfes.gov.uk/14-19/index.cfm?sid=28&pid=276&ctype=TEXT&ptype=Si](http://www.dfes.gov.uk/14-19/index.cfm?sid=28&pid=276&ctype=TEXT&ptype=Si)

## ATTRACTIVITÉ DE LA FORMATION PROFESSIONNELLE

# Encourager la participation des adultes à la formation professionnelle

Numéro de groupe: 150

Type de visite:  
EFP

19/05/2008 - 23/05/2008  
Paris [FR]

Langue de travail 1:  
français

Nombre de places: 12  
Minimum requis: 7

## OBJECTIFS ÉDUCATION ET FORMATION 2010

- 1.2. Développer les compétences nécessaires dans la société de la connaissance
- 2.2. Rendre l'éducation et la formation plus attrayantes

## POURQUOI?

Dans une Europe de la formation tout au long de la vie, l'individu est nécessairement appelé à partir en formation durant son parcours professionnel afin d'adapter ses compétences aux besoins du marché.

Dans cette Europe en changement, comment encourager l'individu à partir en formation ? Quels sont les dispositifs développés et mis en oeuvre par la France en la matière ?

A cet égard, le système français de formation professionnelle répond aux enjeux fixés par les objectifs de Lisbonne qui visent à faire de l'Europe la société de la connaissance la plus compétitive du monde. Une réforme de la formation professionnelle a été introduite en 2002 et 2004. Elle a comme objectif l'individualisation des parcours, la professionnalisation des individus et la sécurisation des parcours professionnels en mobilisant à la fois le salarié et l'entreprise.

## QUOI?

Les points suivants seront notamment abordés:

- le système de formation professionnelle des adultes (Plan de formation, Congé individuel de formation, droit individuel à la formation);
- la politique d'accès à la qualification (Accès à la certification professionnelle via les contrats en alternance, la validation des acquis de l'expérience, la gestion prévisionnelle des emplois et des compétences);
- les actions spécifiques en faveur des publics en difficulté (demandeurs d'emploi, illettrés, handicapés, détenus).

Grâce à cette visite, les participants vont pouvoir:

- découvrir la manière dont la France conçoit le système de formation professionnelle des adultes;
- comprendre les méthodes développées pour encourager le départ en formation;
- analyser la manière dont les publics en difficulté peuvent avoir accès à la qualification;
- identifier les différents dispositifs d'accès à la qualification.

## COMMENT?

Ces objectifs seront atteints:

- en expliquant la bien-fondé de la réforme de la formation professionnelle (présentation par le Ministère de l'emploi);
- en rendant visite à des branches et aux organismes financeurs de la formation afin de connaître leurs politiques en matière de qualification;
- en montrant la manière dont la formation professionnelle est intégrée dans un parcours professionnel.

## À L'ADRESSE DE QUI?

- Pouvoirs publics de niveau national, régional ou local,
- représentants des syndicats de travailleurs,
- représentants des employeurs,
- responsables d'organismes de formation professionnelle,
- prestataires de formations,
- responsables de la formation dans les entreprises, directeurs de ressources humaines.

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[www.infovae-idf.com](http://www.infovae-idf.com) – [www.education.gouv.fr](http://www.education.gouv.fr)

# Improving qualifications in tourism and agritourism sector

Group No: 151

Type of visit:  
VET

09/06/2008 - 12/06/2008  
Wroclaw [PL]

Working language 1:  
English

Number of places: 15  
Minimum required: 7

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.2. Developing the spirit of enterprise

### WHY?

Tourism and agritourism are dynamic sectors in Poland due to incoming EU funds. Increasing interest in alternative forms of tourism has led to changes in the organisation of work, services to clients and management of enterprises. As a result several innovative methods of continuing and vocational education to improve qualifications and vocational skills, promoting development of competition and entrepreneurship skills among persons involved in agritourism have been implemented in Poland over the past few years.

### WHAT?

Participants will:

- learn about current educational policy related to continuing and vocational education in the tourism sector;
- learn about examples of good practice in vocational training in tourism and the agritourism sector;
- exchange experiences on organisation and management in tourism enterprises such as work, services to client, marketing, etc.

### HOW?

Participants will visit:

- Ministry of Agriculture and Rural Development – national strategies for developing agritourism sector;
- agricultural advice centres;
- schools and vocational training centres;
- research and training institutions participating in LdV projects;
- associations for developing rural tourism.

### WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisation,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers,
- researchers.

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## LIFELONG GUIDANCE AND COUNSELLING

# Lifelong guidance and counselling for adults in Slovenia

Group No: **152**

Type of visit:  
**mixed**

**17/03/2008 - 21/03/2008**  
**Ljubljana [SI]**

Working language 1:  
**English**

Number of places: **20**  
Minimum required: **10**

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

The concept of guidance and counselling for adults in Slovenia focuses on the development of local guidance networks that involve governmental institutions, guidance services providers, employer's organizations, trade unions, development agencies, chambers and various educational organizations. In Slovenia there are 14 local adult guidance networks lead by the Guidance and counselling centre for adults aiming to provide continual professional cooperation, exchange of experiences and good information about the needs of adults in education and training. Guidance networks are strengthening the local structures and ensure effective guidance and counselling for all adults in the framework of local development.

The visit will focus on adults from different disadvantaged groups.

### WHAT?

The study visit will:

- provide an overview of guidance and counselling service for adults in Slovenia and of three guidance and counselling networks in different Slovenian regions;
- explore and discuss method and tools for working with Roma population, young unemployed people, low skilled persons and other disadvantage target group members.

### HOW?

The visit will include:

- a presentation of Slovenian guidance and counselling system;
- visits to three guidance and counselling centres, meeting counsellors and exchanging experiences;
- visits to local networks member organizations.

### WHOM?

- Guidance practitioners,
- representatives of national, regional and local public authorities,
- heads and education and training institution for adults,
- representatives of trade unions, employers organizations, development agencies, chambers.

#### Contact person(s)

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[www.acs.si](http://www.acs.si) – [www.mss.gov.si](http://www.mss.gov.si) – [www.ess.gov.si](http://www.ess.gov.si) – [www.zveza-lu.si](http://www.zveza-lu.si)

## LIFELONG GUIDANCE AND COUNSELLING

# Lifelong guidance: from policy to practice

Group No: 153

Type of visit:  
mixed07/04/2008 - 11/04/2008  
Dublin [IRL]Working language 1:  
EnglishNumber of places: 12  
Minimum required: 7

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.1. Strengthening the links with working life and research and society at large

### WHY?

The Irish Department of Education and Science provides lifelong guidance to support lifelong learning, employability and social inclusion. With the Department of Enterprise, Trade and Employment, it created the National Guidance Forum to ensure collaboration between guidance stakeholders in the provision of quality lifelong guidance for citizens and to make policy recommendations to both Departments.

As part of the Euroguidance network, Ireland liaises with other centres across Europe to provide quality information on European guidance and support mobility of Europe's citizens.

The study visit is based in Dublin where there are many guidance services and agencies

### WHAT?

- Be familiar with guidance policy priorities in Ireland and how they relate to the international guidance agenda.
- Be familiar with the provision of lifelong guidance in Ireland in the post-primary, higher and further education, non-formal and adult education and training sectors and in the labour market.
- Understand the composition, role and purpose of the National Guidance Forum in facilitating the delivery of policy in practice.
- Be familiar with the role of Euroguidance in Ireland.

### HOW?

- By visiting the Departments of Education and Science and Enterprise, Trade and Employment.
- By visiting the National Centre for Guidance in Education (NCGE) and the Irish National Training and Employment Authority (FAS).
- By visiting a range of guidance services e.g. post-primary, higher education, Youthreach, adult and local employment services.
- By meeting with participants in the National Guidance Forum.

### WHOM?

- Trainers of guidance counsellors,
- guidance practitioners,
- representatives of ministries of Education and Labour,
- teachers/trainers involved in the provision of guidance,
- representatives of trade union and employer organisations.

#### Contact person(s)

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[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie) – [www.entemp.ie](http://www.entemp.ie)  
[www.nationalguidanceforum.ie](http://www.nationalguidanceforum.ie) – [www.igc.ie](http://www.igc.ie) – [www.aontas.com](http://www.aontas.com) – [www.youthreach.ie](http://www.youthreach.ie)

## LIFELONG GUIDANCE AND COUNSELLING

# Developing a lifelong guidance system: interactive tools

Group No: **154**

Type of visit:  
**mixed**

**13/05/2008 - 16/05/2008**  
**Vilnius [LT]**

Working language 1:  
**English**

Number of places: **12**  
Minimum required: **10**

## EDUCATION AND TRAINING 2010 OBJECTIVES

1.2. Developing skills for the knowledge society

### WHY?

Lifelong guidance has a significant role in implementing lifelong learning and employment strategies in Lithuania. The study visit will focus on presenting the state of the art and initiatives for further developing national guidance and counselling systems: information society, knowledge, innovation, accessibility for all target groups, ICT.

### WHAT?

- Open Information, Counselling and Guidance System (AIKOS),
- running of the system,
- relevance of the system,
- information on education and labour market,
- links to Europass and monitoring educators.

### HOW?

The participants will be acquainted with:

- System Open Information, Counselling and Guidance System (AIKOS),
- monitoring educators,
- projects concerning use of ICT methods for guidance counsellors,

The learning objectives will be reached by:

- meeting and talking to national authorities, guidance counsellors, social partners;
- discussions comparing lifelong guidance experiences of Lithuania and participants' countries;
- presentations on learning opportunities for guidance practitioners.

### WHOM?

This visit will be committed to:

- decision-makers,
- experts,
- researchers,
- guidance practitioners,
- representatives of national or local authorities,
- trainers of guidance practitioners.

#### Contact person(s)

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## LIFELONG GUIDANCE AND COUNSELLING

# Developing lifelong guidance policy and systems in Latvia

Group No: **155**Type of visit:  
**mixed****20/05/2008 - 23/05/2008**  
**Riga [LV]**Working language 1:  
**English**Number of places: **13**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

## 2.2. Making learning more attractive

**WHY?**

Recent developments in Latvia are aimed at achieving lifelong guidance enabling citizens of any age and at any point in their lives to identify their competences and interests and to make meaningful educational, training and occupational decisions. This requires coordination of policy and system development involving a wide range of stakeholders including clients, cooperation to improve the quality and accessibility of services, continuing education of guidance practitioners and developing practical tools for their use.

**WHAT?**

Education and training system; labour administration, Ministry of Welfare, Labour department, State Employment Agency; careers education for young people including those with special needs; guidance and counselling for job-seekers and unemployed; work of the guidance Forum.

**HOW?**

- Visits to general school, university, school for people with special needs, State employment agency;
- meetings with guidance practitioners, careers education teachers and their clients, guidance forum members;
- discussions on the Latvian model.

**WHOM?**

- Guidance practitioners,
- national, regional and local public authorities,
- researchers,
- heads of vocational training institutions,
- company training officers and human resource managers.

**Contact person(s)**

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[www.viaa.gov.lv](http://www.viaa.gov.lv) – [www.viaa.gov.lv/Euroguidance](http://www.viaa.gov.lv/Euroguidance) – [www.nva.lv](http://www.nva.lv) – [www.sic.gov.lv](http://www.sic.gov.lv)  
[www.lm.gov.lv](http://www.lm.gov.lv) – [www.izm.gov.lv](http://www.izm.gov.lv) [www.lu.lv](http://www.lu.lv)

## LIFELONG GUIDANCE AND COUNSELLING

# System of vocational guidance and counselling in Germany

Group No: **156**

Type of visit:  
**mixed**

**02/06/2008 - 05/06/2008**  
**Heidelberg [DE]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **12**

## EDUCATION AND TRAINING 2010 OBJECTIVES

- 2.1. Open learning environment
- 2.2. Making learning more attractive

## WHY?

The study visit intends to signal the importance of educational and vocational guidance for the development of skills and competencies of the individual as well as of the human capital of the society. Modern societies and the global economy depend for their well being on the mobilisation of the talents and strengths of their members. Guidance assists in discovering and developing these talents and strengths and thus contributes to the improvement of competitiveness, of economic wealth and social integration.

## WHAT?

- Guidance and counselling activities;
- resources of guidance and counselling;
- career guidance: communication – networking;
- training / qualification of counsellors;
- standards of guidance and counselling delivery;
- needs, tendencies, directions of change.

## HOW?

- Visits to public and private bodies and organisations concerned with guidance in any form;
- discussions with representatives of federal trade unions, employers organisation, federal chambers of industry, commerce and handicraft;
- visits to universities which train counsellors, Federal Employment Service and Federal Training Institute.

## WHOM?

- Providers of career guidance and counselling,
- representatives of ministries,
- representatives of trade unions and employers,
- guidance practitioners,
- policy-makers,
- researchers.

## Contact person(s)

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[www.bibb.de](http://www.bibb.de) – [www.forum-beratung.de](http://www.forum-beratung.de) – [www.dgb-boha.de](http://www.dgb-boha.de)

## ROLE OF HIGHER EDUCATION IN VOCATIONAL TRAINING

# Higher vocational education and requirements of the labour market

Group No: **157**Type of visit:  
**VET****05/05/2008 - 08/05/2008**  
**Istanbul [TR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

3.1. Strengthening the links with working life and research and society at large

**WHY?**

Higher vocational training is vitally important for the new labour market and has an important effect on all economies. Quality of higher vocational education and cooperation with industry leads to a qualified labour force and efficiency in economic activities. As a candidate country for accession to the European Union, Turkey's VET system is facing new challenges to fulfil the role that higher vocational education plays in EU countries. The visit will be organised in Istanbul, the largest Turkish city, which is the centre of the industrial production of Turkey with many education institutions and the most universities in the country.

**WHAT?**

Participants will:

- get an overview of the VET system in Turkey;
- grasp the role of universities and higher vocational education institutions in labour market;
- learn about the legal framework of vocational training;
- see the challenges of vocational development;
- share national experiences of other participants.

**HOW?**

The study will be carried out in cooperation with Istanbul Chamber of Commerce, universities, higher vocational education institutions and representatives of SMEs. Seminars and site visits will be organised to meet and talk to employers, representatives of unions and university academics. Higher vocational institutions and industrial enterprises cooperating with these institutions in Istanbul will be visited.

**WHOM?**

- Heads of higher vocational education institutions and related departments of universities,
- heads of SMEs,
- representatives of trade unions, chambers of commerce and industry,
- training specialists in enterprises.

**Contact person(s)**

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## RECOGNITION OF FORMAL, NON-FORMAL AND INFORMAL LEARNING

# Quality frameworks and learning outcomes

Group No: <b>158</b>
Type of visit: <b>mixed</b>
<b>09/04/2008 - 11/04/2008</b> <b>Reykjavik [IS]</b>
Working language 1: <b>English</b>
Number of places: <b>14</b> Minimum required: <b>10</b>

## EDUCATION AND TRAINING 2010 OBJECTIVES

- 2.2 Making learning more attractive  
2.3 Supporting active citizenship, equal opportunities and social cohesion

### WHY?

The importance of recognising formal, non-formal and informal education is growing for individuals as well as industry. The framework of learning outcomes is forming and understanding between countries is becoming more important every year in line with the growing mobility of students and workforce. Work on recognising formal, non-formal and informal education has started in Iceland and is progressing. A visit to Reykjavik will introduce the work being done and initiate discussion with participants from different countries in Europe.

### WHAT?

Through visits to vocational schools and ministries, as well as lifelong learning organisations participants will learn about:

- lifelong learning in Iceland;
- recognition of formal, non-formal and informal education, both in Iceland and in the context of Nordic cooperation;
- learning outcomes;
- informal education.

### HOW?

The visit will consist of:

- visit to the Ministry of Education, Science and Culture;
- visit to vocational schools where lifelong learning is part of the curriculum;
- meetings with organisations working on lifelong learning and recognition of non-formal and informal education;
- meetings with social partners interested in recognition of informal and non-formal learning and learning outcomes.

### WHOM?

- Heads of vocational training institutions,
- national, regional and local public authorities,
- representatives of trade unions,
- training providers,
- company training officers and human resource managers.

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**WWW.**

[www.rthj.hi.is](http://www.rthj.hi.is)

# Formal vocational training in construction – linking it with acquiring practical skills

Group No: **159**

Type of visit:  
**VET**

**14/04/2008 - 17/04/2008**  
**Warsaw and surrounding area [PL]**

Working language 1:  
**English**

Number of places: **15**  
Minimum required: **7**

## EDUCATION AND TRAINING 2010 OBJECTIVES

3.1. Strengthening the links with working life and research and society at large

### WHY?

There are four main challenges for the construction industry in Poland:

- lack of construction specialists – skilled workers and medium-level supervisors;
- need to encourage skilled workers to remain in Poland;
- inconsistency of the formal and practical system of education and training;
- creating a new system of vocational education and training in construction (the process).

### WHAT?

The visit will show the development of the education and training system in construction in various institutions – secondary education (lower and upper secondary schools) and employers. It will show what can be done for construction by VET and the plans for solving the problems in VET in construction.

### HOW?

Visits to:

- schools, institutions, construction companies;
- the Ministry of Education, the Ministry of Construction, municipalities;
- vocational schools and centres of practical education;
- employers (big construction companies);
- National Centre for Supporting Vocation and Continuing Education (NCFSVCE/KOWEZiU);
- Union of Polish Crafts.

### WHOM?

- Education system specialists,
- social partners,
- institutions organising the education system,
- teachers.

## Contact person(s)

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## RECONNAISSANCE DE L'APPRENTISSAGE FORMEL, NON FORMEL ET INFORMEL

# Le système français de reconnaissance et de validation des acquis de l'expérience

Numéro de groupe: **160**

Type de visite:  
**EFP**

**09/06/2008 - 13/06/2008**  
**Paris [FR]**

Langue de travail 1:  
**français**

Nombre de places: **12**  
Minimum requis: **7**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

- 2.1. Créer un environnement propice à l'apprentissage
- 3.2. Développer l'esprit d'entreprise

## POURQUOI?

La validation des acquis de l'expérience (VAE) constitue un des axes principaux de développement de la qualification professionnelle en France: en 2003, 10 000 personnes ont pu, grâce à ce dispositif, faire reconnaître les compétences acquises au cours de leur parcours professionnel. Les diplômés de la VAE étaient 20 452 en 2005. Les points suivants suscitent plus particulièrement des réflexions aujourd'hui:

- l'accès au dispositif de validation des acquis de l'expérience pour les individus;
- la certification et la refonte des parcours diplômants et de qualification;
- la place de la VAE dans la formation tout au long de la vie.

## QUOI?

Cette visite d'étude a pour objectif de présenter les pratiques, expériences et structures mises en œuvre en matière de reconnaissance et de validation des acquis de l'expérience en France:

- identifier les principaux systèmes de reconnaissance et de validation des acquis en fonction des certificateurs;
- rencontrer et identifier les principaux acteurs de ce dispositif (Etat, Régions, partenaires sociaux, entreprises, organismes de formation, système scolaire et universitaire...) et ses différents bénéficiaires (travailleurs, demandeurs d'emploi);
- découvrir quelques expériences-clés et des réponses mises en œuvre dans ce nouveau cadre.

## COMMENT?

Ces objectifs seront poursuivis en:

- faisant découvrir les différents modes de validation: système d'homologation nationale des titres, reconnaissance dans les branches, dispositif VAE;
- en faisant mesurer l'apport des approches innovantes: utilisation des TIC, prise en compte de l'égalité des chances entre les femmes et les hommes.

## À L'ADRESSE DE QUI?

- Pouvoirs publics de niveau national, régional ou local,
- représentants des syndicats de travailleurs,
- représentants des employeurs,
- responsables d'organismes de formation professionnelle,
- restataires de formations,
- responsables de la formation dans les entreprises, directeurs de ressources humaines.

### Personne de contact

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[www.infovae-idf.com](http://www.infovae-idf.com) – [www.education.gouv.fr](http://www.education.gouv.fr)

## HELPING OLDER WORKERS FIND AND KEEP JOBS

# Flemish initiatives for lifelong learning

Group No: **161**Type of visit:  
**mixed****21/04/2008 - 24/04/2008**  
**Brugge [BE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10**

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

The Flemish government considers the right to continuous training or lifelong learning as the only answer for both employed and unemployed workers to develop in society. It works closely with various Flemish authorities and representatives of unions and employers' organisations to establish, for example, competence development of older workers.

### WHAT?

Participants will learn:

- about the tools used to promote lifelong and lifewide learning;
- about the integrated policy and the combined efforts of training stakeholders;
- how low-skilled workers and older employees are motivated to participate in LLL.

### HOW?

- Visiting organisations, e.g. service for vocational training, Ministry of Labour and Social Economy, Expert Centre for Age and Work, Start People (interim office) and trade union;
- visiting training centres, e.g. Flemish employment and vocational training agency, social-economic council of the region, (SERR), training centre for the food industry (IPV), training centre for office workers (CEVORA), a company;
- meeting of and talking to trainers, trainees, policy-makers, representatives of unions and employers' organisations, heads of institutions, labour-market counsellors, etc.

### WHOM?

- Representatives of trade unions and employers' organisations,
- heads of vocational training institutions and training providers.

#### Contact person(s)

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## WWW.

[www.ond.vlaanderen.be/dbo](http://www.ond.vlaanderen.be/dbo) – [www.cevora.be](http://www.cevora.be) – [www.serr.be](http://www.serr.be) – [www.ipv-ifp.be](http://www.ipv-ifp.be)  
[www.vdab.be](http://www.vdab.be) – [www.vlaanderen.be/werk](http://www.vlaanderen.be/werk) – [www.startpeople.be](http://www.startpeople.be) – [www.acv-csc.be](http://www.acv-csc.be)  
[www.daikineurope.com](http://www.daikineurope.com) – [www.serv.be](http://www.serv.be)

## HELPING OLDER WORKERS FIND AND KEEP JOBS

# Training, a key to expand working life

Group No: **162**

Type of visit:  
**VET**

**21/04/2008 - 24/04/2008**  
**Madrid [ES]**

Working language 1:  
**English / Spanish**

Number of places: **12**  
Minimum required: **10**

## EDUCATION AND TRAINING 2010 OBJECTIVES

- 2.1. Open learning environment
- 3.1. Strengthening the links with working life and research and society at large

### WHY?

In some economies today there is early retirement on the one hand and extension of the age of retirement on the other hand. Aged people can bring with their experience an added value to the labour market. So, training becomes essential to keep them as active workers and avoid discrimination. Therefore, is important to promote their involvement in training and to develop adequate training systems for updating the knowledge skills of wolder workers.

### WHAT?

- To exchange information and experiences in the field of lifelong education and training of older workers;
- to analyse and discuss different lifelong training policies;
- to reflect about the reasons that lead the women to leave the work market.

### HOW?

- Presentations, round table and debates with experts.
- Visit to the Fundación Tripartita, institution that provides training for employment.
- Visits to other public and private institutions in the field of training.

### WHOM?

- National, regional and local government representatives,
- heads of human resources and training departments,
- representatives of trade unions and employers' organisations.

#### Contact person(s)

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AYUDANDO A LOS TRABAJADORES MAYORES A ENCONTRAR Y CONSERVAR UN EMPLEO

# La formación, valor permanente en la prolongación de la vida activa

Número de grupo: **162**Tipo de visita:  
**Formación profesional****21/04/2008 - 24/04/2008**  
**Madrid [ES]**Lengua de trabajo 1:  
**español / inglés**Número de plazas **12**  
Número mínimo requerido: **10**

## OBJECTIVOS EDUCATION & FORMACIÓN 2010

2.1. Crear un entorno propicio para el aprendizaje

3.1. Reforzar los lazos con la vida laboral y la investigación con la sociedad en general

### ¿POR QUÉ?

En los últimos tiempos, se ha producido una contradicción: Por un lado se producen jubilaciones anticipadas, mientras que por otro se está prolongando la edad de jubilación. Las personas de edad, pueden aportar, a través de su experiencia, un valor añadido al mercado de trabajo. En este sentido, la formación es imprescindible si se quiere prolongar su permanencia en el mercado del trabajo y evitar la discriminación laboral. De ahí la importancia de promover la actualización de conocimientos, mediante sistemas de formación adecuados.

### ¿QUÉ?

Intercambiar información y experiencias sobre los sistemas de formación continua específicos para este colectivo.

Analizar y debatir sobre las políticas de formación continua

Reflexionar sobre los problemas concretos que influyen en el abandono prematuro por parte de las mujeres del mercado de trabajo, y programas de formación específicos para mujeres.

### ¿CÓMO?

- Exposiciones, mesas redondas y debates con expertos.
- Visita a la Fundación Tripartita para la Formación en el Empleo
- Visitas e intercambio de puntos de vista con otras instituciones públicas y privadas.

### ¿A QUIÉN?

- Representantes de las administraciones nacionales, regionales y locales,
- responsables de recursos humanos y formación,
- representantes sindicales y empresariales.

#### Persona de contacto

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## DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE

# Young entrepreneurs in an Arctic setting

Group No: **163**

Type of visit:  
**mixed**

**31/03/2008 - 04/04/2008**  
**Bodoe [NO]**

Working language 1:  
**English**

Number of places: **13**  
Minimum required: **6**

## EDUCATION AND TRAINING 2010 OBJECTIVES

### 3.2. Developing the spirit of enterprise

#### WHY?

The theme of young entrepreneurs is important in every European country and in most educational systems. The educational sector in Nordland County has for many years tried to merge traditional education and entrepreneurial methods. Also, there has been a special focus on linking local businesses and young enterprises initiatives to promote new business initiatives and entrepreneurial spirit in the SME sector. The city of Bodø, situated just north of the Arctic circle, is the capital of Nordland County. Time and place of the study visit 2008 matches the regional Young Enterprise fair and exhibition with more than 80 young enterprises present. Being at the fringe of Europe might add a somewhat different European perspective to the concept.

#### WHAT?

Participants will:

- learn about how trainers/teachers are taught how to teach young entrepreneurs;
- learn about the concept 'Young Enterprise' from kindergarten to university level in the regional context / Arctic setting;
- compare own young enterprises experiences with European colleagues.

#### HOW?

Participants will:

- meet and discuss with policy-makers, local authorities, trade unions etc;
- meet promoters of best-practice projects;
- meet and discuss with teachers, trainers, pupils and apprentices;
- observe school-local enterprise collaboration and talk to involved partners;
- participate in the annual county fair/exhibition for young enterprises.

#### WHOM?

- Decision-makers in various levels of the educational sector;
- representatives from trade unions and employers;
- teachers/trainers interested in the young enterprise concept and the teaching methodology.

#### Contact person(s)

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## DÉVELOPPER LA CULTURE D'ENTREPRISE PARMIS LES JEUNES

# Expériences d'alternance école-travail dans les parcours scolaires éducatifs

Numéro de groupe: **164**

Type de visite:  
**mixte**

**14/04/2008 - 18/04/2008**  
**Cagliari [IT]**

Langue de travail 1:  
**français**

Langue de travail 2:  
**English**

Nombre de places: **15**  
Minimum requis: **5**

## OBJECTIFS ÉDUCATION ET FORMATION 2010

1.2. Développer les compétences nécessaires dans la société de la connaissance

### POURQUOI?

Créer une occasion de confrontation internationale qui permette à tous les participants de présenter les meilleures pratiques d'alternance école - travail réalisées dans leur propre pays.

### QUOI?

Nous nous proposons de:

- présenter le système scolaire italien en ce qui concerne les liens entre le monde de l'éducation et le monde du travail;
- présenter les meilleures pratiques réalisées en Sardaigne dans les parcours mixtes entre école et travail: alternance école-travail, expériences de stage réalisés dans les instituts techniques et professionnels, simulation-formation d'entreprise;
- visiter les institutions scolaires ainsi que les organisations (associations, coopératives, entreprises) qui collaborent avec les écoles; il s'agit d'expériences encore isolées mais que l'on voudrait valoriser à l'intérieur d'un contexte d'échange international, en les confrontant avec les expériences présentées par les autres partenaires européens.

### COMMENT?

On prévoit:

- des visites à des institutions scolaires;
- des visites aux organismes (associations, coopératives, entreprises) qui collaborent avec les écoles, qui s'occupent de l'orientation, du développement durable;
- des tables rondes pour discuter des éléments de force et de faiblesse des projets d'établissements et de la manière dont l'établissement organise ses activités avec ses différents partenaires locaux.

On assurera une traduction en anglais sur la demande des participants ainsi que la découverte de la région et des produits du terroir, unie à des moments conviviaux.

### À L'ADRESSE DE QUI?

- Personnels de direction,
- formateurs,
- responsables d'orientation,
- conseillers d'éducation,
- partenaires sociaux et organisations professionnelles,
- responsables de centres de formation et agents de développement local.

#### Personne de contact

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<http://www.indire.it/scuolavoro/> – <http://www.regione.sardegna.it/>  
<http://www.polaris.unioncamere.it/notizie/Alternanzacagliari>

## DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE

# Fostering entrepreneurship

Group No: **165**Type of visit:  
**mixed****12/05/2008 - 16/05/2008**  
**Porto [PT]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **8****EDUCATION AND TRAINING 2010 OBJECTIVES**

- 3.1. Strengthening the links with working life and research and society at large
- 3.2. Developing the spirit of enterprise

**WHY?**

Education and training systems need to contribute to a more entrepreneurial culture, by developing links between trainees/students and local/regional areas. Employers associations encourage innovation by setting up partnerships with training institutions and universities. Young entrepreneurs also have access to incubator centres which help them set up an initiative or a business.

**WHAT?**

The visit will focus on the following topics:

- how is young entrepreneurship promoted;
- education and training institutions strategies to develop entrepreneurship competences;
- institutional support structures for entrepreneurship.

**HOW?**

The programme will consist of:

- visits with some theoretical input;
- meeting with people who organise training;
- visiting a basic school;
- meeting young entrepreneurs;
- visiting institutional support structures; visiting incubator centres.

**WHOM?**

Representatives of:

- training institutions,
- employers' associations,
- regional and local authorities,
- trainers and researchers.

**Contact person(s)**

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## THE ROLE OF SOCIAL PARTNERS IN VET

# Involving the social partners – Development of VET

Group No: **166**Type of visit:  
**VET****07/04/2008 - 10/04/2008**  
**Stockholm [SE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **9****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

In the ongoing development process of VET the social partners play an important role. The key is to meet the needs of the future with a skilled work force and cooperation between VET institutions and working life is crucial. Different sectors choose various ways of strengthening VET and the focus of the study visit will be on these concrete examples and initiatives

**WHAT?**

The visit will focus on:

- regional co-operation between VET institutions and the social partners;
- national initiatives taken by various sectors;
- presentations by the central social partner organisations.

**HOW?**

The learning objectives will be achieved by:

- visits to national, regional and local VET institutions with a strong cooperation between VET and working life;
- meeting stakeholders;
- representatives at national, regional and local level; presentations of national initiatives of cooperation;
- meetings and discussions with students and teachers involved.

**WHOM?**

- Representatives from the social partners,
- national, regional and public authorities,
- managers of SMEs,
- responsible persons at vocational training institutions and training providers,
- company training officers and human resource managers.

**Contact person(s)**

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**WWW.**

[www.programkontoret.se/Default\\_\\_\\_416.aspx](http://www.programkontoret.se/Default___416.aspx) – [www.svensktnaringsliv.se/english/](http://www.svensktnaringsliv.se/english/)  
[www.teknikforetagen.se/templates/index\\_en\\_\\_\\_1122.aspx](http://www.teknikforetagen.se/templates/index_en___1122.aspx)  
[www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D](http://www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D)  
[www.skl.se/artikel.asp?C=756&A=180](http://www.skl.se/artikel.asp?C=756&A=180)

## THE ROLE OF SOCIAL PARTNERS

# Implementing of national qualification framework

Group No: **167**Type of visit:  
**mixed****14/04/2008 - 17/04/2008**  
**Berlin [DE]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **12****EDUCATION AND TRAINING 2010 OBJECTIVES**

1.2. Developing skills for the knowledge society

**WHY?**

Developing quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society.

The implementation of the national qualification framework (NQF) has become a priority for the German educational system. The process requires the involvement of all relevant stakeholders in educational policy making. The envisaged NQF will cover all educational sectors and will have special relevance for both vocational education and training and higher education.

Research and development undertaken in this respect should also help relate to other systems or frameworks in Europe. The envisioned NQF will not limit itself to describing academic knowledge and classifying programmes but will be strictly orientated towards competences and vocational proficiency.

**WHAT?**

The study visit will explore:

- approaches to developing a national qualification framework;
- key elements of a national qualification framework with emphasis on learning outcomes;
- definition of competences from the learners perspective;
- developing of national mechanisms for quality assurance.

**HOW?**

The visit will consist of:

- presentations on draft concepts for a national qualification framework;
- discussions with representatives from all educational sectors;
- presentations on the discussion process between trade unions and employers' organisations at different levels.

**WHOM?**

- Educational policy makers,
- representatives of trade unions and employers' organisations,
- researchers,
- heads of vocational training institutions,
- representatives in certifying bodies and qualification authorities.

**Contact person(s)**

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**WWW.**

[www.bibb.de](http://www.bibb.de) – [www.bmbf.de](http://www.bmbf.de) – [www.dgb.de](http://www.dgb.de) – [www.di hk.de](http://www.di hk.de) – [www.bda-online.de](http://www.bda-online.de)

## THE ROLE OF SOCIAL PARTNERS

# Employers' influence on objectives, quality and content of VET in the Czech Republic

Group No: 168

Type of visit:  
VET10/06/2008 - 13/06/2008  
Prague [CZ]Working language 1:  
EnglishNumber of places: 12  
Minimum required: 7

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.2. Making learning more attractive

3.1. Strengthening the links with working life and research and society at large

### WHY?

The VET in the Czech Republic is developing intensively. The development of VET is accelerated by system projects with support of ESF, e.g. projects: NSK – Development of the National Qualifications Framework Promoting Links Between Initial and Continuing Education, UNIV – Recognition of Non-formal and Informal Learning Outcomes in the Network of Schools Providing Adult Education, Pilot S – Development and Testing of Pilot School-based Curricula at selected secondary technical and vocational schools.

New ways to include social partners are searched and introduced, e.g. sector councils are created after the British model of Sector Skills Councils.

The involvement of social partners can be inspiring for developing the content of VET (qualifications, curricula, exams and assessment) and for assurance of quality and for consultancy as well.

### WHAT?

The participants will gain/learn:

- an overview of VET in the CR with an emphasis on interconnection of the following areas: occupations – qualifications – curricula – exams and assessment;
- results of social partners' cooperation in the creation the National System of Occupations and the National Qualifications Framework (qualification and assessment standards);
- concepts of curricula for initial and further education created in collaboration with social partners;
- a notion of exam by visiting a vocational school during the period of final practical exams prepared in collaboration with employers.

### HOW?

- By visiting an organisation TREXIMA Ltd. which organizes the activity of sector councils and by discussion with managers about their experiences and achievements;
- by visiting the National Institute for Vocational a Technical Education (NUOV) with the presentation of the current state of the National Qualification Framework project development, discussion with managers of the project and with the management of the institute;
- by becoming acquainted with the work of a vocational school which is included in a pilot programme of curricular reform verification, discussion with the management of the school about needs and requirements of local employers and their influence on creation of new curricula;
- by observing passing practical final exams in secondary vocational school;
- by visiting a secondary vocational school which is also a regionally important education centre offering further education programmes;

### WHOM?

- Teachers and trainers,
- headmasters of schools,
- experts in VET responsible for the development of VET,
- representatives of VET providers,
- representatives of employers' and employees' organizations,
- officials from various bodies with reference to VET.

#### Contact person(s)

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## WWW.

[www.nuov.cz](http://www.nuov.cz) – [www.msmt.cz](http://www.msmt.cz) – [www.mpsv.cz](http://www.mpsv.cz) – [www.nsk.nuov.cz](http://www.nsk.nuov.cz) – [www.spcr.cz](http://www.spcr.cz)  
[www.univ.nuov.cz](http://www.univ.nuov.cz) – [www.cmkos.cz](http://www.cmkos.cz)

## 2008 – EUROPEAN YEAR OF INTERCULTURAL DIALOGUE

# Making Europe more accessible to its citizens

Group No: **169**Type of visit:  
**mixed****02/06/2008 - 06/06/2008**  
**Athens [GR]**Working language 1:  
**English**Number of places: **15**  
Minimum required: **10****EDUCATION AND TRAINING 2010 OBJECTIVES**

2.3. Supporting active citizenship, equal opportunities and social cohesion

**WHY?**

The successive enlargement of the European Union, the increased mobility resulting from the single market, the migration flows, old and new, create common needs for a more solidarity based society. Promoting participation of each citizen in intercultural dialogue through the structured cooperation with civil society is fundamental to creating a European identity and enhancing the sense of belonging to a community.

**WHAT?**

The Study Visit has the objective to bring together participants from local communities across Europe to share and exchange experiences, opinions and values as well as to understand the methods used in Europe with a view to assuring tolerance and prosperity among people.

**HOW?**

- By visiting institutions/schools with a large number of immigrants;
- by observing students in the classroom;
- by meeting and talking to directors of education, promoters of projects related to the theme;
- by hearing various parties' opinions on a policy, etc.

**WHOM?**

- Head Teachers,
- representatives of the local education authorities,
- decision makers,
- experts in intercultural education, etc.

**Contact person(s)**

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[www.iky.gr](http://www.iky.gr) – [www.ypepth.gr](http://www.ypepth.gr) – [www.isotita.gr](http://www.isotita.gr)

## 2008 - EUROPEAN YEAR OF INTERCULTURAL DIALOGUE

# Intercultural integration and the role of trainers

Group No: **170**Type of visit:  
**mixed****09/06/2008 - 12/06/2008**  
**Madrid [ES]**Working language 1:  
**English / Spanish**Number of places: **12**  
Minimum required: **10**

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

Countries receiving immigrants have an increased need for including in their education and training systems the materials and pedagogical tools that help to sensitize, especially the young people, to cultural diversity. Education centres and teachers, in cooperation with other sectors, can be very effective in promoting equal opportunities, avoiding discrimination and in creating the foundations for a better integration in the new countries

### WHAT?

- Analyse different issues related to immigration, such as education, training and access to the labour market;
- become familiar with the integration policies and concret measures in different European countries;
- study the training models in the origin countries;
- exchange points of view on coordination between actors.

### HOW?

- Presentation by experts, discussions and ideas and information exchanges;
- meetings with social partners;
- visits to public and private institutions

### WHOM?

- Representatives of public authorities, national, regional and local,
- representatives of Trade Unions and employers organizations,
- heads and teachers of education centres and training institutions,
- human resources heads.

#### Contact person(s)

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## WWW.

[www.inem.es](http://www.inem.es) – [www.mtas.es](http://www.mtas.es)

2008, AÑO EUROPEO DEL DIÁLOGO INTERCULTURAL

# El papel clave de los formadores en la integración intercultural

Número de grupo: **170**Tipo de visita:  
**mixta****09/06/2008 - 12/06/2008**  
**Madrid [ES]**Lengua de trabajo 1:  
**español / inglés**Número de plazas: **12**  
Número mínimo requerido: **10**

## OBJECTIVOS EDUCATION & FORMACIÒN 2010

2.3. Promoción de la ciudadanía activa, la igualdad de oportunidades y la cohesión social

### ¿POR QUÉ?

Es evidente que existe una necesidad creciente en países receptores de importantes flujos de emigración económica, de incluir en los procesos de educación y formación, materiales e instrumentos pedagógicos que ayuden a sensibilizar, sobre todo a los jóvenes, el respeto por la diversidad cultural. Los centros educativos y el profesorado pueden contribuir eficazmente, en cooperación con otros sectores, a promover la igualdad de oportunidades, evitar la discriminación y en definitiva, crear las bases necesarias para una mejor integración en los países de acogida.

### ¿QUÉ?

- Analizar los problemas de la emigración, en materia de educación, formación e integración en el mercado de trabajo.
- Familiarizarse con las políticas y medidas concretas de integración existentes en otros países.
- Examinar los modelos de formación en origen.
- Intercambiar puntos de vista sobre la coordinación entre actores.

### ¿CÒMO?

- Presentaciones de expertos, debates, e intercambio de ideas e información.
- Reuniones con interlocutores sociales.
- Visitas a instituciones públicas y privadas.

### ¿A QUIÉN?

- Autoridades públicas, nacionales, regionales y locales,
- representantes de organizaciones empresariales y sindicales,
- directivos y profesorado de centros de educación y otras instituciones de formación,
- directivos y responsables de recursos humanos en las empresas.

#### Persona de contacto

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## WWW.

[www.inem.es](http://www.inem.es) – [www.mtas.es](http://www.mtas.es)

## NEEDS OF THE LOW-SKILLED

# Training and upskilling disadvantaged, low-skilled rural people

Group No: 171

Type of visit:  
VET07/04/2008 - 10/04/2008  
Llanelli, Carmarthenshire,  
West Wales [UK]Working language 1:  
EnglishNumber of places: 15  
Minimum required: 5

## EDUCATION AND TRAINING 2010 OBJECTIVES

2.3. Supporting active citizenship, equal opportunities and social cohesion

### WHY?

In the UK, groups with the largest economic inactivity problem are single parents, people on incapacity benefit, disabled people and older workers. The visit location, Llanelli, has the fifth highest level of incapacity benefit claimants in the UK. In some EU countries, economies have reached a point where there is a skills shortage in certain areas and many low-skilled jobs are being filled by educated people moving to the area. Within this very good economic story there is a sector of the population not benefiting from the prosperity enjoyed by the majority. The reasons for this include outdated skills, a lack of skills, loss of the work ethic, transportation, disability, caring responsibilities and negative attitudes of employers. There is therefore a role for providing relevant vocational training in helping both employers and economically inactive people deal with the problem

### WHAT?

The visit examines how:

- VET can help to overcome barriers;
- European funding is used to support up-skilling;
- local action can meet training and employment strategies and benefit marginalised people in rural areas.

Participants will learn about:

- qualifications for work, competence and examination based;
- government policies;
- viewpoints of employers;
- preparing the economically inactive for the world of work;
- entrepreneurial support.

### HOW?

Visits to:

- training providers and colleges;
- providers of business support, work experience and placements;
- policy-makers; companies.

Activities include:

- observing training,
- discussing qualifications,
- meetings with managers and business owners,
- meeting with support workers and people low-skilled and/or economically inactive people.

### WHOM?

- Practitioners in economic and community development,
- trainers and teachers,
- human resource managers,
- trade unions,
- government representatives and policy-makers,
- support and social workers,
- representatives of business.

#### Contact person(s)

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## WWW.

[www.anturteifi.org.uk](http://www.anturteifi.org.uk) – [www.capacitate.org.uk](http://www.capacitate.org.uk) – [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)  
[www.anturteifi.org.uk](http://www.anturteifi.org.uk) – [www.tractraining.org.uk](http://www.tractraining.org.uk)

## EDUCACIÓN DE EMIGRANTES Y POBLACIÓN GITANA

# La atención educativa al alumno con desconocimiento del español como segunda lengua

Número de grupo: **172**

Soclink No: **07007,03**

Tipo de visita:  
**Educación general**

**21/04/2008 - 25/04/2008**  
**Madrid [ES]**

Lengua de trabajo 1:  
**español**

Número de plazas: **15**  
Número mínimo requerido: **6**

## ¿POR QUÉ? / ¿QUÉ?

El objetivo de esta visita es dar a conocer la manera en la que la Administración educativa atiende a los alumnos inmigrantes con desconocimiento del español en el Área Territorial de Madrid Capital, a través de un modelo de intervención que se basa en cuatro acciones:

- 1) Las Aulas de Enlace a través de las que se posibilita una atención específica al alumnado extranjero con desconocimiento del idioma español.
- 2) La propuesta de inmersión y adaptación al contexto escolar, social, cultural y lingüístico desde el respeto a su identidad cultural: proceso de acogida e interculturalidad.
- 3) El Servicio de Apoyo itinerante al alumnado inmigrante (S.A.I.).
- 4) La formación del profesorado.

## ¿CÓMO?

Esta visita se desarrollará a través de las siguientes actividades:

- a) Visita a Aulas de Enlace de Madrid Capital.
- b) Reuniones de trabajo con los profesores de estas aulas.
- c) Encuentros con los profesores de S.A.I. (Servicio de Apoyo itinerante al alumnado inmigrante).
- d) Reuniones con diferentes profesionales de enseñanza del español como lengua extranjera.
- e) Recursos metodológicos de la enseñanza del español como lengua extranjera para el alumnado inmigrante, interculturalidad, educación en valores y atención a la diversidad.

## ¿A QUIÉN?

- Representantes de autoridades locales, regionales y nacionales,
- directivos de instituciones,
- inspectores,
- consejeros pedagógicos,
- formador de formadores.

### Persona de contacto

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# Annex

## Objectives of education and training systems in Europe

Strategic objective 1:

### **IMPROVING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EU**

- 1.1. Improving education and training for teachers and trainers
- 1.2. Developing skills for the knowledge society
- 1.3. Ensuring access to ICT for everyone
- 1.4. Increasing recruitment to scientific and technical studies
- 1.5. Making the best use of resources

Strategic objective 2:

### **FACILITATING THE ACCESS OF ALL TO EDUCATION AND TRAINING SYSTEMS**

- 2.1. Open learning environment
- 2.2. Making learning more attractive
- 2.3. Supporting active citizenship, equal opportunities and social cohesion

Strategic objective 3:

### **OPENING UP EDUCATION AND TRAINING SYSTEMS TO THE WIDER WORLD**

- 3.1. Strengthening the links with working life and research and society at large
- 3.2. Developing the spirit of enterprise
- 3.3. Improving foreign language learning
- 3.4. Increasing mobility and exchange
- 3.5. Strengthening the European co-operation

## **Ziele der Systeme der allgemeinen und beruflichen Bildung in Europa**

Strategisches Ziel 1:

### **ERHÖHUNG DER QUALITÄT UND WIRKSAMKEIT DER SYSTEME DER ALLGEMEINEN UND BERUFLICHEN BILDUNG IN DER EU**

- 1.1. Verbesserung der allgemeinen und beruflichen Bildung von Lehrkräften und Ausbildern
- 1.2. Entwicklung der Grundfertigkeiten für die Wissensgesellschaft
- 1.3. Zugang zu den Informations- und Kommunikationstechnologien (IKT) für Alle
- 1.4. Förderung des Interesses an wissenschaftlichen und technischen Studien
- 1.5. Bestmögliche Nutzung der Ressourcen

Strategisches Ziel 2:

### **LEICHTERER ZUGANG ZUR ALLGEMEINEN UND BERUFLICHEN BILDUNG FÜR ALLE**

- 2.1. Ein offenes Lernumfeld
- 2.2. Lernen muss attraktiver werden
- 2.3. Förderung von aktivem Bürgersinn, Chancengleichheit und gesellschaftlichem Zusammenhalt

Strategisches Ziel 3:

### **ÖFFNUNG DER SYSTEME DER ALLGEMEINEN UND BERUFLICHEN BILDUNG GEGENÜBER DER WELT**

- 3.1. Engere Kontakte zur Arbeitswelt und zur Forschung sowie zur Gesellschaft im weiteren Sinne
- 3.2. Entwicklung des Unternehmergeistes
- 3.3. Förderung des Fremdsprachenerwerbs
- 3.4. Intensivierung von Mobilität und Austausch
- 3.5. Stärkung der europäischen Zusammenarbeit

## **Objectifs de l'éducation et de la formation en Europe**

Objectif stratégique 1.

### **AMELIORER LA QUALITE ET L'EFFICACITE DES SYSTEMES D'EDUCATION ET DE FORMATION DANS L'UE**

- 1.1. Améliorer l'éducation et la formation des enseignants et des formateurs
- 1.2. Développer les compétences nécessaires dans la société de la connaissance
- 1.3. Permettre à tous d'avoir accès au TIC
- 1.4. Augmenter le recrutement dans les filières scientifiques et techniques
- 1.5. Optimiser l'utilisation des ressources

Objectif stratégique 2:

### **FACILITER L'ACCES DE TOUS AUX SYSTEMES D'EDUCATION ET DE FORMATION**

- 2.1. Créer un environnement propice à l'apprentissage
- 2.2. Rendre l'éducation et la formation plus attrayantes
- 2.3. Favoriser la citoyenneté active, l'égalité des chances et la cohésion sociale

Objectif stratégique 3:

### **OUVRIRE AU MONDE EXTERIEUR LES SYSTEMES D'EDUCATION ET DE FORMATION**

- 3.1. Renforcer les liens avec le monde du travail, la recherche et la société dans son ensemble
- 3.2. Développer l'esprit d'entreprise
- 3.3. Améliorer l'enseignement dans langues étrangères
- 3.4. Accroître la mobilité et les échanges
- 3.5. Renforcer la coopération européenne

## **Objetivos de los sistemas de educación y formación en Europa**

Objetivo estratégico 1:

### **MEJORAR LA CALIDAD Y LA EFICACIA DE LOS SISTEMAS DE EDUCACIÓN Y FORMACIÓN EN LA UE**

- 1.1. Mejorar la educación y la formación de profesores y formadores
- 1.2. Desarrollar las aptitudes necesarias para la sociedad del conocimiento
- 1.3. Garantizar el acceso de todos a las TIC
- 1.4. Aumentar la matriculación en los estudios científicos y técnicos
- 1.5. Aprovechar al máximo los recursos

Objetivo estratégico 2:

### **FACILITAR EL ACCESO DE TODOS A LOS SISTEMAS DE EDUCACIÓN Y FORMACIÓN**

- 2.1. Un entorno de aprendizaje abierto
- 2.2. Hacer el aprendizaje más atractivo
- 2.3. Promoción n de la ciudadanía activa, la igualdad de oportunidades y la cohesión social

Objetivo estratégico 3:

### **ABRIR LOS SISTEMAS DE EDUCACIÓN Y FORMACIÓN AL MUNDO EXTERIOR**

- 3.1. Reforzar los lazos con el mundo del trabajo y con el mundo de la investigación y la sociedad en general
- 3.2. Desarrollar el espíritu de empresa
- 3.3. Mejorar el aprendizaje de idiomas extranjeros
- 3.4. Aumentar la movilidad y los intercambios
- 3.5. Reforzar la cooperación europea

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