

# Study visits catalogue II/2007

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Studiebesökskatalogen



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





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Luxembourg: Office for Official Publications of the European Communities, 2007

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

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

Luxembourg:

Office for Official Publications of the European Communities, 2007

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It provides information on and analyses of vocational education and training systems, policies, research and practice.

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

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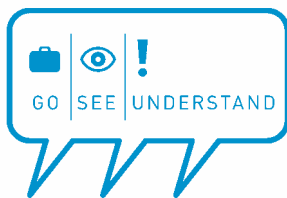
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**Edited by:** Cedefop

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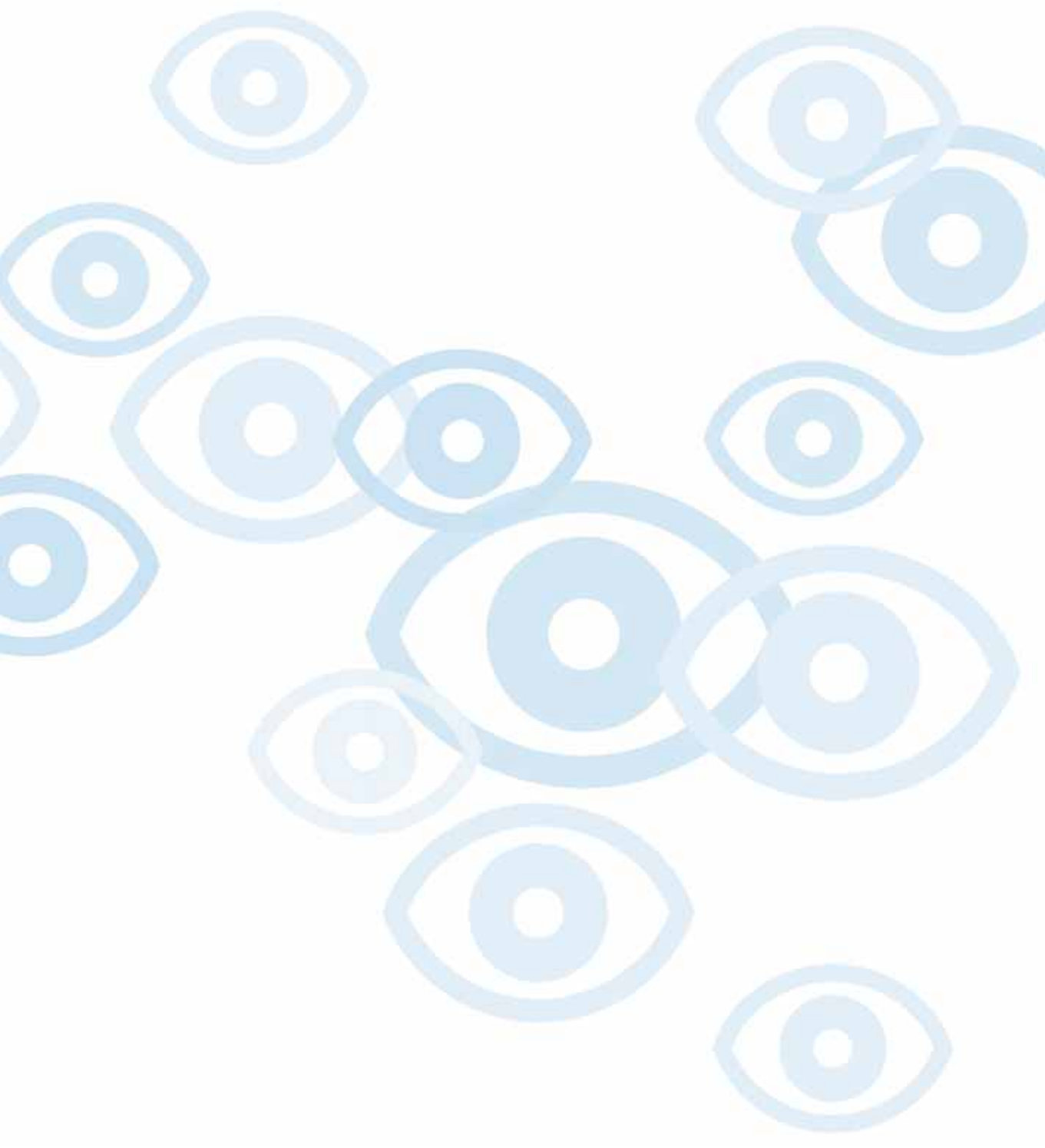
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II / 2007





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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Structural cooperation between schools and companies

Group No: 32

Initial training for young people and for adults

17-20 September 2007  
Gothenburg [SE]

Working language  
English

- **employability**
- **personal development**
- **qualifications**

### WHY?

Quality in VET depends on the quality of cooperation between schools, companies and organisations related to different trades. Teachers need to update knowledge and skills continuously. Students need good quality work placement training where teachers and instructors cooperate, based on the content of the curriculum.

Gothenburg has developed good examples of practice and would like to share some of them with participants.

### WHAT?

Participants will:

- become familiar with the Swedish educational system with special focus on VET;
- learn how VET is organised in the region and the city of Gothenburg;
- become familiar with tools for cooperation between the school and working life;
- understand the initiatives and experiences for improving VET.

### HOW?

Learning objectives will be achieved via:

- information on the organisation of local authorities in Gothenburg;
- meetings with representatives from schools and training centres, companies involved in VET and local government;
- meetings and discussions with students, teachers and headmasters;
- discussions between participants, sharing experiences and practices from different countries.

### WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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# Training and further training in the printing and media sector

Group No: 33

Initial and continuing training

24-27 September 2007  
Wiesbaden [DE]

Working language  
English

- new media
- modular qualification concepts
- qualification standards

## WHY?

Information and communication technologies have a decisive influence on developing the printing and media industry, its markets and products. In addition to the core business of printing, other areas in digital media have opened up for these companies indispensable for maintaining a successful position on the market. Over the past years there has been a major qualification campaign in the printing and media industry in vocational training and in adapting and improving training activities which have resulted in major changes for all involved (training companies, chambers of trade and commerce and those setting and conducting examinations).

## WHAT?

The visit aims to demonstrate:

- new and newly structured professions for training: those working in digital and printed media, printers, skilled staff in digital and printed media, staff in marketing communication;
- training leading to career advancement, staff specialised in media (IHK), highly skilled workers in digital and printing media (IHK);
- adaptive training: concept/certificate of the ZFA – (Central body for vocational training in print and media);
- examinations (organisation, qualification of examiners).

## HOW?

Visits to:

- Federal Association for Print and Media,
- training centres,
- vocational training schools,
- chambers of industry and commerce.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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[www.mediengestalter2000plus.de](http://www.mediengestalter2000plus.de)

## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Situated learning for strengthening competences and employability

Group No: 34

Initial and continuing training

24-28 September 2007  
Aalborg [DK]Working language  
English

- the dual VET system
- open learning
- bridging between school and companies
- interaction between theory and practice

## WHY?

The Danish dual VET system addresses the challenge of globalisation and dynamic labour market by introducing new innovative ways of bridging the gap between school and enterprise to more closely reflect needs and developments in enterprises. One of the largest VET providers in Denmark, Aalborg technical college is a primary example of this development. Its electronics sector company cluster and NOVI applied research centre makes the north Jutland region a showcase of cooperation between business and education.

## WHAT?

Participants will learn about:

- the dual system in initial VET for young people;
- new ways of competence development for employed skilled workers through continuing VET;
- situated learning: moving the classroom to the enterprise;
- networking between companies, social partners, and education institutions;
- meetings with trainers, students and education counsellors.

## HOW?

The programme will include:

- presentations and workshops by Danish experts and education sector managers;
- visits to Aalborg technical college;
- visits to companies in the region, including the electronics sector cluster;
- meetings with public authorities and social partners;
- round table forum on trends and experiences.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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[www.aalborg.dk/Engelsk/](http://www.aalborg.dk/Engelsk/) – [www.eu-norddanmark.dk/en/welcome\\_02.htm](http://www.eu-norddanmark.dk/en/welcome_02.htm)

## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Encouraging adults to take part in training

Group No: 35

Continuing training

**15-18 October 2007**  
**Dublin [IE]**

 Working language  
**English**

- labour force needs
- upskilling
- flexible learning opportunities

## WHY?

Growth and development in the Irish economy since the mid-1990s has led to significant changes in the Irish labour market. Vocational education and training provision had to meet the demand for new skills and qualifications in the labour force. Increasing the rate of upper secondary level education by the youth age group and expanding opportunities for adults is important.

The National Qualifications Authority was established in 2001 to guide new and innovative developments in awarding structures and systems. Alongside this the Irish Government have made funding available to improve access through increased part-time provision of education and training.

## WHAT?

The study visit will explore:

- policies and strategies employed to increase adult participation;
- key priorities and responses (e.g. part-time learning opportunities, work place learning) both for employed and unemployed adults with low or no qualifications;
- key elements of the new qualifications framework and awarding structures and their potential impact.

## HOW?

The study visit will consist of:

- presentation of national policy for providing VET;
- presentations from key actors involved in organising, managing and delivering services;
- visits to view various models and engage with learners, including a rural location (agriculture and tourism).

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- researchers,
- heads of vocational training institutions and training providers,
- representatives of certifying bodies and qualifications authorities.

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[www.teagasc.ie](http://www.teagasc.ie) – [www.skillnets.com](http://www.skillnets.com) – [www.ivea.ie](http://www.ivea.ie)

## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Partnerships between initial VET and the labour market

Group No: 36

Initial training for young people

15-19 October 2007  
Lisbon [PT]Working language  
English

- placements
- supply-demand of qualifications
- partnerships

## WHY?

Cooperation between the labour market and VET providers has been increasing with benefits for both. The problem of human resources is usually directed solely at the education and training system. However, it can only be solved through balancing the supply (training systems) and the demand (labour market) for qualifications.

Established partnerships have a positive influence on the employability of youngsters, the quality of training and the openness of training providers and enterprises.

## WHAT?

The visit will focus on:

- how strategies of cooperation are defined at different levels;
- observing initiatives to improve the attractiveness of initial VET;
- placements as a strategy to improve learning and employability.

## HOW?

The programme will include:

- presentations and discussions with national policy-makers and training providers,
- visits to training centres, vocational schools and enterprises,
- meeting social partners.

## WHOM?

- National, regional and local public authorities,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Vocational training: target for youngsters?!

Group No: 37

**Initial training for young  
people**
**5-8 November 2007  
Bruges [BE]**

 Working language  
**English**

- combination of learning and working
- motivation for training
- modular training

## WHY?

Flanders currently has three part-time learning systems and the challenge is to:

- gear the centres for learning and working to one another, so they become an alternative to full-time education;
- create an appropriate (pre-)learning pathway oriented towards the labour market for every young person;
- develop a fully-fledged training concept that combines learning and working in full-time vocational secondary education;
- extend work placements.

## WHAT?

Participants will learn:

- about the different vocational training systems, particularly the types of part-time training;
- how youngsters are activated and motivated for vocational education;
- how the link between education and employment for low-educated and disadvantaged young people is established.

## HOW?

The programme will consist of:

- visits to government organisations, training centres and workplaces;
- meeting trainers and trainees, policy-makers, representatives of unions and employers' organisations, heads of institutions, guidance counsellors;
- looking at methods for motivating and mobilising all kinds of people to participate in training.

## WHOM?

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

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# Challenges to initial and continuing training in the globalisation of trade

Group No: 38

**Initial and continuing training**

**3-6 December 2007  
Bonn/Köln [DE]**

Working language  
**English**

- **modernisation of initial and continuing training**
- **new media for training**
- **transparency and recognition**

## WHY?

There are strong similarities between retail trade activities in European countries. Economic and technological developments lead to similar challenges for the competences of staff. Currently, the differences in training systems impede transnational mobility in the retail trade.

In Germany trade is one of the most important areas of training offering 230 000 training places and covering a wide spectrum of professions. Modernisation has also impacted on regulated continuing training. Currently commerce is setting up a system of training professions and advanced training courses to satisfy demand and to provide differentiated and modern career opportunities.

## WHAT?

- Trends and needs in commerce,
- new qualification needs in commerce,
- use of new media in initial and continuing training in commerce.

## HOW?

- Expert presentations and discussions (Federal Institute for Vocational Training, The Association of German Chambers of Industry and Commerce, German Retail Merchants Association, Ver.di),
- visits to vocational training institutes and companies,
- good examples of practice.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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## ATTRACTIVENESS OF VOCATIONAL TRAINING

# Dynamic learning environment for attracting students

Group No: 39

Initial training for young people

3-7 December 2007  
Luleå [SE]

Working language  
English

- active learning
- pedagogic development
- collaboration between students and teachers

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## WHY?

The learning environment is of major importance for individual students, keywords being creativity, modernisation and stimulation. To create it, the city of Luleå built in 10 years a campus for Luleå upper secondary school. The centrally located campus opened in 2006 and was formed via a democratic process with representatives from students, teachers and schools directors.

As a result, the VET programmes provided are well equipped and training is of high quality. There is a major variety of programmes that allow students to make choices according to their specific interests.

## WHAT?

Participants will learn about the:

- role of local authorities in VET in the region of Luleå,
- system of collaboration between various local and regional actors,
- competences and skills at local and regional levels,
- involvement of business representatives and social partners in VET.

## HOW?

The group will cover the theme through:

- meetings and discussions with actors in the VET system: politicians representing the school board, the head of education in Luleå and the surrounding regions, employers and employees organisations, school directors, teachers and students;
- seeing vocational training programmes at Luleå upper secondary school campus;
- visits to companies involved in VET .

## WHOM?

- National, regional and local public authorities,
- representatives of employers' organisations,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

**WWW.**

[www.lulea.se/english/inenglish.4.1b3cca0010971c286d280005693.html](http://www.lulea.se/english/inenglish.4.1b3cca0010971c286d280005693.html)

## LIFELONG GUIDANCE AND COUNSELLING

# Lifelong guidance in the educational system

Group No: 40

Initial and continuing  
training for young people

15-19 October 2007  
Gothenburg [SE]

Working language  
English

- personal development
- individual choices

## WHY?

Gothenburg has chosen a special concept for guidance. Guidance services have been merged into one centre, instead of being in different schools and institutions. The Career Guidance Centre of Gothenburg employs 50 career guidance officers. It is the biggest employer of career guidance officers in Sweden, and combines guidance in school with guidance at the centre both for individuals and classes. Target groups are compulsory and upper secondary schools (about 30 000 pupils), varying from drop-outs to high-qualified students. The visit will focus on youths between 15 and 24 years of age.

## WHAT?

The study visit will:

- provide an overview of career guidance for young people in Gothenburg;
- explore and discuss methods and tools for working with young people with different needs in an educational system characterised by recurring individual choices;
- discuss guidance methods and job coaching for drop-outs;
- discuss strengths and weaknesses of an organisation like the Career Guidance Centre of Gothenburg;
- provide an overview of opportunities for young people to supplementary training.

## HOW?

The visit will include:

- a presentation of the Swedish educational system, especially in and around Gothenburg;
- visiting the Career Guidance Centre of Gothenburg, meeting career officers and exchanging experiences;
- meeting career officers working in adult education;
- meeting representatives, headmasters and pupils;
- visit to a trade fair, a showcase of about 60 upper secondary schools.

## WHOM?

- National, regional and local public authorities.

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## QUALITY ASSURANCE MECHANISMS IN VOCATIONAL TRAINING

# Quality in the Italian education and training system

Group No: 41

Initial and continuing  
training24-26 October 2007  
Rome [IT]Working language  
English

- learning outcomes
- accreditation

## WHY?

Quality assurance is a crucial dimension for the education and training system. It ensures the improvement and accountability of education and training, increasing the effectiveness and transparency of provision at all levels. In recent years, Italy has developed different mechanisms to assess the quality of providers and learning outcomes.

## WHAT?

The objectives of the visit are to:

- give participants an overview of the education and training system in Italy;
- present the measures put in place to assure quality;
- present various actors who develop and apply measures in Italy;
- present some experiments.

## HOW?

- Meeting officers involved in quality initiatives;
- visiting schools, training institutions, research institutions;
- exchanging experiences and debate between participants and hosts on the diversity and complexity of quality assurance approaches.

## WHOM?

- National, regional and local public authorities,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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## MECHANISMEN FÜR DIE QUALITÄTSSICHERUNG IN DER BERUFLICHEN BILDUNG

# Qualität fördern und nachhaltig sichern

Gruppennr.: 42

**Erstausbildung und  
Weiterbildung****5-7 November 2007  
Graz [AT]**Arbeitssprache  
**Deutsch**

- **qibb – die Qualitätsinitiative Berufsbildung**
- **nationaler Qualifikationsrahmen**
- **berufsbildende Schulen**

**Kontaktpersonen**

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**WARUM?**

Ausgehend vom Gemeinsamen Europäischen Qualitätssicherungsrahmen – der im Zuge des Kopenhagen-Prozesses entwickelt wurde – rückt die nationale Qualitätsentwicklung der Berufsbildung immer mehr in den Vordergrund. Ziel ist es, die Qualität im gesamten Berufsbildungssystem mit anerkannten Methoden zu sichern und weiter zu entwickeln sowie sämtliche Akteure (u.a. Lehrende, Stakeholder) in diesen Prozess einzubinden. Folglich finden in Österreich seit Jahren Qualitätsentwicklungsprozesse statt, um bestmögliche Ausbildungsangebote zu schaffen, die den Herausforderungen des nationalen und europäischen Arbeitsmarkts gerecht werden können.

**WAS?**

Der Studienbesuch soll aufzeigen, welche konkreten Maßnahmen gesetzt werden, um die Bildungsqualität der berufsbildenden Schulen in Österreich zu gewährleisten. Auf folgende Qualitätsinitiativen soll näher eingegangen werden:

- qibb – die Qualitätsinitiative Berufsbildung,
- die Entwicklung von Bildungsstandards in der Berufsbildung,
- Europass – eine transparente Darstellung von Lernergebnissen,
- Nationaler Qualifikationsrahmen – ein lernergebnisorientiertes Rahmenmodell für das österreichische Berufsbildungssystem.

**WIE?**

- Vorträge von Berufsbildungsexpert/innen und Forscher/innen,
- Diskussion mit Vertreter/innen von Arbeitgeber/innen und Arbeitnehmer/innen,
- Best-practice Beispiele der Umsetzung von Qualitätsinitiativen in berufsbildenden Schulen.

**WER?**

- Nationale, regionale und lokale öffentliche Behörden,
- Vertreter der Gewerkschaften und der Arbeitgeberorganisationen,
- Manager der KMUs,
- Vertreter der Handwerks- und Handelskammern,
- Forscher,
- Leiter von beruflichen Einrichtungen.

**WWW.****www.qibb.at – www.europass.at – www.berufsbildendeschulen.at**

## QUALITY ASSURANCE MECHANISMS IN VOCATIONAL TRAINING

# Exploring the assurance and improvement of standards in VET

Group No: 43

Initial and  
continuing training13-16 November 2007  
Glasgow, Scotland [UK]Working language  
English

- portfolio of qualifications
- accreditation

## WHY?

The Scottish VET system is based on industry-led unitised (or modular) provision, demonstrating outcome and competence-based programmes. The Scottish Qualifications Authority (SQA) is the national body in Scotland responsible for the design, development, accreditation, verification, quality assurance and certification of vocational education. SQA works in partnership with practitioners in education and training, industry, commerce and government to develop new qualifications and manage the existing qualifications.

## WHAT?

Participants will get:

- an overview of the Scottish vocational training system and the SQA;
- an introduction to main aspects of SQA's quality assurance of vocational qualifications;
- examples of implementation of quality assurance procedures of educational training environments;
- an understanding of the role of key partner organisations in assuring and improving standards.

## HOW?

Delegates will:

- visit SQA, Scottish colleges, and private training providers;
- see presentations from influential organisations such as the Sector Skills Development Agency, a sector skills council, Scottish enterprise, and other bodies;
- meet curriculum designers, trainers and learners, developers and monitors of national occupational standards in different learning situations.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers.

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## WWW.

[www.scotland.gov.uk](http://www.scotland.gov.uk) – [www.visitscotland.com](http://www.visitscotland.com) –  
[www.scottish-enterprise.com](http://www.scottish-enterprise.com) – [www.sda.org.uk](http://www.sda.org.uk)

## QUALITY ASSURANCE MECHANISMS FOR TRAINING

# Quality assurance in vocational education and training

Group No: 44

Initial training

19-23 November 2007  
Dublin [IE]Language of the visit  
English

- quality standards
- internal and external evaluation

## WHY?

Developing quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society. Developing quality assurance systems has become a priority for the initial vocational education and training sector in Ireland in recent years. Legislation now requires all organisations in the sector to have quality assurance systems in place.

## WHAT?

The study visit will explore:

- approaches to developing a quality assurance system for an initial education and training organisation;
- key elements of a quality assurance system with emphasis on standards, internal and external evaluation, accreditation and strategic planning;
- developing the National Qualifications Authority of Ireland (NQAI) and systematic quality practices in education and training;
- establishing quality assurance practices in education and training;
- establishing quality assurance requirements for education and training by a national certifying body – FETAC.

## HOW?

The visit will consist of:

- presentations on NQAI and FETAC and quality assurance,
- presentations on quality assurance models, e.g. from the Youthreach/Senior Travellers Training Centre (STTC) sector, FAS (State Training and Employment Authority)/disability sector, National Adult Literacy Agency (NALA),
- visiting locations where various models are applied,
- discussions with local management, centre staff and learners on the quality assurance systems being examined.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- researchers,
- heads of vocational training institutions,
- representatives of certifying bodies and qualification authorities.

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[www.nqai.ie](http://www.nqai.ie) – [www.fetac.ie](http://www.fetac.ie) – [www.hetac.ie](http://www.hetac.ie) – [www.fas.ie](http://www.fas.ie) –  
[www.youthreach.ie](http://www.youthreach.ie) – [www.nala.ie](http://www.nala.ie) – [www.sttc.ie](http://www.sttc.ie)

## ROLE OF HIGHER EDUCATION IN VOCATIONAL TRAINING

# Universities and vocational training in Lithuania

Group No: 45

Continuing training

26-28 September 2007  
Vilnius [LT]

Working language  
English

- **Bologna process**
- **Lisbon strategy**
- **social dialogue**

### WHY?

Education is essential for implementing lifelong learning strategy in Lithuania. During the past 17 years Lithuanian higher education has changed radically. Universities have to respond to new labour market requirements and offer a wide scale of courses.

This study visit will be organised in Vilnius, where the Ministry of Education and Science responsible for formulating and implementing State education, science and research policy is situated. Vilnius is the biggest industrial centre in Lithuania with numerous higher applied education providers.

### WHAT?

Participants will:

- get an overview of the education system and higher education reforms in Lithuania;
- see good practice and successful cases of university-enterprise cooperation;
- learn how the balance of supply and demand in the training market has been achieved.

### HOW?

The study visit will be carried out in cooperation with the Ministry of Education and Science, universities, other higher education establishments and enterprises.

Seminars and site visits will be organised to meet and talk to policy-makers, university teachers, trainers, students, employers and representatives of unions and employers' organisations.

### WHOM?

- National authorities,
- representatives of trade unions and employers' organisations,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- training providers.

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## RECOGNITION OF FORMAL, NON-FORMAL AND INFORMAL LEARNING

# Developing methodologies for reforming the education and vocational system

Group No: 46

Initial and continuing  
training

26-28 September 2007  
Rome [IT]

Working language  
English

- Copenhagen and Maastricht process
- transparency

### WHY?

Recognising competences acquired informally and non-formally throughout life is important. Reforms seek to improve the design and implementation of lifelong learning as key for ensuring economic competitiveness and prosperity, active citizenship, social cohesion and for fulfilling individual personal aspirations. Certification of skills acquired in informal and non-formal learning is significant to improve the employability and awareness of a person's professional capital.

### WHAT?

Participants will:

- learn about the Italian concept of formal, informal and non-formal education;
- see experimental projects and models for recognising competences;
- exchange experiences on recognition and certification of competences and skills developed through informal and non-formal learning.

### HOW?

- Meeting those involved in planning strategies and developing the system for recognising and certifying competences;
- meeting actors involved in experimentation models;
- exchanging experiences and debating with stakeholders, opinion leaders and special case representatives.

### WHOM?

- National, regional and local public authorities,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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**WWW.**

[www.invalsi.it](http://www.invalsi.it) – [www.indire.it](http://www.indire.it)

## CHALLENGES FOR TEACHERS AND TRAINERS

# New ways of learning, use of ICT

Group No: 47

Initial and continuing  
training17-21 September 2007  
Stavanger [NO]Working language  
English

- e-learning
- video
- web-based training

## WHY?

Increased access to technology such as broadband, video and web-based services opens up new opportunities for flexible learning. Rogaland Training and Education Centre (RKK) explored the space between autonomous, self-directed learning and the classroom-support role of such systems in what they define as a blended learning model. 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 digital competence requires new skills and innovative approaches from teachers to support the learning process. Increased flexibility is also important for improving the way VET systems support regional SMEs' needs for receiving competence and formal training.

## WHAT?

Participants will learn about:

- the Norwegian vocational education system;
- concrete tools and strategies developed to increase teachers' digital competences;
- practical examples of implementing digital tools in adult learning, vocational training, pre- and university courses;
- a resource centre model and ICT tools to provide flexible learning.

## HOW?

- Lectures and presentations of ideas and experiences;
- visits to various sites involved in providing ICT-based learning activities;
- meeting animators and teachers of ICT-based learning methods.

## WHOM?

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

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## WWW.

[www.rkk.no](http://www.rkk.no)

## CHALLENGES FOR TEACHERS AND TRAINERS

# Leadership and e-learning in UK VET

Group No: 48

Initial and continuing  
training8-12 October 2007  
London [UK]Working language  
English

- e-learning
- strategic management

## Contact person

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## WHY?

Escalating advances in e-technology represent massive challenges for education. The need to embrace fully ICT in VET is a major priority in the UK. Strategic leadership is significant – decisions taken now will have long-term consequences for teachers, trainers and learners of the future. The host for this visit, the Centre for Excellence in Leadership, has been tasked by the government to ensure all current and future leaders of VET institutions, particularly work-based learning, are fully equipped to promote this critical agenda.

## WHAT?

Participants will learn about:

- developments and initiatives to support institutions, teachers and trainers, with open discussion on what has worked and what has not;
- latest studies on VET, the extent, barriers and issues of using ICT by institutions, and on professional development support needs;
- measures to help the sector move forward, looking at effective leadership practice in 'e-friendly' institutions and measures to support those which are not so effective.

## HOW?

The programme will include:

- presentations and discussions with national policy-makers and key e-learning networks and organisations;
- observation and participation in a one-day e-learning strategic management development programme with participants from different VET institutions;
- visit to a VET provider with proven excellence in embedding e-technology;
- visit to a leading international educational IT hardware and software company.

## WHOM?

- National, regional and local public authorities,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

## WWW.

[www.centreforexcellence.org.uk](http://www.centreforexcellence.org.uk) (search e-learning, also from home page click on publications, strategic documents, e-learning) – [www.bettshow.com](http://www.bettshow.com) – [www.jisc.ac.uk](http://www.jisc.ac.uk) – [www.dfes.gov.uk](http://www.dfes.gov.uk) – [www.besa.org.uk](http://www.besa.org.uk) – [www.becta.org.uk](http://www.becta.org.uk)

## CHALLENGES FOR TEACHERS AND TRAINERS

# Experiences of Leonardo da Vinci programme for VET teachers and trainers

Group No: 49

Initial training for young people

22-25 October 2007  
Ankara [TR]Working language  
English

- Leonardo da Vinci projects

## WHY?

Many VET teachers and trainers have participated in Leonardo mobility projects and been involved in pilot projects. This study visit will allow sharing of experiences of project results. The Turkish National Agency in Ankara will host the visit as it is in charge of implementing the EU education and youth programmes and 500 teachers and trainers have participated in Leonardo projects.

## WHAT?

Participants should have had experience with Leonardo da Vinci projects so that they can:

- share experiences,
- learn about new training methods,
- better understand methods, tools and techniques used in other countries in VET.

## HOW?

- Visiting:
  - training institutions participating in LdV mobility,
  - project promoters of pilot and best practice projects,
  - VET General Directorates at the Ministry of Education,
  - unions of teachers;
- meeting initial VET students to observe positive effects of international mobility;
- meeting SMEs, trainers, social partners, researchers, policy-makers, labour offices.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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## WWW.

<http://etogm.meb.gov.tr/> – <http://cygm.meb.gov.tr/> – <http://cedb.meb.gov.tr/>  
<http://earged.meb.gov.tr/> – [www.intoffice.gazi.edu.tr/leonardo/index.htm](http://www.intoffice.gazi.edu.tr/leonardo/index.htm) –  
[www.ostimgazetesi.com/about\\_detail.asp?intAboutID=50](http://www.ostimgazetesi.com/about_detail.asp?intAboutID=50)

## DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE

# Encouraging youth entrepreneurship in Northern Ireland

Group No: 50

Initial training for young people

10-13 September 2007  
Craigavon / Belfast [UK]

Working language  
English

- entrepreneurship training
- social economy
- enterprise support

## WHY?

The Northern Ireland economy has several strengths such as a relatively youthful population and high education attainment levels which have contributed to the strong performance of the economy over the past 10 years. Promoting and encouraging enterprise is one of the key drivers for the economic vision for Northern Ireland by the Department of Enterprise, Trade and Investment. This is currently being achieved by instilling a culture supporting enterprise and entrepreneurship into the fabric of education and industry.

## WHAT?

The programme will:

- present the policy and programmes in Northern Ireland that support entrepreneurship among young people, including outreach activity to disadvantaged groups;
- look at the links between local businesses and the higher and further education sectors;
- examine the learning curriculum which teaches and encourages enterprise, entrepreneurship and creativity throughout the education sector;
- present assistance available to young entrepreneurs.

## HOW?

Participants will:

- visit:
  - a VET higher education institution specialising in entrepreneurship training;
  - local enterprise agencies (one stop shops for enterprise and entrepreneurship support);
  - business support organisations such as the *Princes Trust* (providing advice and financial support for disadvantaged young people looking to start a business), *Livewire* (providing information, advice and support for young entrepreneurs, aged 16-30) and *Enterprise Northern Ireland* (supporting small businesses and community enterprises).
- meet young people who have set up and run businesses.

## WHOM?

- National, regional and local public authorities,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers.

## Contact person

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## WWW.

[www.princes-trust.org.uk](http://www.princes-trust.org.uk) – [www.shell-livewire.org](http://www.shell-livewire.org) – [www.enterpriseni.com](http://www.enterpriseni.com)

## DEVELOPING ENTREPRENEURSHIP AMONG YOUNG PEOPLE

# Entrepreneurship education creates enterprising young people!

Group No: 51

Initial training for young people

12-15 November 2007  
's-Hertogenbosch [NL]Working language  
English

- entrepreneurial competences
- college company as incubator
- e-learning methods and tools

## WHY?

An enterprising attitude is more and more needed in a complex world. In line with the Lisbon goals developing entrepreneurship in VET is a priority for the Dutch Ministries of Economic Affairs and Education, Culture and Science. In 2004, entrepreneurs comprised about 11.4 % of the working population (EU average 11.6 %). The Dutch educational system focuses on entrepreneurship to raise awareness of enterprise opportunities for young people.

## WHAT?

The main objectives are to learn and discuss:

- national policy on entrepreneurship and acquiring entrepreneurial skills;
- how the concept of college company (young enterprise) is treated in the Netherlands;
- the challenges and pitfalls in integrating entrepreneurship education into the curriculum.

## HOW?

The programme will consist of:

- meetings with ministries' representatives focusing on existing policies and action plans to promote entrepreneurship;
- meetings with teachers and students-young entrepreneurs in a VET school and HE school;
- visit to an enterprise where developing entrepreneurial skills is integrated into practical learning;
- meeting experts from Leonardo da Vinci project *Enterprising Europe*;
- discussions with experts from SMEs, vocational training schools, Young Enterprise, knowledge centre trade and retail, chamber of commerce and research institute;
- an example of a blended learning course for developing entrepreneurship.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers.

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## WWW.

[www.minocw.nl](http://www.minocw.nl) – [www.mбораad.nl](http://www.mбораad.nl) – [www.mkb.nl/English](http://www.mkb.nl/English) –  
[www.minez.nl/content.jsp?objectid=140727](http://www.minez.nl/content.jsp?objectid=140727) – [www.entred.com](http://www.entred.com) –  
[www.eim.nl/eng/index.cfm/4,html](http://www.eim.nl/eng/index.cfm/4,html)

## 2007 – EUROPEAN YEAR OF EQUAL OPPORTUNITIES FOR ALL

# Students with autism in educational systems

Group No: 52

Initial training for young people

15-17 October 2007  
Ljubljana [SI]Working language  
English

- autism
- career

## WHY?

The visit will explore autism, ways to include students with autism in an educational system and provide employment possibilities for them. The visit will be hosted by the Ljubljana School for the Deaf (*Zavod za gluhe in naglusne*), which provides education for deaf and weak-hearing children from kindergarten to vocational education. It also educates children and students with autism. Most students are still in primary education, but it is important to find new types of vocational education for them. The school works closely with other educational institutions, such as the National Institute for Vocational Education and Training, Ministry of Education and Sport and similar vocational schools.

## WHAT?

Participants will learn about the Slovene system of educating students with autism to:

- discuss new ways of employing people with special needs, especially those with autism;
- exchange ideas, experiences and practices from their countries;
- build networks with similar institutions and experts for new projects in Europe;
- create an international web page.

## HOW?

- Visits to the organising school for people with special needs, State Employment Agency, National Institute for Vocational Education and Training, Ministry of Education and Sport;
- meetings with teachers, trainers, heads of institutions;
- discussion on education and training systems in Europe.

## WHOM?

- National, regional and local public authorities,
- researchers,
- heads of vocational training institutions and training providers.

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## WWW.

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2007 – EUROPEAN YEAR OF EQUAL OPPORTUNITIES FOR ALL

# Occupational participation as the key to integrating young migrants

Group No: 53

Initial training for young people

15-18 October 2007  
Bonn/Köln [DE]Working language  
English

- transition: school – training – employment

## WHY?

Opportunities for young migrants to complete vocational training have deteriorated in recent years. In Germany the process of integrating young migrants shows tensions between partial integration and social marginalisation. Despite of this situation, there are many positive examples which have succeeded in bringing about their economic and social integration based on academic and vocational qualifications. Experience shows that major success in improving training for migrants can only be achieved through the concerted efforts of all involved.

## WHAT?

- Analyses of the training and employment situation of individuals coming from a migrant background;
- activities to promote the disadvantaged and migrants;
- approaches to improving the employment situation of migrants.

## HOW?

- Presentations by experts and discussions (Federal Institute for Vocational Training, INBAS),
- visits to companies,
- visits to vocational training centres.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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www.na-bibb.de

## WWW.

[www.benachteiligtenfoerderung.de](http://www.benachteiligtenfoerderung.de) – [www.kompetenzen-foerdern.de](http://www.kompetenzen-foerdern.de) – [www.good-practice.de](http://www.good-practice.de)



## 2007 – EUROPEAN YEAR OF EQUAL OPPORTUNITIES FOR ALL

# Initiatives promoting gender equality in companies

Group No: 54

Initial and continuing training

22-25 October 2007  
Madrid [ES]Working languages  
English/Spanish

- equal opportunities for women
- women in decision-making positions
- balancing private and working life

## WHY?

Although integrating women into the labour market is an irreversible phenomenon, women are still faced with inequalities in the workplace: lower recognition of vocational qualifications, occupational segregation, unstable employment, higher unemployment rates, involuntary part-time working and lower wages and salaries. All this calls for affirmative action to help raise awareness in society and among stakeholders on the need to achieve equality. It is also necessary to balance better private and working life.

Spain is developing programmes and plans designed to encourage affirmative action in companies to promote the occupational integration of women.

## WHAT?

Participants will learn about:

- various government policy initiatives in equal opportunities between women and men;
- affirmative action plans designed to promote equality-based selection and training processes and help women and men find a better balance between private and working life (the *Óptima* programme);
- the integral plan *Concilia* for a better balance between private and working life in public administration.

## HOW?

- Visits to:
  - the Institute for Women (*Instituto de la Mujer*),
  - the Ministry of Public Administration,
  - institutions involved at regional and local levels,
  - companies involved in affirmative action plans;
- discussions with employers' and trade union organisations, including women employers' associations.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- company training officers and human resource managers.

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## WWW.

[www.mtas.es/mujer](http://www.mtas.es/mujer) – [www.tt.mtas.es/optima/](http://www.tt.mtas.es/optima/) – [www.map.es](http://www.map.es) –  
[www.empresaconciliacion.com](http://www.empresaconciliacion.com) - [www.redmujer.net](http://www.redmujer.net) –  
[www.soyempresaria.com](http://www.soyempresaria.com) – [www.e-empresarias.net](http://www.e-empresarias.net) – [www.aseme.es](http://www.aseme.es) –  
[www.mujeresempresarias.org/](http://www.mujeresempresarias.org/) – [www.mujeresdirectivas.es](http://www.mujeresdirectivas.es)

2007 - AÑO EUROPEO DE LA IGUALDAD DE OPORTUNIDADES PARA TODOS

# Iniciativas para fomentar la igualdad de oportunidades en las empresas

Grupo No: 54

Formación inicial y  
continua22-25 de octubre 2007  
Madrid [ES]Lenguas de Trabajo  
Inglés/Español

- igualdad de oportunidades para mujeres y hombres
- promoción de las mujeres en puestos de responsabilidad
- conciliación de la vida personal y profesional

## ¿POR QUÉ?

Aunque la incorporación de la mujer al mercado de trabajo es un fenómeno irreversible, aún persisten desigualdades para las mujeres trabajadoras tales como un menor reconocimiento de sus cualificaciones, una segregación profesional, una precariedad del empleo femenino, una mayor tasa de desempleo, un desarrollo del trabajo a tiempo parcial no siempre voluntario y unas retribuciones inferiores.

Por tanto, son necesarias medidas de acción positiva que ayuden a concienciar a la sociedad y a los diferentes colectivos, con el fin de obtener la igualdad, sin olvidar los planes integrales de conciliación de la vida personal y laboral.

Así, han ido surgiendo en España, programas y planes para promover la implantación de medidas de acción positiva en el ámbito de las empresas y para favorecer la inserción y el desarrollo profesional de las mujeres.

## ¿QUÉ?

- Dar a conocer las diferentes iniciativas en el ámbito de las políticas públicas de igualdad de oportunidades entre mujeres y hombres y los planes de acción positiva, con objeto de promover procesos de selección y formación en igualdad, así como de lograr un mayor y mejor ajuste entre la vida familiar y laboral de hombres y mujeres (programa Óptima).
- Dar a conocer el plan Concilia - Plan integral para la conciliación de la vida personal y laboral en la Administración del Estado.

## ¿CÓMO?

- Visitas:
  - al Instituto de la Mujer,
  - al Ministerio de Administraciones Públicas,
  - a las instituciones involucradas en estos planes a nivel regional y local,
  - a empresas incorporadas a estos planes;
- Discusiones con las organizaciones empresariales y sindicales, incluyendo las asociaciones de mujeres empresarias.

## ¿A QUIÉN?

- Autoridades públicas, nacionales, regionales y locales,
- representantes de organizaciones sindicales y empresariales,
- responsables de formación en las empresas y de recursos humanos.

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## WWW.

[www.mtas.es/mujer](http://www.mtas.es/mujer) – [www.tt.mtas.es/optima/](http://www.tt.mtas.es/optima/) – [www.map.es](http://www.map.es) –  
[www.empresaconciliacion.com](http://www.empresaconciliacion.com) – [www.redmujer.net](http://www.redmujer.net) –  
[www.soyempresaria.com](http://www.soyempresaria.com) – [www.e-empresarias.net](http://www.e-empresarias.net) – [www.aseme.es](http://www.aseme.es) –  
[www.mujeresempresarias.org/](http://www.mujeresempresarias.org/) – [www.mujeresdirectivas.es](http://www.mujeresdirectivas.es)

# Vocational training in the agricultural sector

Group No: 55

Initial and continuing training

17-21 September 2007  
Nicosia [CY]

Working language  
English

- sectoral competences
- farmers' support

## WHY?

The agricultural sector remains one of the most important sectors of the Cypriot economy. Initial and continuing training enables farmers to be updated on the latest developments. Additionally, European agricultural policy supports farmers and others involved in this sector. From 2004 to 2006, a considerable number of agricultural enterprises were supported through the rural agricultural development plan of the Cyprus Government which was cofinanced (50 %) by the European Agricultural Fund for Rural Development (EAFRD).

## WHAT?

The programme will present the policies and best practices concerning training in the agricultural sector. Participants will be acquainted with:

- the structure of Cypriot vocational training in the agricultural sector,
- the sources of funding for training in the sector,
- how training responds to the demands of the sector,
- innovation and entrepreneurship,
- research and development.

## HOW?

- Presentations by officers of the Ministry of Agriculture on how training is conducted and developed.
- Visits to:
  - agricultural training centres,
  - agricultural enterprises supported through the rural agricultural development plan: floriculture, homemade marmalade/jam and sweets, meat processing, winery, greenhouses, dairy farm, organic farm and government farms for hydroponic cultivation and aromatic plants.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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www.hrdauth.org.cy

## WWW.

[www.moa.gov.cy/moa/agriculture.nsf/index\\_en/index\\_en?OpenDocument](http://www.moa.gov.cy/moa/agriculture.nsf/index_en/index_en?OpenDocument) –  
[www.mcit.gov.cy/mcit/mcit.nsf/dmlindex\\_en/dmlindex\\_en?OpenDocument](http://www.mcit.gov.cy/mcit/mcit.nsf/dmlindex_en/dmlindex_en?OpenDocument)

## PRESENTATION OF NATIONAL SYSTEMS

# Regional cooperation in VET

Group No: 56

Initial training for young people

1-4 October 2007  
Jyväskylä [FI]

Working language  
English

- regional development
- networking schools

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## WHY?

Education is an important part of regional and local strategies and development plans in Finland. It generates competences needed for developing the regions. Vocational education and training has to respond to the needs of regional labour markets. Education institutions, regional and local authorities and companies need to build regional cooperation and networking to adapt better to the local environment.

Special attention will be given to cooperation on organising regional education in upper secondary general and vocational education and training, which has taken strong steps forward in the Jyväskylä region. The hosts of the visits are the Finnish National Board of Education, the Institute for Educational Research (University of Jyväskylä), Jyväskylä Vocational Institute, City of Jyväskylä and Teacher Education College (Jyväskylä University of Applied Sciences).

## WHAT?

Participants will learn about:

- developing VET in the Jyväskylä region,
- the role of VET institutes in regional development,
- good practices of different types of regional cooperation.

## HOW?

The study visit will consist of:

- visiting schools and VET teacher education institutes,
- meeting education managers, principals and headmasters of schools, teachers, students and tutors,
- hearing researchers' analyses of developmental challenges,
- visiting companies,
- meeting social partners.

## WHOM?

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

**WWW.**

[www.edu.fi](http://www.edu.fi) – [www.jao.fi/?DeptID=11540](http://www.jao.fi/?DeptID=11540) – [www.jkl.fi/lang/](http://www.jkl.fi/lang/)

# Food quality and control: VET for Polish SMEs

Group No: 57

Initial and continuing  
training

8-11 October 2007  
Warsaw [PL]

Working language  
English

- **HACCP**
- **MBA study programmes**
- **veterinary control**

## WHY?

Modernising the food sector has continued since Poland's accession to the EU. Considerable progress has been achieved in quality assurance and control in enterprises, striving to conform to HACCP (system of hazard analysis and critical control points) standards to ensure access to the European internal market. Large enterprises have no difficulties meeting high quality requirements by implementing quality assurance systems or new training offers for employees; however, small producers (SMEs) are still working on implementing of training activities.

## WHAT?

- Learning about current quality assurance policy in the food sector;
- learning about the work of control institutions – requirements for enterprises, continued training for veterinary inspectors;
- learning about new post-graduate programmes for agri-food sector managers;
- reviewing modular training programmes in quality assurance;
- quality assurance initiatives in SMEs, particularly in the food sector;
- HACCP training programme for SMEs.

## HOW?

Meetings:

- Ministry of Agriculture and Rural Development – national strategies for food control assurance. Strategies and control in vocational schools of agriculture;
- institutions offering MBA programmes in the food sector, discussions on training offers for people establishing their own companies, with researchers and faculty members;
- visit to an agricultural extension service (ODR).

## WHOM?

- National, regional and local public authorities,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- heads of vocational training institutions,
- training providers.

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## WWW.

[www.wetgiw.gov.pl](http://www.wetgiw.gov.pl) – <http://agrimba.sggw.waw.pl> –  
[www.animatory.udp.edu.pl](http://www.animatory.udp.edu.pl)

# New concepts for future training in care for the elderly

Group No: 58

Initial and continuing training

5-8 November 2007  
Berlin [DE]

Working language  
English

- making vocational training more academic
- increasing flexibility of training
- recognition and transparency

## WHY?

There are many reasons for basic reform in training in care for the elderly:

- increased demographic ageing raises the need for care. Increasing chronic illnesses and dementia, reduced capacities of families to assume responsibility, and the growing need for care structures require professional care facilities and more competences from those providing care as well as high quality training;
- the attractiveness of the profession, the urgent need to secure qualified staff and the funding and legal basis of modern training in care for the elderly will be a major social challenge for the future;
- health and care are growing markets but quality and funding guide political decisions. Quality care requires quality training.

## WHAT?

- Future challenges for the profession,
- issues of academic training, flexibility and modularisation in addition to the comparability and recognition of qualifications and competences,
- the link between qualifications and quality,
- good examples of practice,
- mobility in care for the elderly.

## HOW?

Visits to:

- German Workers Welfare Association, Berlin (AWO),
- German Nurses Association, Berlin,
- facilities caring for the elderly,
- schools providing training in care for the elderly,
- German and European pilot projects.

## WHOM?

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

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## WWW.

[www.bosch-stiftung.de](http://www.bosch-stiftung.de) – [www.deutscher-pflegerat.de](http://www.deutscher-pflegerat.de) – [www.awo.org](http://www.awo.org) – [www.dbfk.de](http://www.dbfk.de)

## PRÉSENTATION DE SYSTÈMES NATIONAUX

# La formation professionnelle au Luxembourg

N° de groupe: 59

Formation initiale  
et continue

26-28 novembre 2007  
Luxembourg [LU]

Langue de la visite:  
français

- apprentissage tout au long de la vie
- système modulaire
- formation par alternance

## POURQUOI?

Cette visite aura pour objet la présentation du système de formation professionnelle au Luxembourg et notamment la réforme prévue de la formation professionnelle. Cette réforme s'impose étant donné que le monde économique exige des qualifications de plus en plus élevées, que ces qualifications évoluent sans cesse et que les délimitations entre formation initiale et formation continue, entre formation formelle et formation non formelle sont en mouvance, de sorte qu'il est nécessaire de mettre en place pour les années à venir un système structurant de manière cohérente et flexible les différents types de formation dans une optique d'apprentissage tout au long de la vie.

## QUOI?

- Présentation du système de formation professionnelle au Luxembourg (historique, acteurs, mécanismes...),
- présentation de la réforme prévue de la formation professionnelle (la nouvelle structure de la formation initiale, les modules capitalisables, la collaboration entre l'école et le monde des entreprises...).

## COMMENT?

- Exposés,
- visites d'établissements,
- rencontres et discussions avec les fonctionnaires de ministères et administrations, partenaires sociaux et formateurs.

## POUR QUI?

- Pouvoirs publics de niveau national, régional ou local,
- représentants des syndicats de travailleurs,
- représentants des employeurs,
- patrons de PME,
- représentants de chambres de commerce, d'industrie, d'artisanat,
- responsables d'organismes de formation professionnelle,
- prestataires de formations.

### Personne de contact

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**WWW.**

[www.cnfpc.lu](http://www.cnfpc.lu) – [www.infpc.lu](http://www.infpc.lu) – [www.cdm.lu](http://www.cdm.lu) – [www.ak.lu](http://www.ak.lu) – [www.cc.lu](http://www.cc.lu) –  
[www.cepl.lu](http://www.cepl.lu) – [www.lwk.lu](http://www.lwk.lu)

# Training in the agricultural sector: Liguria region

Group No: 60

Initial and continuing  
training

27-30 November 2007  
Liguria [IT]

Working language  
English

- research
- innovation
- floriculture

## WHY?

Occupying only about 1 % (5 416.13 sq. km) of the territory, Liguria plays a significant role in the Italian economy. Agricultural production is important for the Liguria economy, representing 12 % of total economic activities. Liguria is famous for producing olive oil and flowers. In particular, flower production accounts for over 75 % of agricultural turnover. There are more than 6 000 companies involved in floriculture production (14 000 workers).

## WHAT?

The objectives of the visit are to:

- give participants an overview of the education and training system in Italy, especially in the agricultural sector;
- discuss integration of the education and vocational systems;
- present various actors in the agricultural sector: local authorities, education institutions, cooperatives, enterprises, research centres;
- present projects defined as best practices.

## HOW?

- Meeting regional officers of the Liguria region, social partners, researchers, employers;
- visiting regional authorities, schools, training institutions, research centres, cooperatives;
- exchanging experiences between participants and actors of the sector.

## WHOM?

- Representatives of trade unions and employers' organisations,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- training providers.

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**WWW.**

[www.cersa.it](http://www.cersa.it) – [www.entecra.it](http://www.entecra.it) – [www.istflori.it](http://www.istflori.it)



## THE ROLE OF SOCIAL PARTNERS IN VET

# Active cooperation between education and industry

Group No: 61

Initial and continuing training

10-12 October 2007  
Reykjavík [IS]Working language  
English

- regional initiatives
- training funds
- training for the needs of industry

## WHY?

The social partners play an important role in developing and providing training in Iceland. Trade unions are very strong and the participation rate of individuals in unions is among the highest in Europe. Cooperation between education and industry has resulted in many interesting bottom-up initiatives, for example, regional lifelong learning centres, tripartite collaboration initiatives and funds established to support individuals and training projects.

## WHAT?

Participants will learn about:

- approaches to training development,
- best practices in cooperation between education and industry,
- social partners' initiatives, including training funds managed by the social partners,
- sectoral training centres and lifelong learning centres.

## HOW?

The programme will consist of:

- presentations of formal and informal education and training;
- visits to:
  - confederations of employers' and employees' organisations,
  - education and training centres managed by the social partners,
  - regional initiatives such as regional lifelong learning centres;
- meetings with representatives of social partners' initiatives.

## WHOM?

- National, regional and local public authorities,
- representatives of trade unions and employers' organisations,
- managers of SMEs,
- representatives of chambers of commerce, industry and crafts,
- researchers,
- heads of vocational training institutions and training providers,
- company training officers and human resource managers.

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## WWW.

[www.sa.is/english](http://www.sa.is/english) – [www.asi.is](http://www.asi.is) – <http://eng.menntamalaraduneyti.is> –  
[www.si.is](http://www.si.is) – [www.frae.is](http://www.frae.is) – [www.vinnumalastofnun.is/english](http://www.vinnumalastofnun.is/english)

# VET in the tourism and hospitality sector

Group No: 62

Initial and continuing training

15-19 October 2007  
Crete [EL]

Working language  
English

- sectoral qualifications
- transparency
- work-based learning

## Contact persons

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## WHY?

Greek tourism and hospitality occupies a dominant position in the Greek economy. During the past few years, Greece has been trying to develop alternative forms of tourism, such as conferences, medical, sports, agro- and eco-tourism, theme tourism. There are two ways to achieve this goal: innovative training programmes at all levels of education and training and investment in building modern facilities. The social partners play a key role in regional committees that monitor trends and propose new courses to meet labour market needs.

## WHAT?

The visit will:

- give participants an overview of the education and training system in Greece, especially in the tourism and hospitality sector;
- present the various actors in the tourism and hospitality area, such as educational centres, cooperatives, enterprises and research centres, with focus on alternative tourism.

## HOW?

The programme will include visits to higher education institutes, vocational training centres, hotels, leisure and alternative tourism facilities.

## WHOM?

- Representatives of trade unions,
- managers of SMEs,
- researchers,
- heads of vocational training institutions and training providers.

**WWW.**

[www.greektourism.gr](http://www.greektourism.gr) – [www.grhotels.gr](http://www.grhotels.gr) – [www.tourism-development.gr](http://www.tourism-development.gr) –  
[www.trinity.edu.gr](http://www.trinity.edu.gr)



Cedefop (European Centre for the Development of Vocational Training)

## Study visits catalogue

II / 2007

Cedefop

Luxembourg:  
Office for Official Publications of the European Communities

2007 – VI, 35 pp. – 17.5 x 25 cm

Free of charge – 4057 –

