

TEMPLATE
to submit proposals for the study visits 2013/14 catalogue to National Agencies

**Please provide the description in the working language of the study visit.
The proposals will be edited.**

Carefully read the instructions for each item before filling it in!

We would like to stress that success of the visits will depend on the precise allocation of the visit in the catalogue and clarity of the descriptions.

CATEGORY OF THEMES AND TOPIC OF THE VISIT

The visits in 2013/14 will be organised around five categories of themes which cover the most important education and vocational training policies (see column 'Categories of themes' in the table below). In the annex to this template, you will find descriptions for each of the categories that present the European context and latest developments on the theme, highlight aspects for approaching the theme by study visits and a list of reference sources. They also define possible topics for study visits and keywords for each theme. These descriptions will be included in the catalogue so applicants can easily locate their professional interests and select visits.

Please read the descriptions of the themes carefully before selecting a theme and a topic!

1. Select the category of theme in the first column of the table which most closely matches the content of the study visit you would like to propose.
2. Look through the list of topics that are indicated under this category in the second column ('Topics for study visits') and select the one that matches the content of the visit you are going to propose.
3. **Please put an "x" in the third column next to the topic you have selected.**

Categories of themes	Topics for study visits	Mark your selection in this column with "X"
1. Encouraging cooperation between the worlds of education, training and work	Transition from education and training to the world of work	
	Workplace learning	
	Integration of disadvantaged groups into the labour market	
	Increasing attractiveness of VET	
	Social partners' contribution to lifelong learning	
	Cooperation between education and training institutions, enterprises and local communities	
	New skills for new jobs	
2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers	Fostering entrepreneurship and employability	
	Quality assurance mechanisms in schools and training institutions	
	Teachers' and trainers' initial training, recruitment and evaluation	
	Teachers' and trainers' continuing professional development and career opportunities	
3. Promoting acquisition of key competences throughout the education and training system	Leadership and management in schools and training providers	
	Increasing literacy and numeracy levels	
	Language teaching and learning	
	Use of ICT in learning	
	Education for entrepreneurship	
	Education for active citizenship and sustainable development	
	Developing creativity in learning and teaching	
Learning mathematics and science		

4. Promoting social inclusion and gender equality in education and training, including integration of migrants	Early learning opportunities	
	Personalised learning approaches	
	Measures to prevent early school leaving	
	Equal opportunities for disadvantaged groups	
5. Developing strategies for lifelong learning and mobility	National and sectoral qualifications frameworks linked to EQF	
	Tools to promote transparency of qualifications and mobility of citizens	
	Validation of non-formal and informal learning	
	Reforms in national education and training systems	
	Developing links between VET and higher education	
	Implementation of flexible learning pathways	
	Increasing adult participation in education and training	
	Lifelong guidance for learning and working	
Learning mobility in education and training		

ECONOMIC SECTOR

If the study visit you propose is going to focus on education and training in a specific economic sector, please indicate it. Sectoral approach usually applies to visits in the field of vocational education and training. Indicating an economic sector is useful to attract participants specialising in specific fields.

For example, if the title of your visit is 'Recognition of sports qualifications', you should select Sector R – Arts, entertainment and recreation.

- **Mark with an 'x' in the indicated column the relevant sector, if applicable*.**

Code	Economic sector (by NACE ¹ classification)	Mark your selection in this column with 'X'
A	Agriculture, forestry and fishing	
B	Mining and quarrying	
C	Manufacturing	
D	Electricity, gas, steam and air conditioning supply	
E	Water supply; sewerage, waste management and remediation activities	
F	Construction	
G	Wholesale and retail trade; repair of motor vehicles and motorcycles	
H	Transportation and storage	
I	Accommodation and food service activities	
J	Information and communication	
K	Financial and insurance activities	
L	Real estate activities	
Q	Human health and social work activities	
R	Arts, entertainment and recreation	
T	Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	
U	Activities of extraterritorial organizations and bodies	

- ***Please note that 'Education' is not indicated in the list of sectors and it should not be mentioned.***

¹ For more detailed information about classification of sectors, you can consult:

http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC&CFID=2146594&CFTOKEN=29ef2b70f73bbd82-5A5FBFEE-0937-AE42-FF958EE3352AFB30&jsessionid=f9002dca926a6f3e1f74

TYPE OF VISIT

Depending on the content of your visit, you will examine the theme from the perspective of general education, vocational education and training or you will examine the theme in the lifelong learning perspective.

- **Mark with an ‘x’ in the indicated column the relevant type of visit.**

Type of visit	Mark your selection with an ‘X’
General education	
VET	
Mixed type: both general education and VET	

DATES OF THE VISIT

Indicate starting and ending dates of the visit. The starting date should indicate the official start of the visit and not the informal meeting which might take place on the evening before. A visit can last from three to five days. Normally, the visit should NOT include weekends or public holidays.

In 2014, the **Easter Sunday is on 20 April**. Avoid planning a visit one week before and one week after as in many countries people have Easter break and it might prevent them from selecting your visit.

- **Please indicate the date using the format below (e.g., 20.03.2013).**

Start date:	dd.mm.yyyy
End date:	dd.mm.yyyy

NUMBER OF PARTICIPANTS IN THE GROUP

Estimate how many participants you can receive, based on your resources, availability of hotels and transportation, accepted culture of the institutions and schools you are going to visit. You should also estimate the minimum number of participants you will be willing to hold a visit as last minute cancellations or no-shows are possible. Please be realistic in your calculations. The average group size for the programme as a whole is 10 persons. We recommend a min of 5 – 8 participants. If you indicate a higher number of participants and there are not many applications, it is highly unlikely that it will be possible to create a group. Your visit will therefore have to be cancelled.

- **Please write in the table the numbers.**

Number of places:		Minimum required:	
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We recommend groups not to exceed 15 participants as experience shows that participants interact actively in discussion in smaller rather than in bigger groups.

WORKING LANGUAGE

Only **one** working language should be indicated for the study visit.

- **Write the language in the box below, e.g., *English*.**

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TITLE

The title of your visit should NOT REPEAT the Topic and the Category of theme. It should be clear, attractive and explanatory of the subject of the visit. Ideally it should concisely reflect the ‘WHY?’ and ‘WHAT?’ sections of your description (see page 10 and 11).

- **Write the title of your visit in the box below. It should not exceed 80 characters. Avoid using capital letters in your title unless necessary.**

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WWW. – INTERNET LINKS

Provide Internet links to various organisations or sources in your country that are relevant to the topic of your visit. By visiting the sites, potential participants should be able to access information on policy and initiatives that you plan to show during the visit. Please try to provide as concrete and relevant links as possible. Avoid providing too long addresses, find the first website from which participants can easily navigate on their own. Check that the links you provide work and have information in the working language of the visit.

- **Write the websites in the box below. Use the return key to separate different websites.**
- **Do not insert http in the website address if it is followed by www.**

KEYWORDS

Keywords will be used to help the applicants to better identify the focus of the visit.

Please select from the list below the keywords that complement the title and subject of the visit to attract readers' attention to your visit. Make sure that the keywords are reflected in the WHY, WHAT and HOW sections below.

- **Mark with an 'x' in the indicated columns the selected keywords (maximum number of keywords is 3).**

	Mark with an 'x'		Mark with an 'x'		Mark with an 'x'
adult learning		gender equity		school environment	
apprenticeship		health education		skill needs	
autonomy (school or institution)		innovative approaches		social and civic competences	
communication in foreign languages		intercultural education		social inclusion	
communication in the mother tongue		key competences		social partners	
competences in science and technology		language skills		special needs	
content and language integrated learning (CLIL)		leadership and management		status of teachers and trainers	
cultural awareness and expression		learners' mobility		student assessment	
curriculum		learning outcomes		sustainable development	
Digital competence		learning to learn		teachers' and trainers' competences	
disadvantaged groups		lifelong guidance		teachers' and trainers' mobility	
drop-outs		lifelong learning programme		teachers' and trainers' qualifications	
education and training attainment		low skilled		transparency of qualifications	
entrepreneurship		mathematical competence		validation of non-formal and informal learning	
Europass		migrants and minorities		volunteering	
European credit system for vocational education and training (ECVET)		national qualifications frameworks		work placement	
European credit transfer system (ECTS)		older workers		workers' mobility	
European qualifications framework (EQF)		parents involvement		young people	
evaluation (school or institution)		personalised learning			
extra-curricular activities		pre-primary learning			
financing		quality assurance			

ORGANISER(S)

It is advisable that the institution creates a team responsible for the study visit. However, we kindly ask to indicate in this section only **ONE** or **TWO** persons who will be main contacts for participants.

When writing a telephone and fax number, indicate country code-city code-direct line.

- **Insert the information about the organiser(s) in the box below.**

Ms/Mr Name Surname

Institution

Street address

City

Postcode

Country

Tel.

Fax

E-mail:

Website:

Please indicate the telephone number to be dialled from abroad by using “+” instead of “00”

Example: +30 2310 490150 where 30 is the country code for Greece.

WHERE ?

- **Write in the box below the city/town and the country of the visit in the working language of the visit in the following format:**
e.g., Paris, France or Athens, Greece.

WHY ?

The 'WHY?' section should clearly explain to the reader why you choose to organise the visit. Try to make this section brief but clear. Ideally, this section should include three sentences that answer the following three questions:

- Why is this issue important in your country/region (e.g., new policies, identified challenges)?
- Why is this specific location selected (e.g., in your town/city there is good experience in dealing with the problem, special expertise, innovative or successful practices and policies)?
- What is the host institution and why did it decide to host this visit?

- **Write your description in the box below.**

NB. The total number of characters of the 'WHY?', 'WHAT?' and 'HOW?' sections should not exceed 1600 (including spaces)

WHAT ?

The ‘WHAT?’ section defines the learning objectives of your visit. Think carefully what participants will learn/gain from the visit. This section presents concisely the content of your visit. Please avoid mentioning ‘presentation of the national system’ as it is normally an integral part of all visits. Use the allocated space to describe the issues you are going to present and discuss during the visit.

Avoid using abbreviations and acronyms. If you need to use one, provide an explanation of what it stands for.

For example:

The participants will learn about:

- *initiatives to improve adult literacy and numeracy in a certain area of a city/region;*
- *methods and tools used in vocational guidance;*
- *new approaches to student assessment in secondary schools;*
- *how self-evaluation helps improve the quality of education in city/region/country.*

- **Write your description in the box below, using the given phrase to start your description.**

Introduce each item with a bullet. Use a semicolon (;) after each bullet and a full stop (.) at the end (see example above).

NB. The total number of characters of the ‘WHY?’, ‘WHAT?’ and ‘HOW?’ sections should not exceed 1600 (including spaces).

The participants will learn about:

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HOW?

The 'HOW?' section outlines main activities through which you plan to achieve the learning objectives you set in the 'WHAT?' section. Use active verbs to describe what participants will do.

For example:

The participants will:

- *visit adult education centres, secondary schools that have gone through the new accreditation process;*
- *observe teachers' work in the classroom;*
- *meet guidance counsellors working in disadvantaged areas.*

- **Write your description in the box below, using the given phrase to start your description.**

Introduce each item with a bullet. Use a semicolon (;) after each bullet and a full stop (.) at the end (see example above).

NB. The total number of characters of the 'WHY?', 'WHAT?' and 'HOW?' sections should not exceed 1600 (including spaces).

The participants will:

-

WHOM?

Please try to be specific about the target audience you invite to participate. Think to which target groups your study visit will be of particular interest. If you would like to invite representatives of one specific group, feel free to do so. Make sure you indicate at least one target group.

- **Select all the relevant target groups. Mark them with an 'x' in the second column.**

	Mark with an 'x'
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.	

SHORT DESCRIPTION IN THE LANGUAGE OF THE HOST COUNTRY*

If you wish, you can provide a short description of your study visit in the language of your country. You can use this part to promote your visit among education and training experts in your country. Please keep this description concise. The number of characters should not exceed **700**.

** If the working language of the visit is the same as the language of your country, you do NOT have to provide a short description here.*

- **Write your description in the box below.**