



european **MOBILITY:**

A Boarding Pass to Opportunity



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# léargas in brief

Léargas is Ireland's National Agency for the promotion and management of European and international cooperation programmes in the areas of primary and secondary education, vocational education and training, youth and community work, and lifelong learning. The National Centre for Guidance in Education (NCGE) is also based in Léargas.

Established in 1987, Léargas is a not-for-profit organisation, working under the auspices of the Department of Education and Science. Léargas has recognised expertise in the administration and financial management of European education and training programmes, and in related policy development. It is the overall co-ordinating National Agency for the three European programmes of Youth (educational opportunities for the non-formal youth sector), Socrates (pre-school to post-graduate education and adult education) and Leonardo da Vinci (vocational education and training). In addition, Léargas manages a number of bilateral and multilateral programmes that foster cooperation between Ireland and other countries in the areas of education, training and youth.

Léargas staff provide key services to the programmes' target audience of professionals, learners and volunteers in education, training and youth and community work. Their work includes the provision of information and guidance on transnational programmes and grant applications, training, evaluation, reporting and advice on policy development.

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# foreword

## *A word from the Director*

Mobility is not just about physical movement, it is about the mobility of ideas, the sharing of best practice and developing an understanding of different cultures. People with vision spot the great potential for personal and organisational development through staff and learner mobility opportunities and use these strategically. The key questions they ask are: what/who are we? how do we function? what is missing? and where we can get this? Through the European education and culture programmes *Socrates*, *Leonardo da Vinci* and *Youth*, agencies like Léargas can help to identify where in Europe 'this' is available. These programmes provide the framework and means for this mobility to occur.

Despite how much we have in common with our European neighbours, differences are created by history, geography and culture, and those can be bridged only through direct experience and relationships. Mobility can play a part in the long-term development of attitudes in Ireland by bringing people together and learning from each other. It can enable participants to develop their identity as Europeans, an identity that as yet is not as tangible as being Irish.

The process of being involved in a transnational programme is an enriching one both personally and professionally. Immersion in another culture 24 hours a day is an intense experience, it is not a holiday. You absorb a lot more from it than can be read in books or learnt from a distance. As a concentrated experience it is a maturing process and can be a very powerful form of intervention. Short-term mobility can often be a rehearsal for long-term and, as such, should not be undervalued.

The case studies in this report demonstrate the value of mobility in a range of ways, in particular within the context of the EU programmes. They capture imaginative partnerships with people who take the programmes and see them as a canvas to be written on.

The *Socrates*, *Leonardo da Vinci* and *Youth* programmes have played a fundamental role in the preparation for EU enlargement by including the associated countries. With the emerging EU it is essential for Ireland to have relationships with other European countries not just at the political level but at the ordinary level: between individuals. Business has spotted the potential of our growing market, Education must seize the opportunity and do likewise.

*Jim Mullin*

August 2004

# 1. introduction

## 1.1 MOBILITY THROUGH THE AGES

Ireland – once known as “the island of Saints and Scholars” – has a long tradition of mobility and exchanges. In ancient times the monastic centres of learning of Glendalough, Clonmacnoise and Derry attracted thousands of scholars from all over Europe to Ireland’s shores. These centres of learning established a remarkable international reputation, so much so that they have become part of the heritage of Western civilisation. Conversely, travellers such as Colmcille, Columbanus, Feargal, Gall, Killian and Fursa undertook lengthy voyages to bring Irish knowledge and faith to Europe and established many great centres of learning, which are now firmly embedded in European heritage, culture and indeed architecture. The tradition of mobility continued throughout the Middle Ages – with scholars such as John Scotus Erugena bringing new philosophical insights to the Court of Charlemagne – and into the 17th 18th and 19th centuries when, since educational opportunities were lacking at home, it was to Europe the Irish turned and travelled in large numbers to be educated in the Irish colleges abroad: Louvain, Salamanca, Rome, Santiago de Compostella, and Douai.

## 1.2 MOBILITY TODAY

With the establishment of the European Union came a new “European Citizenship” with an increasing awareness of a shared heritage and culture combined with a respect for diversity. Freedom of Movement is enshrined in the European Treaty. Mobility – defined as the movement of people between nations to facilitate cross-cultural learning, cooperation and development – is one mechanism that supports such freedom of movement. More specifically, within the context of European Commission funded programmes, mobility is about sharing ideas and exploring and establishing good practice in education and training (E&T). Thus, mobility can lead to the creation of a more competent workforce and facilitate labour flows in a changing European market.

Mobility has become increasingly important in European cooperation in E&T since the launch of Community-funded programmes in the mid 1980s. The European Programmes in the fields of Education, Training and Youth have facilitated the exchange of best practice, fostered innovation, enabled the creation of networks, and encouraged the mobility of persons involved in these areas. The programmes are important in bringing teachers and students together, linking schools and other educational institutions, developing innovative partnerships in vocational training, linking youth groups and volunteers, and engaging in joint projects and research. With programmes like *Socrates*, *Leonardo da Vinci* and *Youth*, that agenda is now very well established and operational.

Opportunities in European-funded mobility projects embrace a wide range of activities – exchanges, study visits, job shadowing, in-service training, work placements in industry, *etc.* – that range in duration from one week to 12 months. They cover a diverse group of beneficiaries: students, young people, trainees, volunteers, youth and community workers, business people, teachers and trainers. In the context of the European and Irish objectives of lifelong learning, these opportunities cover education and training in all its forms: non-formal, informal and formal, and for all ages. Thirty-one European countries participate in EU mobility actions, including the newly enlarged 25 Member States, EFTA (Iceland, Liechtenstein and Norway) and the candidate countries (Bulgaria, Romania and Turkey). In addition, certain Mediterranean, Latin America and South Eastern Europe countries can participate in elements of the *Youth* programme.

This report looks at mobility within the context of E&T. It considers the contribution that EU programmes and complementary Irish bilateral programmes, managed by Léargas, can make towards developing a competitive and dynamic European knowledge-based economy and ensuring Ireland's place within that economy.

### 1.3 PROGRAMMES AND ACTIONS

Léargas has been managing mobility programmes for over 17 years. A more detailed overview of the current programmes and actions for which Léargas is responsible is provided in Appendix 1, Summary of Mobility Programmes. These include the EU programmes, *Socrates*, *Leonardo da Vinci* and *Youth*. In addition, Léargas manages the following bi-lateral and multilateral programmes which include mobility actions: *Causeway*, *NcompasS*, *East-West Schools Programme*, *Ireland-Canada Teacher Exchange* and the *International Association for the Exchange of Students for Technical Experience (IAESTE)*. Because of the contribution that bilateral and multilateral mobility programmes make to building international relations, it is important to provide an outline of them. However, in terms of funding and numbers, the EU programmes provide, by far, the greatest opportunities for mobility for educational and community-building purposes. Therefore this report focuses primarily on them.

#### 1.3.1 European Education and Culture Programmes

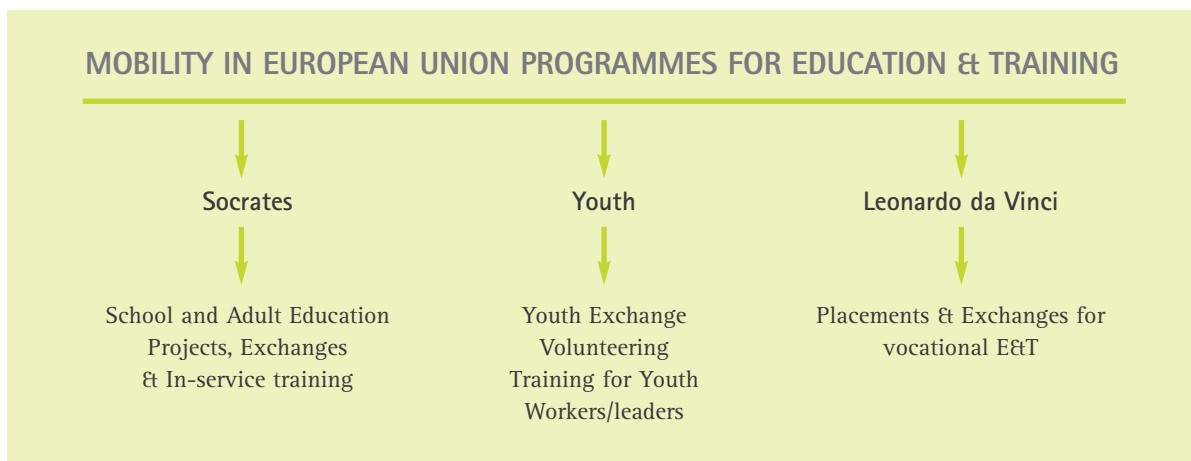
EU education programmes have their roots in the 1980s, but it is only since the mid-1990s that a more coherent European approach to education has been adopted by the Member States. Initial phases of E&T programmes ran from 1995 to 1999: *Socrates*, *Leonardo da Vinci*, *Youth for Europe* and *European Voluntary Service*; the second and current phase (2000-2006) of these programmes builds on this experience.

SOCRATES II (2000-2006) is the European programme for education. The *Comenius* action provides mobility opportunities for students and educational staff in schools, through international exchanges, projects and European in-service training. The *Grundtvig* action provides mobility opportunities for adult learners and their trainers through international projects and European in-service training. Two further

actions of this programme, Erasmus and Minerva, are managed in Ireland by the Higher Education Authority (HEA).

LEONARDO DA VINCI II (2000-2006) is the European programme for vocational education and training. *Procedure A* of the programme provides mobility opportunities for trainees, students, recent graduates, young workers and educational staff through placements and exchanges.

YOUTH (2000-2006). This is the first phase of *Youth* programme in its current form: it combines and replaces the *Youth for Europe* and *European Voluntary Service* programmes. Programme actions promote recognition of skills and competences gained from non-formal learning experiences, and encourage active contribution by young people toward the building of Europe. Mobility opportunities for young people, youth leaders and workers include exchanges, volunteer placements, training and projects.



### 1.3.2 Bi-lateral and Multi-lateral Programmes

In addition to achieving their own objectives, smaller bi-lateral programmes often act as springboards for organisations to move on to EU actions which are considered more complex.

The NcompasS programme aims to build relations between young people in Northern Ireland and the six border counties in the Republic through improved structured links between formal and informal education systems. Cross-border mobility activities include: a training course for teachers and youth workers, initial teacher training initiatives and job shadowing.

The CAUSEWAY youth programme aims to develop positive relations between young people in Ireland--North and South--and young people in Great Britain. Mobility activities include youth exchanges, advance planning visits and contact exchanges.

The EAST WEST SCHOOLS programme is a bilateral programme which has its origins in the Good Friday Agreement. It aims to promote tolerance and understanding between young people from the islands of Britain and Ireland and specifically targets schools in disadvantaged urban and rural areas. Mobility activities include pupil and teacher exchanges, job shadowing and study visits.

IAESTE is a non-political, independent organisation that aims to promote understanding through enabling students to live and gain technical work experience in over 80 countries.

### 1.4 REPORT OBJECTIVES

2000 was an important year for E&T in Europe: it marked the beginning of the European Union's move toward becoming the "most dynamic knowledge based economy" in the world by 2010, signalled by the agreement on and signing of the Lisbon Strategy. Member States acknowledged that reform of our education and training systems is central to achieving this goal. Three strategic goals were agreed as part of the E&T element of the Lisbon Strategy, and in 2002, a detailed work programme was agreed comprising thirteen key objectives for the future of E&T across Europe. A key objective of this work programme is mobility for learning purposes. 2000 was also the start of the current round of European programmes (2000-2006) managed in Ireland by Léargas.

This report has been researched and published at the time of the mid-term review of progress on the goals of Lisbon Strategy, and at the mid-term point in the lifetime of the EU programmes. The aim of the report is to provide policymakers and organisations developing their European strategies with:

- an understanding of the political and legal framework within which mobility for learning purposes takes place
- insight into how projects manage mobility and get the best out of it for their participants
- an overview of the many benefits of mobility
- a review of progress on issues affecting mobility in general at European and national level, and specifically in the context of the programmes
- suggestions on action required to ensure that better quality mobility experiences reach more people
- the relevance of mobility in the next round of programmes

While reference is made to actions of the Socrates programme relating to third level mobility and managed in Ireland by the HEA, this report is chiefly based on the European programme actions for which Léargas has responsibility.

Note: Since 2000 a greater number of actions previously managed at European Commission level have been devolved to National Agencies, these are referred to as decentralised actions.

## 1.5 STRUCTURE OF THE REPORT

**Chapter 1** sets out the objectives and methodologies of this report and provides an introduction to mobility.

**Chapter 2** examines the macro European political and legal framework and context within which the programmes are developed and highlights progress to date on increasing mobility for learning purposes. It identifies areas where further progress is needed.

**Chapter 3** considers progress on mobility made in Ireland to date by the Government and National Agencies and reflects on issues that impinge upon mobility at national and programme level.

**Chapter 4** provides case studies for each of the mobility actions. These are first-hand accounts from individuals and organisations that have participated in mobility through the Léargas-managed programmes. This chapter provides insight into how projects manage mobility and get the best out of it for their participants.

**Chapter 5** highlights the benefits of mobility for learning purposes and also outlines some of the challenges that remain to implementing mobility.

**Chapter 6** provides recommendations on the issues that have been identified during the research for this report and also briefly considers mobility in the next generation of programmes.

## 1.6 METHODOLOGY

A three strand approach has been adopted for this report:

- Literature review:
  - at European level the report considers recommendations, action plans and working papers related to mobility in E&T and also mid-term progress reports on mobility across Europe.
  - at national level it takes into account programme documentation and programme- and subject-specific reports from Léargas; also considered are reports from participant organisations and individuals interviewed. In addition, this document draws upon the outcomes and recommendations of the independent mid-term evaluations of the three EU programmes in Ireland, carried out in 2003.
- Face-to-face interviews with Léargas management and key programme staff
- Phone interviews with sample stakeholders who participated in the mobility actions of the programmes.

## 2. european context

This chapter provides an overview of mobility at the macro European level. It summarizes the political context in which European E&T policy is framed. It highlights the importance of mobility for learning purposes and identifies the funding available, measures taken, and the structures and main legal instruments established for the promotion of cooperation in mobility between Member States. It reviews the progress made at European and member state level in promoting mobility activities across Europe since 2000.



### 2.1 POLITICAL FRAMEWORK

#### 2.1.1 Lisbon Strategy

In March 2000, faced with the challenges of globalisation and European integration, the European Council (Heads of State or Government of the EU countries) met at Lisbon and declared the following a European strategic target for the year 2010:

*to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion.*

E&T play an important role in developing a cohesive social community and dynamic

economy, and are therefore recognised as one of the key areas that requires radical transformation if we are to achieve the Lisbon target.

Over the last two decades, within the framework of the process of European integration, awareness of the need for cooperation in E&T has grown steadily. In this regard, political cooperation has increased and the Lisbon Strategy has galvanised Member States' commitment to moving toward joint goals. While Member States remain responsible for the organisation of E&T systems in their own countries, the EU supports and complements their actions. One of the main areas in which it seeks to add to national endeavour is in the promotion of mobility of learners and educational staff.

Mobility for learning and teaching purposes is central to the modernisation of E&T systems in European countries, and is therefore a significant element in achieving the wider objective set for the Europe of 2010. The aim is to benefit from European diversity rather than be constrained by limitations resulting from incompatibilities.

### 2.1.2 European Instruments

Following Lisbon, a Mobility Action Plan was endorsed in December 2000. It was designed as a reference 'toolbox' and provides 42 measures intended to promote mobility and overcome obstacles to it. It identifies the competent authorities for implementing these measures: the Commission, Member States, the National Authorities (such as the Department of Education and Science) and the National Agencies (such as Léargas and the HEA) for *Socrates*, *Leonardo da Vinci* and *Youth*. The measures are framed within:

- the promotion of mobility (training people who help implement mobility, developing multilingual skills, ensuring access to relevant information)
- funding mobility (sourcing all possible financial resources)
- increasing and improving mobility (introducing alternative mobility actions, overcoming legal and administrative barriers, improving reception facilities)
- methods to make the most of periods of mobility and experience acquired (recognition, qualifications).

In July 2001 the European Parliament adopted the *Recommendation on Mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers*. This recommendation outlines the context and existing legal frameworks that impinge upon mobility. It acknowledges the benefits of mobility for personal development, for the promotion of a flexible and adaptable workforce, and for social inclusion and active citizenship. It invites Member States and the Commission to jointly act on general and specific measures to facilitate and promote mobility of the target groups.

In the wider strategy for E&T, in February 2002 EU Education Ministers and the European Commission adopted a *Work Programme on the Future Objectives of*

*Education and Training.* The Work Programme set three strategic goals for mobility in Europe: quality, access and openness to the world. The programme identified 13 concrete objectives to complement the Lisbon strategy.

The Commission White Paper – *A New Impetus for European Youth* – was published in 2002 and provides a framework for cooperation in the field of youth. It highlights the need for greater strategic cohesion across Member States, while recognising the importance of continued independent local focus in order to ensure the groups most in need of assistance are targeted.

2002 also saw the launch of the Commission’s *Action Plan for Skills and Mobility*. It aims to improve the functioning of the European labour market through concrete measures that facilitate occupational mobility, geographical mobility and sharing of information on opportunities and support structures.

With regard to qualifications, a few years ago what is known as the *Bologna process* established a framework for greater transparency and recognition in higher education qualifications in order to improve and increase mobility in third level education. The *Copenhagen Declaration, November 2002*, concerns the promotion of enhanced European cooperation in vocational E&T. Subsequent to the Declaration, the Commission also adopted a proposal for a Decision on a single framework for the transparency of qualifications and competences (*Europass*). Included in this is *MobiliPass* which aims to allow participants to record experiences of international (transnational) mobility in E&T at any level.

## 2.2 EUROPEAN OVERVIEW

### 2.2.1 Funding

Community resources for mobility have grown steadily since the inception of the programmes. For example, the mobility budget available to Leonardo da Vinci increased from €44 million in 1995 to €65 million in 2002. Similarly, within the Youth programme funding jumped from €19 million in 1995 to €43 million in 2002. At a national level, in the first four years (2000-2004) of Socrates II, Léargas has been responsible for a budget of over €6.6 million, almost double the total budget it managed for Socrates I (1995-99).

EU-funded programmes are not the only source of funding for mobility initiatives: some countries supplement the funding for EU programmes and run other mobility projects and programmes. In Ireland for example, Léargas is involved in a number of bilateral and multi-lateral initiatives such as the East West Schools Programme, NcompasS, the Causeway youth programme and IAESTE, all of which receive Irish Government funding and support. The Commission has stated that further similar

initiatives and funding from both national governments and from industry are needed in order to achieve the economic and social goals of 2010.

## 2.2.2 Progress at European Level

Regarding the *Work Programme on the Future Objectives of Education and Training*, the European Commission set up a series of working groups to focus on the 13 defined objectives. Ireland is represented by Léargas on Working Group F: *Mobility and European Cooperation*, which focuses on objectives 3.4 (Increasing mobility and exchange) and 3.5 (Strengthening European cooperation). Specifically, Group F is developing a charter for **quality** in mobility and looking at ways of widening access to and improving **funding** for mobility.

European networks such as Euroguidance or NARIC contribute to mobility in education by providing quality information and guidance for potentially mobile people. The National Centre for Guidance in Education (NCGE) – which operates under the aegis of Léargas – is responsible for the ongoing update of links to the Ploteus Internet portal (<http://www.ploteus.net>) which was launched in March 2003 and complements these initiatives. It provides information about learning and exchange opportunities in EU, EEA and pre-accession countries and about the structure of E&T systems. Following this the Commission launched the European Job Mobility Portal (<http://europa.eu.int/eures>) in November 2003. In May 2004, a Youth Portal (<http://europa.eu.int/youth>) was launched. It is a focal point for information, news and discussion on European issues that relate to young people. Irish information for the portal is provided by Eurodesk, which is based in Léargas.

Within the framework of the **Bologna process**, mobility in higher education is being increased by working on issues such as portability of grants, transparency tools and recognition measures. The use of the **European Credit Transfer System (ECTS)** and the **Diploma Supplement** is becoming more widespread in European countries. Students who have gained ECTS credit for studies in foreign countries can repatriate their credits and accumulate them towards an appropriate award in their home country. The implementation of the Diploma Supplement will facilitate a system of easily readable and comparable degrees across Europe.

Further to the **Copenhagen Declaration**, Member States are developing **Certificate Supplements** following a common template. These explain what a certain vocational qualification means in terms of competences, with reference to the training system to which it belongs (<http://www.cedefop.eu.int/transparency/certsupp.asp>).

A feasibility study on a 'Mobility Card' is to be carried out before the end of summer 2004.

## 2.2.3 Reporting

The Commission is requesting the consolidation of all future reports of the EU programmes of Socrates, Leonardo da Vinci and Youth. This effectively requires

coordination and dialogue between the programmes at national level. Many National Agencies around Europe are only now moving towards joint agencies. Léargas is in an excellent position in this respect as it houses the three programmes. The Recommendation on Mobility requires national evaluative reports to be submitted to the Commission every two years.

### 2.2.4 Progress at Member State Level

The Commission's main area of concern for targets that are not being met relates to issues of national policy where substantial obstacles remain. Many of these were identified as early as 1996 in the Commission Green Paper *Education – Training – Research: The Obstacles to Transnational Mobility* and include such areas as financial, administrative and legal barriers related to tax, social security, residence permits or issues of health and insurance. Governments are slower to tackle certain obstacles in part due to their complicated nature and legal implications. There has been a shift by national Governments towards actively promoting mobility in terms of marketing its benefits, providing adequate financial support and a good organisational framework.

Commission reports to date, based on national evaluative accounts, acknowledge that European countries are making inroads into reforming both their E&T systems and their support systems for mobility – such as transferability of social welfare and recognition of study periods overseas. However, the pace of change is slow. Efforts need to be strengthened and better coordinated if the set objectives are to be met. Many national Governments have yet to develop a comprehensive national strategy to facilitate and actively promote mobility.

While the number of people choosing mobility is on the increase they still represent only a small percentage of the target group. For example, in 2002 the Leonardo da Vinci programme supported the mobility of some 45,000 trainees, representing less than 1% of persons participating in vocational E&T in Europe. The percentage of third level students coming from other EU/EEA countries as a percentage of all students is slightly above 2%. In 2003, just 40,000 school teachers undertook mobility activity within the framework of the EU programmes, the majority attending project meetings of only a few days. That said, within their financial and administrative limits, EU programmes are generally meeting their targets in terms of budget absorption and numbers. There are only a few actions in which uptake has been weak. For example, Europe-wide uptake of Grundtvig 3 has been poor. While in Ireland applications for outgoing volunteers in EVS (Youth) and Exchanges (Leonardo da Vinci) have not been as high as anticipated.

In relation to linguistic and cultural barriers, national Governments are endeavouring to diversify the linguistic competence of their communities. There is evidence of a trend towards the introduction of two foreign languages in school education.

There is increasing use of ECTS to facilitate recognition for academic purposes for students spending part of their studies overseas. Few countries have established a national agency that provides assistance to universities on academic recognition.

The Irish Government has established the National Qualifications Authority of Ireland (NQAI), referred to in the next chapter.

The **mobility of persons undergoing training** is still low and Europass is generally the only means to increase the status in the home country of a mobility experience. However, transparency of vocational qualifications is improving as many countries are preparing the Certificate Supplement.

The lack of an agreed European definition of voluntary work continues to be a hindrance to the **mobility of volunteers**, as there are widely differing perceptions as to what constitutes volunteering. There is also no commonly accepted European form of background screening, for example of those volunteers who wish to work with children or vulnerable groups.

A European dimension in initial or in-service training of teachers provided at national level is generally not evident. Often there is an absence of framework policies supporting short-term **mobility of teachers and trainers** and enabling institutions to encourage it. In order to address issues of teacher shortage, some Member States have introduced measures allowing access to teachers trained in other countries. Mobility as a standard part of a teacher's career is largely limited to university teaching staff and language teachers.

# 3. irish context

This chapter sets the context in which mobility projects are taking place in Ireland, looking at the progress made by both the Government and National Agencies to facilitate mobility. It provides an overview of the current EU programmes and takes a brief look at statistical data on participants. Finally, it highlights issues that impinge upon mobility both generally and, in the context of the programmes, identifies ways of overcoming these.

## 3.1 SOCIO-ECONOMIC CONTEXT

The current round of European programmes commenced during the latter part of the 'Celtic Tiger' period when Ireland was experiencing unprecedented economic growth. However, the recent downturn in the international economy has placed new demands on the country.

Through the programmes, Ireland can gain from best practices in Europe and in turn contribute its own experience and expertise to enriching other countries' educational activities. In particular, mobility actions can play a part in increasing the flexibility of the existing workforce by continued investment in advanced skills training and lifelong learning, and improving the employability of recent graduates or people still in training.

Three issues which have had a temporary negative impact on mobility, both in Ireland and for participants going abroad through the programmes, are the tragic events of 9/11, the outbreak of foot and mouth disease and lengthy industrial action by teachers' unions.

## 3.2 PROGRAMMES IN ACTION

Independent interim evaluations of *Socrates*, *Leonardo da Vinci* and *Youth* at national level observe that, in general, the projects and activities implemented would not have been undertaken without the European programmes. The programmes have succeeded in removing many barriers to mobility in that they provide funding and a framework for mobility to take place, and they ensure the effective matching/partnering of similar organisations/individuals. The evaluations highlight the efficient management of the decentralised aspects of the programmes by the National Agencies. Their research shows that the target audience is being informed through various media channels and that applicants are being kept aware of the progress of their submissions. Léargas staff remain focused on meeting the needs of the people they serve, and generally have established good systems to deliver the activities effectively. Participating organisations and individuals, as can be seen in the case studies in Chapter 4, reacted positively to the technical support and assistance provided by Léargas.

### 3.2.1 Mobility Uptake

The current round of programmes undergoes constant evaluation and the Commission has drawn up indicators to measure the broader impact of the programmes in relation to achieving the Lisbon objectives.

Statistical information currently available for the programmes relates mainly to the actual numbers of people availing of mobility. Numbers are significant only in so far as they can provide information such as the types of organisations/individuals participating, gender and geographical spread both within Ireland and abroad. However, the quality of the mobility experience is also important: for example, its relevance, the quality of the projects, the support that participants receive, and its stated goals being reached.

For most but not all actions under European programmes, Léargas reports ample and in some cases over-demand. There is sufficient budget absorption and the programmes could not support more mobility measures without additional funding and staffing.

#### **Socrates**

Comenius 1 provides mobility opportunities for staff and pupils in pre-school and school education through international projects and language exchanges. Comenius 2.2 provides European in-service training for school educational staff, including courses, job shadowing and work placement. The overall uptake of Comenius is good and projects are mostly well distributed across the country. Reports show that the majority of applicants for Comenius 1 are primary schools, followed by secondary and vocational schools. In part this reflects the ratio of primary to secondary schools. However, two other factors are pertinent. Firstly it is easier to integrate project themes across the primary curriculum. Secondly, at secondary level the examination system places enormous pressure on students and teachers and so, as projects are extra curricular, exam subjects take precedence. Transition year offers a real opportunity for mobility projects in schools, but not all schools include this year. Special needs schools and adult education institutes account for a small minority of applicants. Given the benefits of participation in such projects, their integration into the secondary curriculum needs to be facilitated to a greater extent.

table 1

## COMENIUS 1 | NUMBER OF PARTICIPANTS ▶

	Preparatory Measures	School and School Development Projects					Language Projects		
		Teacher Exchange	Head Teacher Study Visit	Teacher placement in Industry	Project Meeting Teachers	Project Meeting Pupils	Student Exchange Teachers	Student Exchange Pupils	
2000-01	73	14	52	3					
2001-02	44	26	29	2	330	70	25	177	
2002-03	37	14	31	5	412	160	20	99	

▶ Figures are not available for 2003-2004, as reports are submitted in September

In-service training in Comenius 2.2 and Grundtvig 3 (see below) add to and reinforce national endeavours. For example, in the past two years Comenius 2.2 has experienced a substantial surge in applications. This is largely due to the Government's modern languages initiatives.

table 2

## COMENIUS 2.2 | EUROPEAN IN-SERVICE TRAINING

	2000		2001-2002		2002-2003		2003-2004		
	Applications Received	Projects Approved	Applications Received	Projects Approved	Applications Received	Projects Approved	Applications Received	Projects Approved	
In-service training ■	70	25 ▶	185	128	148	124	174	117	
Language Assistantship outgoing ●	6	5	12	1	17	7	31	17	
Initial Teacher placement	0	0	0	0	0	0	0	0	

▶ In 2000 there was a budgetary constraint on the number of grants then known as Comenius 3.2

■ Applications are on-going for 2003-2004 in-servicing training

● 2000 was the first year Léargas had responsibility for the implementation of this action

Under Comenius 2.2, the last few years have seen a substantial increase in the number applying in Ireland to participate in the Language Assistantship in another European country. To date, no Irish participants have carried out Comenius 2.2 initial teacher placement. While funded by Léargas, they are part of the Comenius 2.1 action which is managed centrally by the Commission. Comenius 2.1 funds European cooperation projects set up between training institutes. They are product driven and aim to develop courses and materials. Through them, organisations can apply for student teachers placements; so far no applications have included Irish student teachers.

The Grundtvig programme seeks to improve the quality and European dimension of adult education and to help make lifelong opportunities more widely available. The programme was only established in 2000 and as such is still relatively unknown. In Ireland, adult education is relatively underdeveloped compared with some other member states, so it is important to learn from well established systems. Léargas promotion has resulted in a marked increase in the number of applications for Grundtvig 2, European Learning Partnerships. This provides opportunities for participant mobility within a project framework.

table 3

### GRUNDTVIG 2 | EUROPEAN LEARNING PARTNERSHIPS

	2001		2002		2003		2004
	Applications Received	Projects Approved	Applications Received	Projects Approved	Applications Received	Projects Approved	Applications Received
European Learning Partnership	11	8	34	23	37	24 ▶	36

▶ While 24 were approved only 23 were carried out, as one project fell through the interagency consultation, i.e. it was not approved by a minimum of three participating countries

table 4

### GRUNDTVIG 2 | MOBILITY ACTIVITIES WITH GRUNDTVIG

	Project Meetings, Learner Visit, Staff Mobility 2002–2003		
	Female	Male	Persons with Special Needs
Number of Staff	66	26	
Number of Learners	16	2	5

Across Europe the uptake in Grundtvig 3 in-service training has been low. Léargas is endeavouring to remedy this in Ireland through targeted promotion.

table 5

## GRUNDTVIG 3 | MOBILITY ▶

	2001–2002		2002–2003		
	Applications Received	Projects Approved	Applications Received	Projects Approved	
In-service Training Courses ▶	5	5	18	10	

▶ Figures for 2003–2004 are not available, as applications are ongoing

### Leonardo da Vinci

Leonardo da Vinci Placements complement the work of groups such as the *Expert Group on Future Skills Needs* in Ireland. The majority of organisations availing of Leonardo da Vinci mobility are VECs, IOTs, Universities and organisations such as FÁS – the State Training and Employment Authority. These organisations strategically use the programme framework to provide specialised training not available in Ireland or to gain work experience in recognised European centres of excellence, for example: health care and adult education in the Nordic countries; mining in the UK; culinary arts in France and forest harvesting in Finland. The majority of mobility takes place within the following categories of training: applied sciences, business, health and social care, childcare and tourism. Typically, placements are for about four months, although some last for up to a year.

Through Leonardo da Vinci Exchanges, organisations get a view on how vocational training is working in another country. For example, how they provide work experience, how they monitor, supervise and evaluate placements, and how they assess qualifications.

Both placements and exchanges give Irish organisations the opportunity to create links with industry at a European level and provide a European training dimension to their courses. Commission reports indicate that there is a need for greater participation of Small to Medium Enterprises (SMEs), as this would contribute further to building links between industry and training organisations. The programme offers additional funding as an incentive to SMEs with more limited means to get involved.

Over the last four years there has been a shortfall in the number of organisations applying for exchanges. Placements have accounted for approximately 70% of mobility projects. However, according to the survey carried out for the interim evaluation, on average placements have 26 participants per project, while exchanges have 7.5 participants. Prior to the 2004 deadline, Léargas carried out a targeted promotion to remedy the low uptake in exchanges. This has paid off as the number of applications has increased by 360 percent, from a low of three in 2003 to 14 in 2004.

Geographical spread of mobility projects is poor, with the urban centres of Dublin and Cork consistently accounting for the majority of uptake. This is mainly due to the concentration of educational institutions in these areas, however a broader geographical spread would be beneficial to participants outside the “catchment” area of these main centres.

table 6

LEONARDO DA VINCI | MOBILITY PROCEDURE A –  
NUMBER OF PROJECTS

	Project Completed				Applications	
	2000	2001	2002	2003	2004	
Placements	21	21	22	12	23	
Exchanges	4	5	4	2	14	

table 7

LEONARDO DA VINCI | MOBILITY PROCEDURE A –  
NUMBER OF PARTICIPANTS

Placements & Exchanges	2000	2001	2002	2003	2004	
Number of beneficiaries assisted through projects *	471	362	518	406	436	

\* Figures for 2002, 2003 and 2004 are based on contracts, as some projects are on-going

## Youth

Overall, the numbers participating in Youth actions have increased slightly. The mid-term evaluation, which had a good response rate, states that a high proportion of beneficiaries found that their participation far outweighed their expectations. The Youth programme is quite evenly spread around the four provinces given their relative populations. However, there is a low level of uptake within certain localities, in particular Cavan, Kildare, Laois, Leitrim, Limerick, Longford and Offaly. Léargas continually monitors uptake of the programme on a geographical basis and responds to shortfalls by holding awareness-raising seminars.

Youth Exchanges, Action 1, can be organised by youth clubs and community-based organisations. Exchanges bring together groups of young people from two or three different European countries to explore various themes whilst learning about each other and their culture. A high proportion of participants in Action 1 exchanges are young people with fewer opportunities. A downturn in Youth Exchanges in 2001 is

attributed to the impact of the foot and mouth crisis, which greatly restricted mobility into and around Ireland. However, numbers recovered in 2002 and increased further in 2003.

European Voluntary Service (EVS), Action 2, provides young people with an opportunity to do voluntary work in another European country, within a supportive structure. EVS figures have remained fairly constant throughout the three-year period, although much of the activity involved hosting rather than sending volunteers. While Ireland is a popular destination because of the language and work opportunities for incoming visitors, our present economic climate is a disincentive to young Irish people volunteering. In 2001 Irish organisations hosted 78 EVS volunteers, while during 2000-2002 only 20 Irish volunteers took up EVS activities in other European countries. Furthermore, long-term EVS is more suited to graduates or students who have a higher level of education and the confidence to adapt to the demands of a different culture for a minimum of six months. The EVS short-term (minimum three weeks) is specifically aimed at more disadvantaged young people, who may not even have finished school. From a low base in the early years of the Action, the numbers of young people applying for short-term EVS placements is now on the increase.

In 2003, the European Year of People with Disabilities, Léargas facilitated 166 incoming EVS volunteers for the Special Olympics. Volunteers from 13 countries came for three weeks and assisted with events, language and accommodation services. Such large-scale EVS projects are not normally possible under the current rules. However, there has been a drive to develop this type of project for particular events such as the 2004 Olympics in Athens. Léargas has the expertise and is available to offer advice to other National Agencies undertaking such initiatives.

There has been a significant increase in numbers participating in Action 3 (Future Capital) which includes opportunities for volunteers who have completed EVS to build on this experience and European transnational networking projects for youth groups.

Similarly, there has been a dramatic increase in the numbers of people participating in Action 5 which provides training and job shadowing mobility opportunities for youth leaders and workers.

**table 8**

#### YOUTH MOBILITY |

Actions	Number of Participants ▶				
	2000	2001	2002	2003	2004
Youth Exchange (1)	908	551	806	1078	441
EVS (2)	100	100	79	106	53
Youth Initiatives (3)	86	23	114	237	51
Support Measures (5)	51	170	282	326	156

▶ Figures for 2003 and 2004 are approximate, as some projects have yet to be completed and applications are on-going.

## 3.3 LÉARGAS ACTIVITIES

### 3.3.1 Guidelines for Good Practice: Youth Exchange

The safety of children and young people in international youth exchange is an important issue that, prior to 2004, had not been addressed at European level. Projects across the programmes often remark that exchanges and hosting students can be problematic. In a bid to address this issue, Léargas, in collaboration with Experiment in International Living (EIL), the National Youth Council of Ireland (NYCI), and the Youth Council for Northern Ireland, published a useful publication *Child Safety and Youth Exchange Programmes Guidelines for Good Practice*. This document was presented to the European Commission, which has decided to adopt the guidelines. As a result, the guidelines will be translated and disseminated by the Commission in 2004. In 2005, the Commission will put a training programme into action based on this publication. Between 2005–2006, it intends to carry out research on the issue in preparation for the next generation of the Youth programme.

A further initiative on this topic is being taken by the bilateral programme NcompasS, which is pioneering the issue of child protection in youth and school exchanges by providing accredited training for teachers and youth workers involved in such exchanges. This training is provided as part of a wider training course on youth exchange which is provided by the NcompasS project.

### 3.3.2 Promotion

Léargas has invested in country-wide promotion, focusing on regions where programme participation is low and providing outreach workshops. Although gaps remain as the population is rather sparse in some areas, this has resulted in a more even spread of programme uptake. For example, Grundtvig is now receiving applications from areas that previously had not been involved such as Donegal, Sligo and the midlands.

Léargas is also the national partner for *Eurodesk* in Ireland. This is a European network that disseminates information on funding, mobility and other opportunities in Europe for young people. As well as having an office in Léargas, it is present in 12 youth information centres around the country. The Eurodesk office in Léargas is also the Irish information point for the European Youth Portal ([www.europa.eu.int/youth](http://www.europa.eu.int/youth)), which provides a wealth of information for young people on working, studying and volunteering throughout Europe.

### 3.3.3 Support Measures for Programme Participants

In order to overcome the complexity of programme-related procedures, Léargas provides workshops around the country on how to manage projects in each of the programmes and how to complete application forms as well as interim and final reports. A positive outcome of this is that there has been a marked improvement in the quality of applications.

### 3.4 GOVERNMENT POLICY AND NATIONAL INITIATIVES

The European Commission recommends that governments concentrate reforms and investment on the most crucial areas in each country.

#### 3.4.1 Transparency and Recognition of Qualifications

Much has been achieved in the areas of certification and recognition of qualifications. The Department of Education and Science (DES) is fully committed to the transferability of all qualifications and has signed up to the Bologna and Copenhagen processes.

In a significant step for the policy of facilitating the mobility of citizens, the Government established in 2002 the *National Qualifications Authority of Ireland (NQAI)* with the specific task of developing a qualifications framework that will provide a new national structure, in addition to ensuring the validity of Irish qualifications abroad and providing a mechanism for recognising international qualifications in Ireland.

The Government has given the NQAI responsibility for the National Academic Recognition Information Centre (NARIC). The Higher Education and Training Awards Council (HETAC) and Further Education and Training Awards Council (FETAC) also operate under the aegis of NQAI, which ensures that work on frameworks for qualifications will be informed by the broad spectrum of educational experience. With a view to increasing the role played by ECTS in facilitating student mobility and international curriculum development, the NQAI has established a *Technical Advisory Group on Credits*.

A National Steering Group on the Bologna Process and a Working Group on the introduction of the Diploma Supplement have also been established.

With regard to recognition and transparency of vocational E&T qualifications, FETAC is working on the development of the *Certificate Supplement* for each of its awards in order to gain European-wide recognition of such qualifications.

#### 3.4.2 Europass

An Foras Áiseanna Saothair (FÁS) is the national contact point for *Europass*, which provides an official standard document in use throughout the EU. *Europass* formally records details of European training undertaken by the holder. The overseas training carried out must be an integral part of the training programme being followed in the home state.

#### 3.4.3 Linguistic Diversity

The Government is committed to the goal of 'mother tongue + two' for Irish citizens.

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<sup>1</sup>This is one of the objectives of the Lisbon Strategy

In 1998, the DES established the Modern Languages Initiative in primary schools. The aim of the programme was to diversify and enhance the teaching of languages. In 2000, the Post-Primary Languages Initiative commenced. These programmes have introduced French, German, Italian and Spanish at primary level, and Italian, Japanese, Russian and Spanish at post-primary level in over 600 schools throughout Ireland.

As an integral part of these Initiatives, the Government has introduced new Diploma and Certificate courses in language teaching for primary and secondary school teachers. These courses are offered in 12 IOTs around the country and are funded by the DES and the NDP.

A spin off from the Modern Languages initiative is the establishment of a pilot programme of summer language scholarships to Spain and Italy, set up by Trinity Access Programme in collaboration with the Post-Primary Languages Initiative. These scholarships are targeted at disadvantaged schools.

The **European Language Label**, managed in Ireland by Léargas, is an award given by the Commission to projects that demonstrate an innovative approach to language teaching and learning. This year, for the first time in Ireland, a Cork primary school received the award for their Italian language project. The label provides formal recognition and a quality mark that the school can use in its promotion. By way of encouragement and recognition for such endeavours, a national initiative by DES, HEA and FÁS complements the Label by providing a small financial reward to successful projects.

Industry can also contribute to mobility and language initiatives; for example, the Irish Business and Employers Confederation (IBEC) has implemented two programmes that contribute towards linguistic diversity for economic prosperity. The first is the **European Experience Programme** which is funded by FÁS, Area Development Management and the Department of Social, Community and Family Affairs and has been running for almost seven years. It provides six-month language skills training to unemployed and underemployed people. For the first six weeks participants have an induction in Ireland, the rest of their time is spent in language classes and work experience in a foreign country. The second, **Export Orientation Programme (EOP)**, is a graduate placement programme established in 1983. It runs for 12 months with a minimum of six months spent outside Ireland.

#### 3.4.4 Investment in Other Mobility

While the EU programmes remain the largest source for international E&T mobility, in terms of funding and numbers, the Irish Government invests in other similar bilateral and multi-lateral actions. As outlined in Chapter 1, these include: the East West Schools Programme and the Causeway Youth programme, both funded by the British and Irish Governments; NcompasS, funded by the EU Programme for Peace and Reconciliation, in addition to the British and Irish Governments; and IAESTE, funded by the Irish Government.

In addition to achieving their original objectives, smaller bilateral programmes often act as springboards for organisations to move on to EU actions which are considered more complex. The smaller programmes give participants experience in project planning and management, and transnational mobility. For example, schools often run bilateral East West projects and subsequently move on to multi-national Comenius projects. Many organisations that promote Youth projects use the Causeway Programme as a precursor to their involvement, as it offers exchanges where language is not an issue and where there is only a limited distance to travel. This enables young people to become better equipped to cope with the more challenging Youth Programme exchanges.

### 3.4.5 Adult Education White Paper

The Commission has recently urged member states to define coherent and comprehensive lifelong learning strategies. The Irish Government had already published *Learning for Life: White Paper on Adult Education* in 2000. European mobility opportunities tie in with this document which sets out three principles that should underpin policy and practice: (a) lifelong learning as a systematic approach, (b) equality and (c) interculturalism.

### 3.4.6 Voluntary Activity White Paper

The Youth sector in Ireland is not as well funded as it is in some other member states. Many Irish social and youth organisations depend on voluntary activity. In 2000, the Government published *Supporting Voluntary Activity – A White Paper on a Framework for Supporting Voluntary Activity and for Developing the Relationship between the State and the Community and Voluntary Sector*. This document will inform policy and practice in the Voluntary Sector in the future.

### 3.4.7 Interdepartmental Committee for Legal and Administrative Barriers

Ireland is committed to facilitating mobility through the removal of legal and administrative barriers, but work remains to be achieved in this area. Léargas has proposed to the DES that the establishment of an interdepartmental committee on mobility would be a useful mechanism to focus relevant departments and experts on how to better facilitate mobility into and out of Ireland.

# 4. case studies

This chapter provides sample case studies of mobility under the various programmes.

These case studies provide a hint of just how broad the potential uses and benefits of mobility can be to individual participants, sending and hosting organisations.

They also demonstrate how the limits of transnational mobility projects have been tested by participants and organisations.



## YOUTH-ACTION 2

## European Voluntary Service (EVS)

Kenneth Doyle, Dublin

Sending Organisation:

VSI, Dublin

Host organisation:

Solidarité de jeunesse, Bordeaux, France

Duration:

1 year

I left school early and joined Youth Reach which enabled me to do my leaving cert applied. Through them I did summer work camps in France and Wales. At first I was going for a free holiday, but after my third work camp I got really into volunteering and wanted to lead a camp. Following school I did a foundation course (NCPA) that could lead on to a degree course in Social Studies in Maynooth. But I was a bit lost when I finished and the year in France on EVS gave me time to think and decide what I want to do.

Solidarité de jeunesse have many houses around France running different projects. Staff and international volunteers from all over Europe, Africa and other places live together. The programme I ended up in was house renovation, but it was much more than that. Before doing anything we learned about building safety and first aid. I learned bricklaying, cementing, plastering and stone cutting in a hands-on fashion, much better than taking notes and then trying to figure them out. We had a professional photo lab in the basement of the house which was a total surprise. We learned how to shoot and develop. Some photos turned out great!

During the year me and a French girl had the opportunity to lead a three-week summer work camp with a small group of international volunteers from France, Germany, Latvia and Turkey. It was in a town called Mell about two hours drive from our original base. I had responsibility for the money for food and entertainment, we had a small budget so I had to get value for money. We were based in a residential home for the elderly. It was a beautiful house, nothing like in this country, the French look after their heritage. During the day we renovated an old wash house and in the evening we'd play games with the residents. Our weekends were free and we'd organise trips

amongst ourselves. Our camp was visited by Olivier the supervisor of the main project. Although I had some French, English was the common language. But as the work camp was smaller and we met with the residents in the evening I had to practise my French.

Getting out of Dublin opens your mind – a lot of Irish are ignorant of the outside world. We think we're a great little country and sometimes that we're the centre of the universe. When you travel you find similarities, similar attitudes good and bad. The only real difference for me was the language. It changes your opinion and makes you more confident, which means you're less trapped.

Then there's the friendship – I met a lot of people from Japan and so many people others wouldn't meet in a lifetime. We shared our likes and dislikes, our books, our music. I came home with a load more books and know about many more authors.

When I came back to Ireland the shop that I'd been working in offered me my old job. But after the experience in France you change. As a volunteer you do something you're appreciated for, this isn't always the case working here. My EVS in France with the photo

lab was really why I've decided I want to go to college and study media. It built on my previous experience with Youth Reach during which I did an anti-racism road show around Ireland with some other students. What I'm really interested in is looking at social issues through the media. But I have another year before I start so I'm considering doing a Youth Future Capital project and I'm also hoping to go back and study French at night soon. There are so many things in my head – making a video on step-by-step programmes or on racism, or doing a personal programme. My ideas are all notes and scribbles at the moment, but they'll come to something.

heritage  
professional photo  
time to think  
stone cutting  
budget responsibility  
confidence  
opinions  
friendships  
media  
college  
social issues

## YOUTH–ACTION 2

European Voluntary Service (EVS)

Alan Hayes, Youth Worker

**Sending Organisation:**

St Brendan's Youth Club, Glashule

**Host organisation:**

Engage Interact, The Netherlands

**Duration:**

6 months

I heard about EVS and my host organisation through an Austrian girl I met at a contact making seminar there. She had been a volunteer with them in Holland. Through my youth club I've been attending European conferences since 1995 and eventually I became a youth leader. After studying fitness and leisure management, I went on to study youth and community work in the Liberties for a year with a view to working with kids.

I was just out of college and had some hands-on experience, but the Dutch group provided me with training in alternative working methods. Things I'd never heard of before such as how to facilitate using Open Space Technology and Theatre of the Oppressed. The client group I worked with was in a relatively poor area and trying to use traditional methods didn't really work. Holland is quite an affluent country with a large immigrant population who are often victims of prejudice. But we were working with young, white Dutch youth. They were second generation, sons and daughters of ex-cons who when released from prison were given a house – so their children were prejudiced due to their parents.

EVS provided us with basic language training. Because of their economic background the youths we were working with didn't speak any English, which is unusual in Holland. So we were forced to pick up the basics and for things that were more complex we had assistance. Apart from the language, what helped to get things across was the curiosity of these young people seeing foreigners interested in them. There we were: one short, dark Spaniard and one short, freckled Irish guy, and the Dutch

tall and good looking – we were a novelty and they were happy to suffer our inability at language and enjoy mocking us.

The idea with EVS is that you go away, you learn something and eventually bring it back to your community. While my route to EVS was somewhat circuitous, it finished in a textbook way. I am now running the youth club. Clubs have changed, the demands are very different from what they wanted even 10 years ago, people get bored more easily and our greatest demon is our pub culture. Now it's open as a drop in and it's given the club a new lease of life with renewed energy, new ideas and the guts to try them out.

The advice I'd give to young people – get out of Ireland, work abroad, see something else. If only we could make it compulsory! I can't stress enough the benefits of the experience to live in other cultures where you're forced to try and learn a language, to conform to different social etiquette, forced to witness other ways of living. When you're away and nobody knows you, you're not afraid to do things, then you realise your potential and then it's exciting. People feed off other people's energy.

To have schools push more for exchange programmes would be important. Young people are in school 6 hours a day, 5 days a week – schools have the greatest opportunity to influence youth. They should be promoting intercultural learning. Youth clubs, on the other hand only see them 2-4 hours a week. Travel can take away the evil known as school!

theatre of the oppressed  
alternative working methods  
open space technology  
energy  
new ideas  
social etiquette

## YOUTH-ACTION 1

## Youth Exchange

Patrick Bookle &amp; Jacinta Hogan

Irish Organisation:

Ossary Youth, Kilkenny

Hosting Organisation:

Mtü Elva Avatud Noorte Klubi (EANK) Estonia

Duration:

9 days

Not everyone might look forward to Friday 13th, but for us a group of 11 young people and 4 leaders from Co Kilkenny, the 13th of February was a date that we had been looking forward to for many months as we left Ireland to commence a youth exchange to Estonia.

This trip was the second leg of a Léargas-funded European cultural exchange which had seen a group of Estonian young people and leaders spend nine days in Kilkenny in August 2003. Great friendships were formed during those fun filled days. Therefore, there were real scenes of welcome in Elva as our Estonian friends had waited up until 2am to meet us. What followed was nine never to be forgotten days in a beautiful snow covered country which allowed us a unique insight into day-to-day life in a country soon to be a full member of the EU.

The title of the second leg of the exchange was *Hands On/Feet Off Reloaded* and the theme was cultural and European awareness. We had spent six months planning our visit to Estonia, meeting every two weeks prior to our departure. We built on our knowledge of Estonia gained during their visit to Kilkenny by maintaining email contact. The young people involved helped organise fundraising events to subsidise the Léargas grant. We also got support from a number of local businesses.

In Elva we shared the same accommodation. This hugely facilitated all aspects of cultural learning. Sharing languages, traditions, sports, music, dance drama and even cooking was part of the experience. We taught the Estonians the Siege of Ennis and, in return, they taught us Estonian folk dances. We had the opportunity to try cross-country skiing and ice skating on an ice covered lake. On

a trip to Otepaa, the winter sports capital of Estonia, we took part in snow tubing which was the thrill-seeking highlight of the trip. The fact that the entire country was covered in snow with temperatures ranging from +5 to -15 °C made it even more memorable.

We visited Tartu, the second largest city in Estonia, got a guided tour of the city museum, and saw a restored village depicting Estonian life in olden times in Polva.

Included in the programme were a number of workshops. The highlight of the drama workshop was a public performance of the finished piece, attended by the Mayor of Elva in the town theatre. The group work was interesting and challenging but the exchange song written and sung in English and Estonian by all of the young people involved was a particular peak in teamwork and creativity. The song title 'Those were the best days of our lives' summed up our feelings. Many tears were shed in Tallinn International airport as we said goodbye.

For many of the participants it was their first time on a plane and their first time to ski. As a result of the experience, a couple of the youth intend to do senior leader training in youth and will be involved in the organisation of future exchanges. Ossory Youth will continue with this new European dimension to our work which opens up so many great opportunities to young people. We are going to put an exchange package together to assist youth clubs in Kilkenny to organise their own exchanges and this will be showcased in our upcoming AGM. We are currently helping two Estonia people to come to Ireland for work. It's the ripple effect!

unique insight

fundraising

snow tubing

folk dances

public performance

teamwork

## YOUTH–ACTION 3

### Future Capital

This case study is taken from the interim evaluation of the Youth Programme

### Valentina Brogli

<b>Irish Host Organisation:</b>	<b>National Association for Parents Support, Portlaoise</b>
<b>Sending Organisation:</b>	<b>Association Giovanni Europe, Italy</b>
<b>Project Title:</b>	<b>Animal Welfare Project</b>
<b>Duration:</b>	<b>short-term</b>

Valentina Brogli completed her EVS in the National Association for Parents Support (NAPS) in Portlaoise. An idea for a project came from her 12 months involvement with NAPS. And so following this she applied for a Future Capital grant and received €2,300 funding to run workshops for young people in the Knockmay area of Portlaoise around the area of animal welfare and animal safety. Valentina noted that many local inhabitants had a strong interest in animals and in particular horses, yet few had any formal training in horse riding, and many of them were not aware of the issues of animal welfare. She had seen the way many of the young people rode bareback, taking risks to show off and putting themselves in danger. She thus organised a pet camp, targeting the young people of Knockmay, organising animal-related training. The Pet Camp engaged the young people in discussion on issues of animal welfare, caring for cats and dogs, as well as horse riding instruction over a number of days. On the last day of the pet camp Valentina organised a vet to care for any animal taken along by the young people involved in the project.

The beneficiaries of the project were identified as being the young people themselves, in so far as the young people would spend longer looking after their animals, encouraging them to become more responsible. Also, the local community would benefit, as residents wouldn't have to deal with stray animals and the animals would be taken care of properly. The animals/pets would benefit if they were to be properly looked after, and Valentina herself would also gain through the experience of organising and running the Pet Camp. The Future Capital project gave Valentina a

chance to manage a project from inception to completion. She was delighted her ideas could be turned into a practical project for the benefit of local young people. The response to her project was as she expected. Sixteen young people were actively involved in the project. As a result of her previous EVS work in the centre, she knew what the young people were interested in and what might be of benefit to them.

It was her sending organisation in Italy who informed her about the possibility of doing the future capital project. Her host organisation, NAPS, provided her with support and assistance, particularly around finances, during the project. She feels that some volunteers who may be younger and/or less educated may require more support than is currently available. Group training should be organised for those undertaking future capital projects.

horse riding  
pet camp  
animal welfare  
experience of organising  
practical benefit

**YOUTH-ACTION 5****Support Measure**

This case study is taken from the interim evaluation of the Youth Programme

**Kevin Quealey**

**Irish Organisation:**

**S.K.Y. Project, Cork**

**Host Organisation:**

**Frederikshavn Pædagogisk Psykologisk, Denmark**

**Course Title:**

**Including Young People with fewer opportunities in school and leisure time in a Danish provincial town**

**Duration:**

**1 week**

Short Study Visits (SSVs) are one example of Support Measures where youth workers have the opportunity to participate in relevant training courses. In September 2002 Kevin Quealey took part in an SSV entitled '*Including Young People with fewer opportunities in school and leisure time in a Danish provincial town*'. Kevin is a voluntary youth worker with the S.K.Y. Project in Charleville, Co. Cork. At the time he facilitated a Young Men's club targeted at young men at 'risk' aged 16-20 years. Kevin applied to attend the SSV because the participants in the Young Men's club were early school leavers without educational qualifications who had great difficulty in obtaining long-term employment.

The SSV took place in Frederikshavn in Denmark. The weeklong study visit comprised a variety of elements including visits to a number of schools for children with reading difficulties and slow development, for early school leavers, and for 'bad boys'. Another element of the study visit was lectures by experts in education and clinical psychology. At all times both formal and informal interaction between the participants occurred, allowing for the exchange of information and knowledge.

The main difference identified between initiatives in Ireland and Denmark was access to resources. For example, although objectives and approaches are similar, Foróige have difficulty in raising money and attracting volunteers. Links were established with other organisations during the SSV from Estonia, Holland and Denmark. While the S.K.Y. Project is unable to arrange a Youth Exchange at present, they hope to do so in the near future using contacts established in Denmark. However, the opportunity to host or visit a group from one of the countries is identified as a future benefit to the club. The group recognise that they can learn from experiences and practices in other countries because the problems tend to be similar. In addition, they can adopt the same approaches and attitudes to helping young people at risk as are used across Europe. Although direct changes were not made to the club following the SSV, the experience was reassuring and reinforced already established ideas and approaches. The exchange also built the capacity of the youth worker involved.

**young men**

**at risk**

**long-term unemployment**

**contacts established**

**informal interaction**

## SOCRATES–GRUNDTVIG 3 Adult Education In-service Training

Mary Patricia Lyne, Education Co-ordinator

**Sending Organisation:** South Kerry Development Partnership (SKDP)

**Course Coordinator:** Vittakivi International Centre, Hauho, Finland

**Course Title:** Key Skills in Lifelong Learning

**Duration:** 9 days

The course is designed for community education/development workers and promotes new ways of working with adults learners at risk of exclusion.

Adult education is still in its early stages of development in Ireland so it is important to learn from well established systems. We hold ourselves up as educational models, but the Nordic countries are way ahead of us in the area. As an island, we take the nearest examples – UK or the States, we don't value sufficiently what is beyond that. Our education system is only now beginning to look at second chance learners and learners from isolated rural areas. SKDP focuses on very remote communities and tries to involve individuals least likely to avail of training.

The training was an eye-opener for me who has been educated and trained in quite a rigid system. Much of the work was done in groups and there was very lively interaction. Learning and using the interactive methodologies was great fun and we had very practical sessions on helping people overcome barriers to learning and in analysing how learning takes place. The Finns have an equal relationship between teacher and learner. In Ireland we put the teacher on a pedestal and we disregard a lot of learning other people have. The course covered many areas such as key skills – learning to learn, communication, numeracy, participation – and the definitions of these in the European context. It helped us to develop our tutoring and introduced us to new methodologies. It familiarised us with new adult education materials for contact teaching and learning via the net. We were also taken to a Finnish project to see the theories in action. The course was of huge benefit and we all enjoyed it.

On returning I gave presentations to various adult education boards, committees and networks

around south Kerry and provided training to adult tutors in Kenmare and Caherciveen.

The course afforded great added value in that participants came from a spread of European countries, nine in total. This enabled us to establish a European network of teachers and tutors. One great result of my mobility is that I made contact with the Dutch group and now three people I know through work here in Ireland – a literacy coordinator, a part-time special needs teacher and a nurse who tutors life skills to marginalised people – will, with Grundtvig funding, be joining that group to do work shadowing. We are discussing the possibility of starting a Grundtvig learning partnership on teaching people with disabilities.

But not everything gets done unless you tie it down. For example, one participant said he would coordinate an environmental project but nothing ever came of it.

established systems  
second chance learners  
interactive methodologies  
work shadowing  
European network  
bringing it all back home

We're at a disadvantage in Ireland: because we're an island we don't meet our European counterparts in the context of work. Usually we meet them on holidays and that's a false situation. Grundtvig European training is essential if we are to blend in with Europe. I feel it's very important for people to improve and upskill themselves. While there may be other training in Ireland, this is novel in that you're visiting another country.

English has become the language of Europe. Our course was run in both English and Spanish, I shared a room with a Spanish girl, and unfortunately we couldn't really communicate. But it prompted me to start taking Spanish lessons when I came home!

Finally, I have to say that the staff at Léargas provides excellent support. They're very approachable, very helpful and attach no big mystery to anything, they make it simple.

**SOCRATES-GRUNDTVIG 2 Adult Education**

Theresa Doyle, Programme Manager

**Irish Organisation:** Saint John of God Kildare Services**Partner countries:** Austria, Germany and Slovenia**Project Title:** Adult education with people with and without disabilities**Duration:** 1 year

**We provide education, training, employment and recreational services to people with intellectual and physical disabilities.**

The overall aim of the project was to enhance inclusive adult education for people with disabilities in the different European Countries.

The chance to engage in international mobility for our learners with intellectual disabilities has provided for enormous learning opportunities, enhancement of self esteem, and increased awareness of cultural diversity. It has also brought a European dimension to their lives. Adult learners with disabilities are doubly discriminated against and don't get the same opportunities. From the get go our Grundtvig project was learner centred and therefore they had to be included in mobility and in a meaningful way – they came as participants and moderators. Given the benefit trap that many of our learners find themselves in, they couldn't even afford a Ryanair flight, so funding for travel and subsistence was vital to the successful implementation of our project.

In November 2002 our first European meeting was held in Hafnersee, Austria where the first working steps of the project were agreed.

In February 2003 we travelled to Maribor, Slovenia for our second European meeting. Both our learners who travelled made presentations on our local project activities. We attended a civic reception hosted by the Mayor of Maribor and we were interviewed for Slovenian television about our national activities and issues relating to inclusive adult education. In Slovenia, Maria and Claire our learners engaged in creative craft and interactive workshops, and a Slovenian cultural evening.

In May 2003 we travelled to Straubing in Germany for our third European Meeting which was incorporated into a European Conference with the theme of political education. Niall, a learner, and staff co-hosted a three-hour workshop at the conference on including employees with an intellectual disability into the workforce.

Our Grundtvig project and mobility has embedded European awareness in our services: the May accession day was a big event here. Staff and learners designed cards to celebrate the occasion and adult learners are publishing a European cookery book with transition year students from a local school.

There was a great build-up to our international meetings. The preparatory process fuelled the urge to be mobile. It is amazing how much learners have retained from our pre-departure preparation which took the form of table quizzes on geography and cuisine. The actual meetings led to a wealth of exchange in the area of cultural diversity and afforded us an opportunity to establish a network of European friends.

As a result of our German visit, Niall our learner, who was a member of our advocacy and awareness group, expressed his interest in issues related to access (ramps, doors etc.). The outcome of this is that staff participated in training for trainers programme on voter education and active citizenship. They have since delivered this training to 14 of our clients.

mobility  
learner centred  
funding for travel  
& subsistence  
adult learners with disability  
transnational activities  
embedded European  
awareness  
voter education  
active citizenship  
impact

## SOCRATES-COMENIUS 2.2 Teachers General In-service Training

Carmel Gaffney, Teacher, Loreto College, Cavan

**Course Coordinator:** Stavanger University College, Norway

**Course location:** Ulster American Folk Park, Omagh,  
Northern Ireland

**Course Title:** Migration and Intercultural Relations:  
challenge for European schools today

**Duration:** 9 days

A circular for the course arrived at the school and I thought the topic was very relevant. Our school was just beginning to receive non-national students. We have students from Africa and Asia, mostly children of staff working at Cavan hospital. I've been working for over 20 years as a science teacher and I also have responsibility for transition year. Here was an opportunity for me to further develop my skills. So following a discussion with my principal on school policy on the integration of non-nationals I signed up with his backing.

The course itself provided me with a pedagogical framework for integration and cultural co-existence for our school. There were some excellent lectures on the course on how to accommodate people from other cultures. We had the opportunity to visit the Omagh Integrated College, the principal gave a talk on the education system in NI and how the segregation reinforces the political situation.

There was a great mix of European participants and from the contacts I made on the course our school became involved in a Comenius 3 network looking at migration and intercultural relations.

### NATIONAL SYLLABUS IMPACT

As a result of the course I introduced a module of European Studies for transition year students. Following on from this, students have been able to participate in Euroschola and the European Youth Parliament. Ten students visited the parliament with the framework of Euroschola. Along with over 300 other European students they put on an MEP hat, were divided into committees and had to formulate policies, then give feedback on this in a plenary session. A fantastic opportunity!

#### *Two years on...*

The DES, in cooperation with the Commission, is devising a European in-service training module in order to establish a formal EU Studies module. I'm one of six teachers from around the country who has been co-opted to this work.

In addition to our Comenius 3 network, we have just submitted an application for a Comenius 1 project with partners in Norway, Spain, Portugal and the Czech Republic whom I met on the course. The school is also in its first year of an East-West project on music and science. All this is only possible with support from the parents, a principal with an encouraging attitude, and music and science teacher willing to take on the East-West project.

My only regret is that you have to wait three years before you can apply for another Comenius 2.2 course.

skills development  
integration of non-nationals  
international partnerships  
European Youth Parliament

## SOCRATES-COMENIUS 2.2 Students and Graduates

## – Language Assistant Placement

Lisa Fox, Teacher

Host School: IES Guillem Sagra, Palma de Mallorca, Spain

Duration: 1 academic year

Prior to my language assistantship, I had been in Spain on an Erasmus programme, which was part of my BA in European Studies. Upon graduating, I wanted to go overseas again but with a purpose. The assistantship enabled me to continue improving my language skills while at the same time providing me with part-time paid employment and an opportunity to experience teaching.

IES Guillem Sagra is located on the outskirts of Palma. It is a secondary school and also provides business/secretarial courses. It caters mainly for working class families and has a large number of immigrant children. My brief was to teach English for 12 hours a week and I spent approximately 20 hours in the school between preparing classes and teaching. My workload, though at times hectic, was generally very manageable. I also assisted colleagues in translating class material and clarifying English language books and videos. Sharing class groups with other teachers was very beneficial to me as I saw various teaching methods in practice and could determine what was effective and how I could use it in my own classes. I was welcomed warmly by all the teachers and there was a great sense of conviviality among the staff.

As I had the time, I took on extra work to supplement my grant. In conjunction with the Parents' association of the school, I coordinated and taught an afternoon English workshop. I was allowed to prepare my own curriculum for these small groups and my work was carefully monitored by the individual teachers.

My diplomacy and problem-solving abilities have flourished due to working with students who came from difficult family backgrounds. The experience here has opened my eyes to sectors of society and types of behaviour that I would not ordinarily have come into contact with.

I had a good level of Spanish which improved during the year. I was living with three Italians during my stay so I also 'absorbed' a huge amount of Italian. Immersed in the Catalan culture, I signed up for 40 hours of Catalan classes. Although most of my contact with the native islanders has been very positive, I will leave with an underlying feeling that in the apparently homogenous Europe in which we live, there are still so many divides that block the way to cultural, linguistic and political harmony.

I'm teaching English in a private school since I returned. Such placements give people with no previous experience insight into another culture and possibly a career in teaching. It was also of huge benefit to the school, not just for the students, but also for the local English teachers, as often they have families and can't take off. While I'm not sure if this is my life career, I see teaching as a way of travelling and being able to earn a wage as I go.

Especially as we're an island, mobility for learning purposes is very important. If more people had the opportunity to travel in this way it would raise their awareness of a growing Europe.

experience teaching

various methods

diplomacy and problem-solving

romance languages flourish

impact

raise awareness

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## SOCRATES-COMENIUS 2.2 Teachers Language In-service Training

Louise Callan, Teacher

**Irish School:** St. Damian's N.S., Walkinstown, Dublin 12

**Course Coordinator:** Accademia Del Giglio, Florence, Italy

**Course Title:** Intensive 2 week Italian course

**Duration:** 2 weeks

I was completing a certificate course in primary school language teaching at Tallaght IOT and discovered, through the Italian Embassy, I could further develop my skills by participating in a European funded Comenius 2.2 language course. While it wasn't specifically for teachers of Italian, my two week stay in Florence provided total immersion in another culture. Staying with a local family I spoke Italian in real-life situations. There were only seven course participants but they came from all around the world – Europe, South America and the middle East. We also got to visit an Italian school and I was able to pick up authentic teaching materials for my pupils back home.

It can be expensive enough doing a course, so it's great getting funded. I've always liked Italian, but I wouldn't have done it if the DES hadn't funded the IOC course. Then, while it was essentially up to me to organise my trip to Italy, Léargas provided the necessary financial support. If you're a teacher, effectively you have to go during your holidays.

I felt a little isolated in the beginning, but it was one of the best experiences ever. I met lovely people with whom I am still in contact. The Italian woman I lived with had students from Poland and China and every night we had dinner together. I had to speak Italian so it gave me more confidence. I'm quite an expressive person and so are the Italians. They're quite like the Irish. I discovered that you really can communicate and express a lot of things through body language.

Two years on, I've just completed my certificate in Italian and am awaiting the results. But I

learned more in the two weeks in Florence. One of my teachers didn't even speak English. The IOT course was very book based and I felt we didn't get sufficient ideas for teaching.

I teach senior infants and fourth class. I'm very into music and there are a lot of Italian words used to describe it. I have taught the kids Italian songs. They love putting on the accents and the music. There is an Albanian child in my class, so it's nice to do something from another culture.

I benefited enormously from a personal perspective. From a professional point of view, doing such a course looks good on your CV.

In the last few years my school has been moving towards teaching modern languages, although it does not have a specific European policy. These classes are additional and taught after school hours. From a practical point Italian isn't as widely spoken so it wouldn't be seen as being as important.

However, when children learn about a country it's great to be able to teach them a few phrases too. I found that although it was a language course, I learned a lot about the culture and was able to bring back a lot of items for my classes. My art, history and music classes really gained from the experience.

I would love to do it again, but you're only allowed apply every three years.

While my colleagues were aware of the diploma in modern languages, none of them had heard of the Léargas grants.

modern languages  
course funding  
teaching materials  
music  
personal & professional  
benefit  
senior infants  
confidence

**SOCRATES-COMENIUS 1 Schools Project****Finbar O'Regan, Principal**

<b>Irish School:</b>	<b>Scoil Náisiúnta Carnáin, Athenry, Galway</b>
<b>Partner countries:</b>	<b>Italy, Romania, Slovenia, France, Sweden, Bulgaria</b>
<b>Project Title:</b>	<b>"I eat, therefore I am..."</b>
<b>Duration:</b>	<b>3 years</b>

This pan-European project has been a phenomenal success. It started out with five and evolved to 14 partner schools from 12 countries. It is cross-curricular, with food as a central theme. The aim is to recognise, respect and embrace diversity and to promote the progression of participants towards a cognitive society by using new information and communication technologies in education. We do this through researching and sharing information on food and food production. Use of IT has been particularly successful for teacher exchanges. Chat rooms and timetables were established for pupils according to their ages, and for teachers. Given the number of partners our ICT skills inevitably improved. Our project website has had almost half a million visitors.

Central to the success of the project is teacher and student mobility. No technology, new or old can substitute for the direct contacts between students throughout our continent. Several pupils from SN Carnáin have had the opportunity to travel to schools in Slovenia, Malta and Italy. They realise that learning languages is so important, they have a better idea of the differences between the peoples of Europe – something that is not as easily taught in the classroom and have found out also that something can be done to help mend differences. We organised home hosting where children were carefully monitored. In order to have an authentic experience of the country we were visiting, only one pupil would stay with a family. I find where two students are put in together to support each other, they often spend their time in the bedroom eating sweets.

Staff mobility was the lifeline of the project, it particularly benefited liaison between the affiliated partners of the various countries. Representatives

from local business communities and local Government delegates participated in some of our transnational meetings with a view to furthering business relations between our various communities.

We are a small school and it is important to include the wider community. For example, we have developed our school garden which has been given "full organic status". Teagasc was available to advise us on this and we're probably the only primary school in Ireland with it. It's wonderful for children to plant a seed and watch the miracle of it growing. Our meetings with our partners in

Bulgaria and Romania reminded us of the importance of the land. Over there, very few artificial pesticides and fertilizers are used, but that may all change with their access to the European Union. For one of our transnational meetings in Ireland, we hosted an organic lunch with goods from our garden for 60 people.

Mobility emphasises for me the similarities of teachers all over the world. Experiencing different classrooms is so important. With teacher exchanges we can identify shared problems. As a small school we couldn't absorb all of our partner teachers, and so we linked up with five other schools locally who hosted visiting teachers from our Comenius project.

The only real problem that arose for us in mobility was that access for some participants to partner countries proved occasionally difficult and patience was our only remedy. With accession, there is hope that this will change after May 2004.

**mend differences**  
**direct contacts**  
**similarities of teachers**  
**mobility**  
**full organic status**  
**accession**

## SOCRATES-COMENIUS 1 Schools Language Programme

Joan Brophy, Teacher

**Irish School:** Coláiste phobal Ros Cré, Roscrea, Tipperary

**Partner School:** Strední odborné učiliste spoju a  
Strední odborná škola, Czech Republic

**Project title:** How can Mathematics connect people?

**Duration:** 1 year

Our school is only open five years, following the amalgamation of three schools. We developed this project to broaden our European dimension and the horizons of our students. The school is socially and culturally diverse, catering for a growing number of non nationals – Polish, Latvian, Lithuanian – and for the entire cohort of students in the area. Schools are limited if they don't have some European point of reference.

I teach Maths and French and from an educational point of view I would always look outside the classroom for ideas. I participated in a Czech contact seminar the theme of which was language and IT learning. As we have a computerised language lab, I was very interested in advancing that aspect in our school. Hannah, a Czech teacher, and I got together at the seminar, but our common subject was maths. So really it was by a series of coincidences that we ended up with that subject. At the end of the seminar we had to give feedback to the group on our project and everybody laughed and said it would never work, and here we are but it's been hard work.

What I found really important was to have someone from Léargas there, Marie explained all the lingo and red tape and encouraged us. Léargas has to do a lot of hand holding with schools.

This is a one-year project, the theme of which is to demonstrate how the language of mathematics can connect people. Four strands bring this together: (a) researching historical mathematicians of our countries and identifying how they have contributed to the development of mathematics in the area of computer science; (b) comparing savings and general banking systems; (c) preparing mathematical quizzes for online use and for table quizzes during our exchange; (d) exchanging information on the different businesses in our respective areas. These strands are cross curricular.

We couldn't take transition year students as they would have been too young for the Czech students so we're running the project with fifth years.

Maths is not the easiest subject to get students motivated about, talking about exchanging maths problems and writing maths quizzes some of my students told me to get a life! But I've found that it has encouraged quieter students to participate. Also the project work is considerably broader: it has a business studies focus and students are involved in making videos and writing newsletters. Students are at the centre of the learning process: I relied on two of the students to develop an IT questionnaire and contact the local Chamber of Commerce.

Students compiled questions and interviewed a youth officer from the local credit union.

They did this on their own, videoing the meeting and writing up a report.

Preparatory visits are very important, as is the personal relationship between the coordinating teachers. We had 20 hours of Czech language which started great but only those with a facility for languages really got on. Classes like these have to be enjoyable – at the end of the day it's extra work.

Mobility is essential in putting a face on the whole thing. It's the reward for work you've done. We had a project launch and invited the local dignitaries and parents, and students gave a PowerPoint presentation. Students have access to "shared" web-space. I didn't want them emailing until they met each other.

Another stumbling block was the image that pre-accession countries have. While comparison between Ireland's position pre-EU and post-EU is interesting, Irish students consider these countries poor. But the Czech students have just arrived over and ours may change their mind when they see all their mobile phones!

It's hard work, I have to carry this and my teaching. Would I do it again? Yes, but I'll need a break first.

broaden horizons  
ideas outside the classroom  
linking educational institutions with industry  
pre-accession countries

<b>EAST WEST &amp; COMENIUS 1</b>	<b>Schools Development Project Joan Brophy, Teacher</b>
<b>Irish School:</b>	<b>St. Tiernan's Community School, Dublin</b>
<b>Partner countries:</b>	<b>Scotland. Spain &amp; Italy</b>
<b>East West:</b>	<b>Traditional music performance Scottish &amp; Irish</b>
<b>Comenius:</b>	<b>Better School Attendance</b>

Four to five years ago I got the post of responsibility as 'International Coordinator'. The school established this as we had quite a few foreign students, mainly Spanish, coming to St. Tiernan's. They'd come to Dublin for the summer and decide to do an academic year. So then I started to investigate the possibilities of international partnerships.

Since 2001 we have been involved in both East West projects and a Comenius schools development project. We found a potential Dutch partner through a circuitous route – our principal was invited to Japan and met a guy from Amesfort College so we invited them over and we did a prep visit – but we missed the application deadline. However, we discovered the East West programme had a later deadline and decided in the interim to go for a partnership with a school in Scotland.

Without the principal's support it would be impossible to run such projects. It can be quite disruptive as there's no funding available for substitution.

For it to be good a project it has to be concrete. Our East West is very grounded and embedded in the syllabus. Student selection for this project was based on musical ability. It was a great opportunity for them, funding is vitally important, as they wouldn't be in a position to pay for travel to the UK.

We decided to do the school development project with a leaving cert applied class. The three partner schools looked at ways and means of improving attendance and keeping students in school. Although initially it's not evident how students can be involved in school development projects,

they played an active role in the whole process. In fact their participation was vital. We made it a key task for their social education course and, amongst other things, students researched student habits.

Mobility is a great social and cultural experience. There is value in seeing other peoples homes and lives. Funding for student mobility to participate in project meetings was available for four people per year. It's the carrot to get them to do the work, so I feel the option should be increased. We sent four to Italy and four to Spain, but with 19 in the class I would love to have given them all this opportunity. Coming from more deprived backgrounds, these trips were the highlight. To see them blossom was wonderful.

As English is much in demand, a lot of schools we've been involved with are teaching it and so there's been less incentive for us to prepare our students linguistically. We have tried courses but the LCA syllabus is not as academic and as these projects are additional work, it's important for them to be fun.

Since the beginning of the Comenius project, breakfast, homework and ICT clubs have been put in place and their impact is being monitored. They do facilitate people to stay in school. All 19 of our students finished their leaving cert applied, normally there would be a fall out. A couple of them are now on the PLC course and still in education which would have been unlikely in the past. These types of clubs are coming on stream from DES country wide, so the project has helped to reinforce the Department's actions.

improving attendance

leaving cert applied

ICT Clubs

reinforcing department actions

## LEONARDO DA VINCI

Exchange

Jennifer Kennedy, Adult guidance counsellor

Employed by:

Adult Education Initiative

Sending Organisation:

National Centre for Guidance in Education (NCGE)

Hosting organisation:

The Swedish Association of Guidance  
Counsellors Sweden

Duration:

1 week

NCGE organised exchanges for 18 guidance counsellors from primary, secondary, higher and further education to seven different countries – Denmark, Finland, France, Italy, Norway, Sweden and the UK. The exchanges enabled them to meet with their counterparts – not just from the host country but from countries participating in the project – and share methodologies on a wide variety of guidance topics.

As an adult guidance counsellor, I studied the Finnish model for my H.Dip., so initially when I heard about the Academia project I jumped at the chance to see them in action and applied. But the timing of the exchange to Finland didn't suit me, so NCGE subsequently invited me to go on the Swedish exchange. Apart from such an overseas trip being personally motivating, it was a very interesting research opportunity for my work. The DCVEC I work with is very encouraging. I'd do it again tomorrow!

Preparation is essential. Having some knowledge of the topics and what would be happening helps you to make the most of it. We got to see the way guidance service worked. Every town has a general walk-in adult guidance centre staffed and run jointly by the universities, the employment services, the adult guidance services and disability services. Through this people are referred to the specific service they require. It is very well organised. Our guidance service is specifically targeted at people in basic/literacy education. Objectively, I can see the various centres in Dublin working quite differently. In Sweden there is a standard approach which is lacking in Ireland. They are way ahead in that respect. Sweden generally has excellent facilities, funding and support structures. The system encourages people back into education.

Unfortunately coming from an Irish perspective, the exchange had to be in English. This limited my choice, for example I couldn't have done it in France. There were 8 of us from Greece, France, Spain and Ireland. Everyone spoke English, it really put us to shame! They also included a guided walking tour of the city which was an added cultural dimension that I really enjoyed.

To be a guidance service you have to be connected to many different groups. In Ireland our job is more multifaceted because our roles aren't clearly defined yet. Counselling for adults is about dealing with people and education. We give advice on social welfare to match with educational opportunities. Somebody moving from basic education into further education VTOS or PLC has to know what their social welfare entitlements are to make an informed decision. The guidance projects here are still in their infancy. Set up by the VEC, they were piloted in 2000. There are 25 of them around the country, but they have yet to be fully mainstreamed.

Having spoken to other guidance counsellors from around Europe it is encouraging to see that at the grassroots level—for individuals and groups—we are doing the right thing. Even experts like the Swedes are using the same methodologies. Finding out about different systems was helpful. We got on like a house on fire and swapped notes over dinner each evening. The approaches are diverse. The Greeks are really only beginning, while the Spanish have psychologists in schools. We're middle of the road.

I came back with renewed energies and ideas of what could happen!

personally  
motivating  
preparation  
diverse approaches  
grassroots  
psychologists

<b>LEONARDO DA VINCI</b>	<b>Placement</b>
	<b>Patricia Mackey, Deputy Principal</b>
<b>Sending Organisation:</b>	<b>Whitehall College of Further Education (WCFE)</b>
<b>Hosting Countries:</b>	<b>Sweden &amp; Finland</b>
<b>Duration:</b>	<b>4 weeks</b>

WCFE has been involved in European placements since 1996. In the last few years we have doubled the number of students in Social Care taking this opportunity.

Due to the rapid changes in our society today there is an increasing need for health care staff trained to meet and understand different cultural and social needs. As life expectancy increases there is a growing need for comprehensive social care structures for the elderly. Due to the shortage in the labour market the Irish Government is actively encouraging women to work outside the home, which in turn has increased the demand for trained childcare workers. Our work placements help to meet the training requirements of a changing society. Social Care is an emerging sector within Ireland and across Europe. Exposure to various methods of delivery within the sector aims to create greater alignment across Europe and to transfer best practice. Our partners in Finland and Sweden are recognised as centres of excellence in the sector.

#### centres of excellence

The opportunity to undertake the LDV placement is offered to all our Social Care students. They are encouraged to apply regardless of their economic situation. In 2001 six students undertook a 4 week placement. The aim of the placement was to provide them with the opportunity to further their caring skills, to experience a different care provision to that in Ireland incorporating care of people of other cultural backgrounds and to enhance their employment and career opportunities.

Students are well briefed and prepared by staff and past participants. We endeavour to place them with the client group they are interested in working with. They learn basic phrases in the language of their host country, but English is widely spoken. Hosts provide a three-day induction covering work practices, customs, traditions and cultural difference, use of equipment and different nature of the interaction with clients. Host family and hostel accommodation is organised.

The aspect of personal and professional development is very evident in beneficiaries' reports, work

placement diaries, and supervisors' feedback. The student interaction with their work experience supervisors, their host organisation mentors and students and their clients, encourages mutual understanding and empathy, both very important prerequisites for a quality care service. Non verbal communication and listening skills are crucial in the social care setting.

Students are assessed based on how they communicate with staff and clients, their ability to work as part of a team their ability to identify client needs and to develop their own techniques to meet these needs. Working as part of a team is pivotal to providing the type of care which involves the use of equipment and where there was a high level of dependency on the carer.

For students undertaking the NCVA qualification, the placement is a mandatory element of the award structure. For those undertaking the BTEC, the placement is recognised within this programme upon presentation of the work placement report.

#### changing society

The project coordinators encourage the students to take ownership of their participation in the placement. At the end of the work placement, the students spend two days at the host organisation where the social care tutors help them to evaluate their own placements. This draws on their ability to link their planning, implementation and evaluation skills to their work. The fundraising initiative is an excellent way of combating financial obstacles to mobility and also manages to foster ownership of the placement amongst the beneficiaries.

The placements have become embedded in our courses and this year we are offering a European module. Through our relations with employers here in Ireland, we gain an insight into the impact of the European placements on students in the medium to longer-term.

Running the projects can be quite onerous and staffing levels are not taken into consideration. Financially the students are the net beneficiaries. There could be greater support for time for management and planning.

# 5. outcomes and challenges

Again and again, participants (both individuals and organisations) comment on the valuable outcomes of mobility experiences: these range from personal, through professional and then beyond: to communities and ultimately at national and European level. These outcomes are summarised below.

However, there remain challenges to implementing mobility initiatives and these are also summarised in this chapter.

## 5.1 POSITIVE OUTCOMES

### 5.1.1 Personal & Professional

Across the programmes, reports indicate that participation has a significant impact on beneficiaries both on a personal and, depending on the target audience, a professional level. Mobility within the Youth programme has been highly successful in equipping young people most at risk of social exclusion with core life skills that will enable them to proceed to more formal education and training. Confidence, enthusiasm, new friends and skills development are highlighted by Comenius students and Leonardo da Vinci trainees who play an active role in the mobility process. Mobility helps to build responsible citizenship.

For educational staff and trainees the experience – although often not given formal recognition – improves their employment prospects, thus facilitating their integration into the labour market and often boosting their motivation and increasing their knowledge of subject areas. The programme framework for mobility enables people to improve their language skills, gain an understanding of new cultures and expand their horizons, mostly in an enjoyable and challenging way.

### 5.1.2 Institutional

The positive personal and professional outcomes of mobility often have an impact on the organisations that beneficiaries belong to. For example, participants availing of Comenius and Grundtvig in-service training or Youth and Leonardo da Vinci job-shadowing frequently report renewed enthusiasm, improved competence and greater motivation for their work, which in turn can encourage learners. Bringing a European dimension into Irish education in both schools and in the area of lifelong guidance and counselling can dissolve boundaries and make us more competitive. Mobility has made a very significant contribution to the linguistic diversity in educational institutions. Almost 300 schools have participated in Comenius since 2000, which has helped to increase their public profiles with parents and the community. Mobility often impacts on curriculum content through the introduction of new teaching methodologies and materials. Educational institutions gain

## 5. outcomes and challenges

increased knowledge of European education systems. Leonardo da Vinci provides educational and employment organisations with opportunities to enhance cooperation and expand their networks with industry beyond Ireland. For organisations in adult education, mobility within Grundtvig provides an opportunity to critically examine their current approaches, materials and methodologies. In addition, the flexibility within the programme ensures a wide mix of groups including the hard-to-reach non-formal adult education organisations. The networks established through mobility with colleagues around Europe make a proven contribution to curriculum development and innovation.

### 5.1.3 Community

Following the arrival of immigrants, refugees and asylum seekers, communities in Ireland are changing and the Youth programme has had significant success in terms of changing attitudes among young people by increasing their tolerance and understanding of other cultures. The voluntary sector makes an important contribution to communities throughout this island, but with the radical changes in the Irish economy people are often less inclined or not in a position to volunteer. Through the EVS action, volunteers from all over the world are filling the gaps in Irish communities, bringing in new ideas and energy. The Comenius and Leonardo da Vinci mobility actions provide indirect links between local communities here and abroad that can lead to greater tourism and boost local businesses. Given the broad range of activities within the programmes, they ensure greater social inclusion at community level. In particular Grundtvig, Youth and Leonardo da Vinci placements focus on marginalised and disadvantaged groups.

### 5.1.4 National

Programme mobility complements national initiatives in a number of ways, in particular through horizontal (transversal) measures. For example, it promotes greater linguistic diversity and supports the Government's modern language initiative. It leads to improved and increased use of ICT. It contributes towards the Government's policy of making lifelong learning accessible to all, encourages the participation of immigrants, refugees and asylum seekers in education and supports national literacy initiatives, as outlined in the White Paper on adult education (2000). Mobility also helps to sustain national initiatives for guidance and counselling, and for early school leavers. Reports from participants repeatedly state that mobility reaffirms pedagogical methodologies which increases confidence in national education systems.

The Leonardo da Vinci programme is particularly suited to dovetail with skills shortages identified by the Government in existing and future areas of employment. The programme can provide training opportunities for Irish trainees and employees in European centres of excellence and so helps to create a more competitive economy. With an aging population, mobility for employment purposes is enormously important to our economy, and occasionally transnational experience through the programmes leads people from other European countries to work in Ireland.

Léargas has found that the IAESTE programme has also been successful in building networks amongst students from across the world, and also between students, educational institutions and industry.

Mobility programmes provide Irish companies and educational institutions with the opportunity to share their expertise with other countries and to promote Ireland as a centre for educational excellence. It can contribute towards policy development in many key areas, including education and training, employment, and social welfare, along with the creation of new methodologies and tools. It can also lead to the creation of new qualifications, such as the certificate and diploma courses in modern language teaching run by the IOTs.

### 5.1.5. European

The structured mobility offered by the programmes has many positive effects on Europe as a whole. It creates extended networks throughout the Union of educators, trainers and workers. This promotes the sharing of policy and good practice in formal and non-formal education and training and enhances the quality of E&T. It contributes towards the development of new methodologies and is the basis for developing transparency and recognition in vocational and academic qualifications.

With the enlarging Europe, mobility contributes to greater understanding and appreciation of our diverse cultures. It helps us find a common language, improve communication and open our markets. Overall it contributes towards the ultimate goal of a cohesive and competitive European knowledge-based economy.

## 5.2 CHALLENGES

### 5.2.1 Complexity of Grant Applications and Reporting Systems

*“Accountants and lawyers are very much in the ascendancy of the Commission.”*

*“Sometimes there is too much political jargon. For young people that’s boring – they want the juicy bits – where can I go? what can I do? what support will I get?”*

While Léargas, along with other National Agencies, lobbies for more accessible procedures and processes, the introduction of new Commission financial rules has resulted in greater and more complicated reporting. Application forms are sanctioned for the duration of the programme, *i.e.* 2000–2006, and cannot be altered during this period. The Commission’s interim evaluation report on Socrates highlights the complexity of the programme. As previously indicated, a number of actions have been decentralised to make the programme more accessible to the public. As a result they have incorporated additional management mechanisms which have effectively made the system more cumbersome for both administrators and users. However the report goes on to say that the “*principle of proportionality*

## 5. outcomes and challenges

*should be applied*", i.e. administrative requirements should reflect grant size.

With Comenius, teachers are put off formal mobility activities due to the perceived administrative requirements. For Leonardo da Vinci, the increased paperwork requires more technical assistance and has caused a shift towards bigger organisations with greater capacity to administer grants for larger numbers.

The exception to this are the Youth applications and report forms which are generally considered more accessible. However, many Youth participants require clarification on the European Commission contracts and some report that the paperwork is too time-consuming for voluntary workers.

### 5.2.2 Substitution

*"There's no funding available for substitution which is scandalous considering the Department are actively encouraging these programmes without providing the necessary support"*, this respondent's comment reflects the sentiment of others involved in Comenius mobility.

School systems differ widely across Europe. For example, Italian schools have a dedicated staff member whose job is to coordinate international projects and therefore substitution is not an issue.

Substitute teachers are not always available to schools throughout Ireland and the issue of substitution is complex: it is not just confined to schools but affects tutors in vocational training, lecturers in universities and guidance counsellors. But mobility also has to be measured from the students' and parents' point of view. Core teachers cannot be missing for long or frequent periods during the year. Since projects are often not fully embedded in the E&T system, for most people the task of coordinating such activities represents extracurricular work. They either have to be covered when they are gone or they go during their non-contact time with their students or during their holidays.

Organisations participating in Grundtvig are often small, non-formal organisations, where one person is already doing the job of two or three. While the programme promotes adult learner mobility, issues of child care, in addition to work commitments, can arise as many adult learners have family commitments and limited financial resources.

The Youth Work Service in Léargas has changed the format of some of its training for participants in order to facilitate attendance, reducing the duration to one-day events instead of two- to three-day residential.

Léargas has made the DES aware of the issues surrounding substitution and mobility uptake. The major industrial action in schools over the past three years resulted in an agreement which allows teachers to be paid to cover for colleagues absent on official school business. It is hoped to include Socrates short-term mobility in the Departmental list of official school business.

### 5.2.3 Lack of Understanding of the Programmes

Despite the many opportunities available through the European programmes, many learners and educators are still unaware of them. Many of the people in the case studies highlighted the fact that they had heard about the programmes through overseas contacts, through embassies or course convenors. Of all the programme actions, Erasmus, the element of Socrates that relates to university staff and students, is the only one that is widely known, as it is embedded in the university system. As one participant put it *“something needs to be done at national level across schools if young people are to benefit from the fine structures already in place. Schools are the first point of contact with young people. They have the greatest opportunity to influence them – you’re in school 6 hours a day, 5 days a week – and should be promoting intercultural learning through exchange.”*

### 5.2.4 Under-utilisation of Grants

One funding difficulty encountered by Léargas is ensuring that participants maximise the use of their grant. This can be problematic, particularly for the larger Leonardo da Vinci projects, where grants may be allocated on the basis of, say, 20 participants, but a smaller number end up taking part. The system needs to be modified to allow earlier reporting of the under-utilisation of grants received: this would allow redistribution of the funding to other participants.

Comenius staff find that because of the complicated funding rules teachers actually under-spend for fear of over-running their budgets.

In relation to the Youth programme, exchanges require a considerable commitment from sending organisations that have to provide 30% of travel costs, which is somewhat of a disincentive for disadvantaged groups.

### 5.2.5 Rules

In the Socrates programme, the following issues have been raised with respect to the rules:

- For Comenius 1, some participants request an increase in the number of students eligible for mobility under schools projects
- Under Comenius 2.2, people would like to be able to reapply within a shorter period than three years, providing first-time applicants are given priority.
- An additional problem that has affected both Grundtvig 3 and Comenius 2.2 is that although Léargas has been prioritising the selection of applicants who choose courses from the database as encouraged by the Commission, courses advertised are sometimes cancelled and applicants have to reapply at a later date.

Previously Leonardo da Vinci National Agencies across Europe lobbied for the rules to be changed regarding staff exchanges and as a result the minimum duration was reduced from two weeks to one. This has facilitated the uptake of exchanges.

## 5. outcomes and challenges

Youth staff and beneficiaries highlight that the six-month minimum duration for EVS volunteers is a deterrent to potential Irish volunteers, many of whom would be interested in volunteering during their summer college breaks.

### 5.2.6 Lack of recognition for Short-term Mobility

Within the programmes, short-term mobility is rarely given official recognition. While most in-service training courses offer certificates of attendance or completion, there is no formal recognition for training periods abroad. As one interviewee put it: *“people need recognition for what they’re doing. Mobility is still seen by many of their peers as junkets. But the reality is that it can be hard work and it is making a huge contribution to the internationalisation of the schools. I feel teaching staff doing such projects should qualify for one of the special posts as they have an additional special area of responsibility and should get compensated for this.”*

### 5.2.7 Visas

For volunteers coming to Ireland most of the problems relate to visas for non-EU (third country) nationals.

### 5.2.8 Evaluation and Impact

*“You do your minimum because you have to fulfil your obligation to do the percentage quota of evaluations.”*

Due to limited resources, staff across the various programmes highlighted the fact that in-depth evaluation was not possible. In particular it is difficult to capture the mid-term to long-term impact of mobility on the institutions and individuals that have benefited from in-service training or short-term projects. It is easier to identify the outcomes for school projects that can run for up to three years. Most sending organisations do not have the capacity to follow up with beneficiaries to capture how participation has affected their lives, this is only done on an *ad hoc* basis if at all.

The issue here is that research and evaluation must be enabled or else the learning and outcomes of the mobility initiatives will have an impact only on those who are directly involved, rather than having a broader effect on policy and practice within the non-formal and formal E&T systems.

# 6. the future of mobility

The following recommendations are based on EU reports, national reports and mid-term evaluations of the programmes, as well as consultations with stakeholders. At both national and individual programme level, these recommendations provide ways to improve mobility for learning purposes.

## 6.1 GENERAL

- Most European governments need to develop comprehensive national strategies and policies on mobility
- There is a need for greater investment by National Governments in mobility
- There is a need for greater investment by industry in mobility
- A charter for quality in mobility needs to be established and adopted by participating countries<sup>2</sup>
- Access to mobility needs to be widened to enable greater movement of the target populations
- More widespread use of the European Community Credit Transfer System (ECTS) needs to be implemented
- The Diploma and Certificate Supplements need to be developed and used by participating countries
- Action is needed at national policy level in member states to remove remaining legal and administrative obstacles to mobility
- Across the target populations, the numbers of those taking part in mobility needs to be increased
- There needs to be greater integration of foreign students in some countries
- A clear European definition of voluntary work needs to be established
- A commonly accepted form of background screening for volunteers needs to be established
- Governments need to establish framework policies for supporting the short-term mobility of teachers and trainers

## 6.2 NATIONAL

- A comprehensive national strategy and policy on mobility needs to be established
- For programmes to achieve their potential impact and an adequate profile, transnational mobility must be systematically integrated into the various strands of our formal and non-formal E&T systems.

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<sup>2</sup>This is currently being developed by the Working Group on Mobility and European Cooperation

## 6. the future of mobility

- A transnational dimension to initial or in-service training of teachers, trainers and youth workers should be provided at national level
- Additional funding for mobility is needed at national level, from both governmental and non-governmental sources
- Future programmes should consider a financial contribution towards the replacement/substitution costs of cover for professionals who are absent on programme-related mobility
- National Authorities should lobby the European Commission for changes in the New Financial Regulations to allow for the simplification of procedures and the application of the principle of proportionality to the administrative requirements of DG EAC programmes
- Access to mobility should be widened to enable greater movement of the target populations
- Mobility participants should have access to similar entitlements to those enjoyed by residents of the target country
- Action is needed at national policy level to remove remaining legal and administrative barriers to mobility
- The transferability of qualifications, skills and experience gained from mobility needs to be encouraged at all levels of E&T and youth and community work
- Research and evaluation studies on the long-term impact and mainstreaming of mobility outcomes need to be carried out at national level

### 6.3 EU PROGRAMME SPECIFIC

#### Socrates

- Projects should be better integrated into the school curriculum and embedded in regular school activities.
- Greater parental involvement should be encouraged
- To encourage teacher mobility, the DES should provide substitute cover for those who take part in mobility actions
- Consideration should be given to creating a special post for educational staff coordinating European projects or providing some form of recognition, for example by offering additional remuneration for the extra-curricular work
- Formal recognition for Comenius 2.2 would benefit participants
- Some participants have requested a 'mentoring network' to assist and advise project applicants

#### Leonardo da Vinci

- There needs to be greater collaboration between Léargas and the National Authorities to strengthen the role of transnational placements in sectors which have an identified comparative advantage for the economy
- Participation from promoters outside the major urban centres of Dublin and Cork needs to be encouraged in order to achieve a more equal geographical distribution

- Greater participation by SMEs should be encouraged
- Léargas should continue working with promoters to improve the dissemination of results
- Mobility in training needs to be integrated into training curricula

## Youth

- The target group of EVS should be reviewed to include more disadvantaged young people. Greater assistance and support would encourage ‘vulnerable’ individuals to access this action
- Extending the target age range for people taking part in EVS should be considered
- Agreed definitions of voluntary work and volunteer status across the European Union would be very helpful in encouraging mobility of volunteers
- The introduction of a Youth Programme-wide accreditation process is worthy of further consideration
- The European Commission should speed up the process of funds transfer following the signing of contracts to enable poorly funded youth groups and voluntary organisations to implement mobility activities without delay
- Optional group training should be provided for those undertaking Future Capital projects

## 6.4 MOBILITY IN THE NEXT GENERATION OF EU PROGRAMMES 2007-2013

Interim national evaluations have shown that without the funding and structured support provide by the EU programmes, most mobility for learning purposes would not take place. The current round of programmes comes to an end in 2006. In designing the structure of the next round of programmes – which will run from 2007 to 2013 – the European Commission has used programme evaluations, public consultation and feedback from National Authorities and National Agencies.

The Commission has proposed a separation of the Youth programme from the programmes that operate in the formal education and training sectors. It has proposed<sup>4</sup> that an overarching lifelong learning framework should provide the context for an integrated education and training programme. There will be four programmes: Comenius (schools up to second level), Erasmus (education and advanced training at higher education level) Leonardo da Vinci (all other aspects of vocational education and training), and Grundtvig (adult education). In addition, the Commission proposes a transversal programme that makes specific provision for language learning and ICT-related activities, and a Jean Monnet programme which will support European integration.

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<sup>4</sup>COM (2004) 474 final, Brussels 14.7.2004

## 6. the future of mobility

Significantly, the Commission has recognised the need to “simplify and rationalise Community legislative instruments” and makes reference to the principles of subsidiarity and proportionality. Its proposals also refer to the need for simplified documentation – both the application forms and contracts used by participants and the financial and operational documentation supplied by participating organisations.

The proposals for the new integrated programme recognise the value of mobility in the current round of programmes and therefore set ambitious mobility targets for the next round:

- 1 in 20 school pupils involved in Comenius 2007-13
- three million Erasmus students by 2011
- 150,000 Leonardo trainee placements by 2013
- 25,000 Grundtvig mobilities by 2013
- 40,000 projects for young people implemented within 2007-13
- 10,000 volunteers per year under the European Voluntary Service
- 5,000 projects in training, information and exchange of good practice for socio-educational instructors within 2007-13

Increasing emphasis will be placed on European in-service training of teachers, trainers and tutors. In order to make the most of these mobility opportunities, it is essential that institutions and individuals are prepared to avail of them. This means that at national level, Governments and Agencies need to ensure more widespread promotion and understanding of the programmes, better integration of mobility into the E&T systems, and to address the framework within which mobility takes place by tackling any remaining obstacles.

As demonstrated by the current programmes, National Agencies have a greater understanding of the target populations and as such are more approachable for participants, therefore there will be further decentralisation of programme management, in addition to greater flexibility and increased funding.

Building on the previous programmes, this simplification, integration and decentralisation should enhance the effectiveness of EU actions to create a more cohesive Europe and push us towards the strategic goal:

*to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion.*

## APPENDIX 1 – Summary of Mobility Programmes

### SOCRATES

ACTION	DESCRIPTION	TARGET POPULATION
Comenius 1 (Schools)	European (a) school projects, (b) school development projects & (c) language learning projects for primary and post primary schools. Funding covers study visits, pupil exchange, teacher exchange and teacher placements in Industry Duration: (a) & (b) 1-3 years, (c) 1 year, 14 day exchange	Principals Teachers, Pupils Senior Management
Comenius 2.2 Mobility (Schools Education Staff)	European in-service training courses for the <b>primary</b> & <b>post primary</b> sectors (Comenius/Grundtvig Database <a href="http://comcdb.programkontoret.se">http://comcdb.programkontoret.se</a> ) Duration: 1-4 weeks Initial teacher training placements as Language Assistants Duration: 3-8 months	Principals Teachers Student teachers
Grundtvig 2 (Adult Education)	The Grundtvig action seeks to improve the quality and European dimension of adult education and to help make lifelong opportunities more widely available to European citizens. European <b>learning partnerships</b> , locally based and process-driven transnational projects between institutions and organisations involved in <b>adult education</b> . These partnerships are small-scale cooperation projects (involving a minimum of three countries) that exchange best practice and information between participating organisations. Duration: 1-3 years	Adult Educators Facilitators Teachers Trainers Adult learners
Grundtvig 3 Mobility (Adult Education)	Provides opportunities for those working in <b>adult education</b> institutions/organisations (or providing alternative pathways to education) to undertake a training course or placement. Placements should be sourced by individuals who wish to travel to service providers in Europe. The Comenius/Grundtvig Database 2004 provides a list of courses available for individuals to study in Europe ( <a href="http://comcdb.programkontoret.se">http://comcdb.programkontoret.se</a> ) Duration: 1-4 weeks	Adult Educators Facilitators Teachers Trainers Managers

## LEONARDO DA VINCI II

Leonardo da Vinci is the European Community's Action Programme for the implementation of a Vocational Training Policy. The three objectives of Leonardo da Vinci II are:

- To improve the skills and competences of people, especially young people, in initial vocational training
- To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competences
- To promote and reinforce the contribution of vocational training to the process of innovation, resulting in improved competitiveness and entrepreneurship

ACTION	DESCRIPTION	TARGET POPULATION
Procedure A Mobility Measures:	Any organisation with a training function can seek funding for <b>exchanges</b> or <b>placements</b> abroad once it has identified a suitable European host organisation	
Placements	Beneficiaries gain direct vocational experience of living, training and/or working in another European country <b>Duration: 3 weeks to 12 months</b>	Persons undergoing initial vocational training Students Young workers Recent Graduates
Exchanges	Beneficiaries experience and exchange work and vocational training best practices in other European states <b>Duration: 1 to 6 weeks</b>	Human Resource managers Planners & managers of VET Training and occupational guidance specialists Trainers & mentors of language

## YOUTH

ACTION	DESCRIPTION	TARGET POPULATION
<b>Action 1</b> <i>Youth Exchange</i>	A youth exchange brings together groups of young people to explore various themes whilst learning about each other, their cultures and countries. It can be bilateral, trilateral or multilateral. <b>Duration: 6–21 days   Group size: 16–60</b>	Young people between 15-25 Youth leaders Youth workers
<b>Action 2</b> <i>Volunteering or Hosting a volunteer</i>	European Voluntary Service (EVS) projects are an equal partnership between volunteer, sending and hosting organisations. EVS enables young people to volunteer in another country. Volunteering underpins solidarity and is non-profit making. By hosting a volunteer, organisations can benefit from new ideas and introduce intercultural experiences to their projects and their communities. <b>Duration: 6–12 months</b> (shorter term placements are available to young people who may face difficulties)	<b>Volunteering</b> Young people between 18-25  <b>Hosting/Sending</b> Any type of non-governmental organisation, association local authority, community initiative or non-profit body can host or send a volunteer.
APV <b>Action 1 &amp; 2</b>	<b>Advanced Planning Visits</b> are available to sending organisations for Action 1 and in the case of projects involving volunteers on short-term EVS for Action 2. <b>Duration: 2 days</b>	Youth leaders Staff members Volunteers
<b>Action 3</b> <i>Youth Initiatives</i>	<b>Future Capital:</b> volunteers who have completed EVS can establish a future capital project to develop or build on their EVS experience <b>Group Initiatives</b> are innovative local and community projects set up, run and managed by young people <b>Networking Projects</b> can be set up after a Group Initiative, where a group may want to continue the projects activities together with a partner from another European country	Young people 15-25
<b>Action 5</b> <i>Support Measures</i>	Practical training experience & job shadowing to help prepare and develop projects and initiatives within the context of the Youth programme and its activities. <ul style="list-style-type: none"> <li>• Feasibility Visits</li> <li>• Contact-Making Seminars</li> <li>• Study Visits</li> <li>• Seminars</li> <li>• Training Courses</li> <li>• Youth Information</li> <li>• Transnational Partnerships &amp; Networks</li> <li>• Support for Quality and Innovation</li> </ul>	Youth leaders Youth workers

 N-EU ACTIONS

PROGRAMME/ACTION	DESCRIPTION	TARGET POPULATION
NcompasS	This programme aims to build relations between young people in Northern Ireland and the six border counties in the Republic through improved structured links between formal and informal education systems. Activities include: (a) Training Course for Teachers and Youth Workers, (b) Joint Curriculum Projects, (c) Initial Teacher Training Initiatives, (d) Job Shadowing & (e) Innovative Projects	Principals Teachers Students Youth
Eurodesk	Eurodesk is an information service on EU mobility and funding opportunities for young people and those who work with them	Young people and those who work with them
East West Schools	This is a bilateral programme which had its origins in the Good Friday Agreement. Funded by National Government, it aims to promote tolerance and understanding between young people from the islands of Britain and Ireland and specifically targets schools in disadvantaged urban and rural areas. Funding is provided for pupil and teacher exchanges, job shadowing and study visits	Teachers and pupils
Causeway	This programme aims to develop positive relations between young people in Ireland, North and South, and young people in Great Britain. Activities include (a) Youth Exchanges, (b) Advance Planning Visits, (c) Contact Exchanges & (d) Special Projects Duration: (a) 5-21days (c) 3-5 days Group size: 6-30	Young people
IAESTE	The International Association for the Exchange of Students for Technical Experience is a non-political, independent organisation that aims to promote understanding through enabling students to live and gain technical work experience in over 80 countries. Traineeships work on an exchange basis: for every foreign student placed within an Irish organisation, an Irish student gets to travel abroad for a traineeship Duration: 10-12 weeks	Third level technical students

## APPENDIX 2 – People covered by the Recommendation on Mobility

Referring to the Treaty establishing the European Community, in particular Article 149 of that Treaty, the categories of people defined in the European Council and Parliament recommendations on mobility<sup>3</sup> are as follows:

### Students

People who study in educational establishments such as those covered by the third indent of the Article 149(2) of the Treaty.

### Persons Undergoing Training

People who, regardless of their age and professional conditions, attend vocational training at any level including higher education.

### Volunteers

People, especially young people, who in the context of the 'European Voluntary Service' section of the Community 'Youth' programme or of transnational voluntary projects similar to the 'European Voluntary Service', undertake an activity which specifically involves solidarity, is non-profit making and unpaid and helps them acquire social and personal skills.

### Teachers

People who provide teaching in educational establishments such as those covered by the third indent of Article 149(2) of the Treaty.

### Trainers

People who provide training in educational or vocational training centres such as those referred to in the fourth indent of Article 150(2) of the Treaty and/or in training centres or undertakings.

Note that in all cases, the people mentioned are only covered by the Recommendation if they move from one State (the home State) to another (the host State) for a temporary stay and return to their home State at the end of their stay. Such persons keep their legal residence, as defined by each Member state, in the home State.

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<sup>3</sup>OJ L 215/37 9.8.2001

### APPENDIX 3 – Abbreviations and Acronyms

BTEC	Business and Technology Education Council
DES	Department of Education & Science. <a href="http://www.education.ie">www.education.ie</a>
E&T	Education and Training
ECTS	European Credit Transfer System
EEA	European Economic Area
EFTA	European Free Trade Association: Iceland, Liechtenstein and Norway
EU	European Union
EVS	European Voluntary Service
FÁS	Foras Áiseanna Saothair
FETAC	Further Education and Training Awards Council (formerly NCVA, National Council for Vocational Awards)
HEA	Higher Education Authority
IBEC	Irish Business and Employers Confederation
ICT	Information and Communication Technology
IOT	Institute of Technology
NARIC	Network for National Academic Recognition Information Centres.
NCGE	National Centre for Guidance in Education
NCVA	National Council for Vocational Awards
NDP	National Development Plan
NQAI	National Qualifications Authority of Ireland. <a href="http://www.nqai.ie">www.nqai.ie</a>
PLC	Post Leaving Certificate
SME	Small to Medium sized Enterprises
VEC	Vocational Education College
VTOS	Vocational Training Opportunities Scheme

## APPENDIX 4 – References

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