



2014

Annual Report

This is an interactive document compiled by Léargas Communications. Interviews by Charis Hughes, Léargas imaging by Brian Desmond. Hover your mouse and click to access links. Thank you to all who contributed to the report!



Foreword

Michael McLoughlin, Chair

The year just complete has seen quite some change in Léargas, with the consolidation of the integrated Erasmus+ programme and a new organisational structure to support it. Integration can often be one of the great buzzwords in Europe and indeed nationally, however we have tried in the last year to deliver genuine integration in how we support our most important clients: those who benefit from transnational programmes. At board level we are particularly grateful to all our staff who have gone above and beyond the call of duty to ensure that the spirit and practice of an integrated programme have been paramount at all times.

Some of the changes we have made in Léargas are reflected in both visible and less obvious aspects of our work. More and more we are bringing clients in to our premises to engage with them in a more focused way to ensure they have every opportunity to learn how to make the best effort to secure support for their work. With a new [website](#) and our annual reports and other materials now exclusively online and with a greater emphasis on the visual and the virtual, we hope we are keeping abreast of the rapidly changing world of communications and reaching our diverse audiences as effectively as possible. We are also happy to be branching in to new fields in terms of how we manage the programmes and activities we support. More and more we are embracing the challenge of measuring and documenting the impact of the work we support and we are grateful to all our stakeholders for assisting us in this vital task.

Erasmus+ was officially launched in May 2014 and provided the impetus for much of our refocussing in the past year; this experience is reflected in our [Strategy Statement 2015-17](#) and its related goals. Successful delivery of the programme in Ireland still involves new challenges but we feel the excellent support of staff, the Department of Education and Skills, the Department of Children and Youth Affairs, and all our stakeholders will ensure we can rise to meet these in the coming year. Ireland continues to be a respected country punching above its weight around Europe and the world and it is my belief that our continued support of transnational opportunities in the education, training and youth fields will play an important role in that national success story.



Chair of Léargas Board

Michael McLoughlin

Board Members

Fidelma Collins

James Doorley

John Gilmore

Stephen Goulding

Maria Lorigan

Hugh MacConville

Des O'Loughlin

Máire Quinn

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Message

from Executive Director,
Jim Mullin



There is no doubt that the main focus for all of us in Léargas in 2014 was the launch and initial implementation of the Erasmus+ programme: an integrated programme funded by the European Commission and a key part of its strategy for the realisation of key policies in education, training and youth work. Getting any new programme underway is never straightforward, but 2014 saw a unique set of challenges as Erasmus+ was rolled out across Europe. The integrated programme means that there are substantial changes to how individuals and organisations can apply for funding, and every organisation that applies for a grant must have a unique registration within a European database. Not all the IT tools supplied by the European Commission for use throughout the programme lifecycle have been stable and this has caused problems for applicants and staff. We and other National Agencies across Europe have been in constant communication with the Commission about this and our hope is that the usability and functionality of the tools will improve as the programme matures.

The combination of a changed programme and a sometimes complex application and reporting process can mean that some applicants may feel very daunted by the process. As a result, a key part of our strategy for managing Erasmus+ has been to take a supportive approach in our work. In 2014, we took the time—both at the **launch of Erasmus+ in May** and again at the **Léargas Forum** in December—to consult with stakeholders across all sectors about what they need from Erasmus+ and particularly from us as an agency. We took these outcomes to a meeting of the Department of Education and Skills Management Advisory Committee in May and we also used them to inform our **Strategy Statement for 2015-17**. Despite the difficulties of changing programmes and procedures we were delighted to fund over 160 new projects put forward by both experienced and new applicants. Indeed, in some fields the level of interest meant that we were not able to fund the full demand. We look forward to working with successful applicants to support them in running quality projects and to ensuring that others can learn from the outcomes of their work and experience. We also want to encourage those who weren't successful to use the feedback from our external evaluators to further develop their applications in the next programme round.

Léargas **re-organised internally** in 2014 in response to several challenges, not just in programme implementation but also in a continuing climate of staff shortages. The whole staff team responded heroically to a time of great change and technical

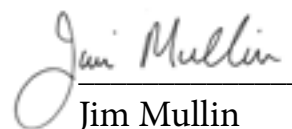




frustrations, and I want to particularly thank them for their efforts. Léargas productivity has increased very significantly over the last few years to meet the demands of the programmes and the participants. However, a considerable challenge remained at the end of 2014 in trying to meet ever increasing targets for grant allocations with a severely reduced staff team. Our hope is that the Léargas Board and our ‘parent’ government Department will find ways to support our requests to recruit replacement staff for all of our teams.

It is always worth remembering that the true value of the programmes we manage—not just Erasmus+ but ‘legacy’ programmes (Lifelong Learning and Youth in Action) and smaller programmes such as IAESTE—comes from the outcomes for those who take part. Without fail, seeing the work that happens on the ground across all sectors is one of the most rewarding aspects of working in Léargas. Just a few of the many great projects that happen each year in Ireland have been highlighted in this year’s report and I hope you enjoy reading about them. Well done to all involved in those projects and in all the programmes and initiatives managed by Léargas. Without the hard work and enthusiasm of committed individuals in youth groups, schools, colleges and institutions all around the country, the programmes we manage would have little impact.

Finally, I thank our colleagues on the Board, the Department of Education and Skills and the Department of Children and Youth Affairs for all their work with and for Léargas last year.


Jim Mullin



Summary of Accounts

Project	Income (€)	Expenditure (€)	Retained surplus/ (deficit) for the year (€)
Youth and Adult Education	535,289	535,289	0
Schools and VET	662,823	662,823	0
Communications	484,151	484,151	0
Operations and Finance	839,177	839,177	0
Miscellaneous	372,401	372,401	0
NCGE	780,974	780,974	0
Total	3,674,815	3,674,815	(0)

Reports



**Read the
Directors' Report**



**Read the
Chairman's Report**



**Read the
NCGE Report**



School Education



Erasmus+ in 2014

Erasmus+ provides funding to Irish schools from pre-school to upper secondary level to carry out a wide range of projects involving staff, learners and the wider school community. Schools can send their staff to other participating countries for teaching assignments or training (under Key Action 1), or cooperate with other organisations to meet common challenges in innovative ways (under Key Action 2).



Total Allocated Funding

€1,278,596

KA 1, Individual Mobility:

Mobility Projects for School Education Staff

Schools at any level from pre-school to secondary can receive funding for projects that include sending their staff members on a teaching assignment or dedicated period of training in another participating country.

20 Projects

243



KA 2, Strategic Partnerships:

School-to-School & Cross-sectoral Partnerships

Strategic Partnerships allow schools to cooperate with each other or with external organisations to run projects directly focused on issues affecting school education, or the development of a new tool or system to improve school education.

24 Projects

2,619



KA 1, Individual Mobility in School Education 2014



Mobility projects for School Education Staff

Schools at any level from pre-school to secondary can receive funding for projects which include sending their staff members on a teaching assignment or dedicated period of training in another participating country. Both teaching and non-teaching staff involved in school education (e.g. school managers, inspectors, counsellors) can take part. Projects must involve a minimum of two participating organisations (at least one sending and one receiving) from different countries. However, receiving organisations do not have to be identified at the time of application.

Staff can spend from two days to two months—excluding travel time—on their teaching assignment or training. Periods abroad can be staggered throughout the project duration, allowing for many different staff members to participate. Projects can be carried out over one year or two years

Possible activities include:

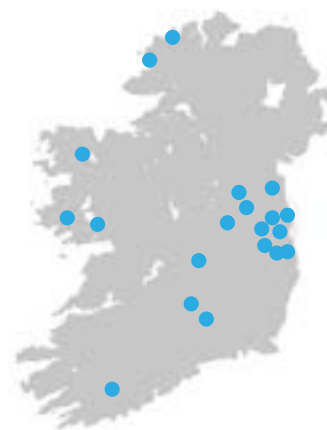
- Teaching in a partner school.
- Participating in structured courses or training courses abroad, including language courses.
- Undertaking job shadowing or observation in a partner school or other relevant school education organisation.



€418,765

Funded Projects

20



Number of Participants

243



KA 2, Strategic Partnerships in School Education 2014



School-to School Partnerships and Cross-sectoral Partnerships

Strategic Partnerships allow schools to cooperate with each other or with external organisations to run projects directly focused on issues affecting school education, such as teaching standards, citizenship, improvement of basic or subject-specific skills, or the development of a new tool or system to improve school education. Projects are expected to develop, transfer and/or implement innovative practices. Project results must be shared with the wider community to encourage use of these methods and ensure an impact beyond the organisations directly involved.

For partnerships that involve a school collaborating directly with another school, or a school authority collaborating directly with another school authority, a minimum of two organisations from two different programme counties must be involved. There is no maximum number of partners, but funding for managing the project is capped at a level equivalent to ten organisations.

Projects can last either two years or three years.

Possible activities include but are not limited to:

- Establishing exchanges of practices between schools
- Developing information, guidance, coaching or counselling capacity
- Promoting the development, testing or implementation of innovative practices in school education
- Developing learning, teaching or training tools, materials or approaches
- Training, teaching and learning activities, under certain conditions.

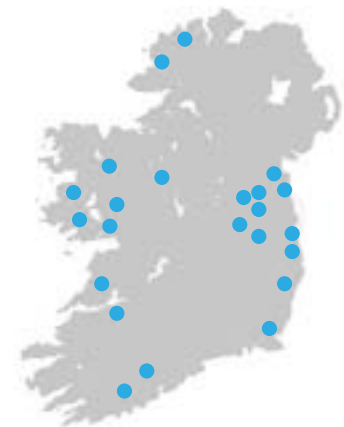


€859,831

Funded Projects

23 School-to-school

1 Cross-sectoral



Number of Participants

2619



Comenius in 2014

Part of the Lifelong Learning programme 2007-2013, Comenius focused on the first phase of education: nursery, primary and post-primary schooling, including technical and vocational education. It extended to pupils, teachers and education staff and could include organisations such as parents' associations, NGOs, local authorities, the business sector and social partners.



Total Allocated Funding

Projects funded in 2012 and 2013 and still active in 2014

€2,687,367

School Partnerships

Enable schools to partner with other European schools to work on pedagogically relevant projects which encourage intercultural exchange.

134



Regio Partnerships

Cross-sectoral partnerships comprising the local Education and Training Board, at least one school and another organisation in the region.

2





Vocational Education & Training



Erasmus+ in 2014

Erasmus+ provides funding to Irish Vocational Education and Training organisations to carry out a wide range of projects, including sending learners and/or staff for vocational training placements in another participating country (under Key Action 1) or cooperating with other organisations to meet common challenges in innovative ways (under Key Action 2).



Total Allocated Funding

€4,258,436

KA1, Mobility Projects for VET Learners and Staff

VET learners can spend between two weeks and 12 months abroad on a vocational training placement while staff can spend between two days and two months abroad.

16 Projects

893



KA 2, Strategic Partnerships: Sectoral & Cross-sectoral Partnerships

Cooperation for innovation and the exchange of good practices through Strategic Partnerships between VET organisations.

7 Projects

72



KA 1, Individual Mobility in VET 2014



Mobility projects for VET Learners and Staff

Organisations active in vocational education and training (VET) can receive funding for projects which include sending their learners and/or staff for a vocational training placement in another participating country. Projects must involve a minimum of two participating organisations (at least one sending and one receiving) from different countries. Learners can spend between two weeks and 12 months abroad, while staff can spend between two days and two months abroad. Projects can be carried out over one year or two years.

Possible activities include:

- Apprentices or trainees in vocational training schools can undertake a period of work-based training in another participating country. Those who have completed their apprenticeship or course can also participate if their training takes place within one year of their graduation
- Staff of VET organisations can deliver teaching or training in a VET organisation abroad
- Staff of VET organisations can undertake a work placement or job shadowing in a VET organisation abroad.



€2,271,218

Funded Projects

16



Number of Participants

893



KA 2, Strategic Partnerships in VET 2014



Cooperation for innovation and the exchange of good practices (Strategic Partnerships for VET)

Strategic Partnerships allow organisations active in Vocational Education and Training to cooperate with other relevant organisations to promote the development and use of innovative methods. A core element of Strategic Partnerships is that project results must be shared with the wider community to ensure impact beyond the organisations directly involved.

A minimum of three organisations from three different programme countries must take part. There is no maximum number of partners, but funding for managing the project is capped at a level equivalent to ten organisations. If all the partners are VET education organisations, the partnership is 'sectoral'. If any partners are from different sectors, the partnership is 'cross-sectoral'. Projects can last either two years or three years.

Possible activities include but are not limited to:

- Increasing the labour market relevance of VET provision by addressing areas of skills shortages, or establishing partnerships between VET providers and actors in economic sectors
- Promoting the development of skills and competences of teachers and trainers, with a particular focus on work-based learning
- Facilitating the recognition and validation of knowledge, skills and competences acquired through learning.



€1,987,218

Funded Projects

3 Sectoral

4 Cross-sectoral



Number of Participants

72



Leonardo da Vinci Mobility in 2014

Part of the Lifelong Learning Programme 2007-2013, Leonardo da Vinci focused on vocational education and training, using transnational cooperation to improve quality, foster innovation and promote the European dimension of vocational education and training systems and practices.



Total Allocated Funding

€4,907,971

Projects funded in 2012 and 2013 and still active in 2014

Initial Vocational Training (IVT)

Those in initial vocational training (FETAC Level 5 or 6 or equivalent)

16 Projects



744



People in the Labour Market (PLM)

People available on the labour market, including graduates

16 Projects



771



VET Professionals (VETPro)

VET professionals who manage, deliver or design training

6 Projects



107



Transfer of Innovation in 2014

Large-scale multilateral Leonardo da Vinci Transfer of Innovation (TOI) Projects aimed to improve the quality and attractiveness of the European Vocational Education and Training system by adapting and integrating innovative content or results to new settings.



Total Allocated Funding

Projects funded in 2012 and 2013 and still active in 2014

€2,494,407

Transfer of Innovation

Previous Leonardo da Vinci projects or other innovative results are transferred through multilateral projects into public and/or private vocational training systems and organisations at national, local, regional or sectoral level.

6 Projects



Partnerships in 2014

Leonardo da Vinci Partnerships provided a framework for small-scale cooperation activities between VET organisations, enabling them to cooperate on themes of mutual interest. Partnership projects were about cooperation and exchange of information at European level.

Total Allocated Funding

Projects funded in 2012 and 2013 and still active in 2014

€688,000

Partnerships

Partners can cooperate at national, regional or local level, but also at sectoral level, such as within VET fields or economic sectors. Partners work on a specific topic or theme and are able to visit each other to share their expertise and best practice.

37 Projects





**Youth
& Community**



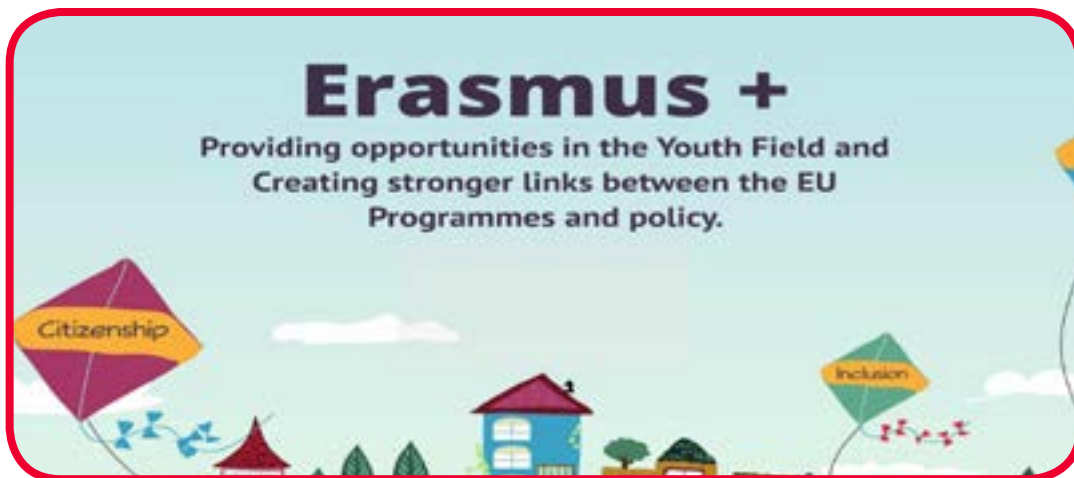
Erasmus+ in 2014

Erasmus+ provides funding to Irish youth organisations and informal groups of young people to carry out a wide range of projects promoting exchange, cooperation, volunteering, and civic engagement. These include arranging youth exchanges between groups of young people; sending or hosting volunteers through the European Voluntary Service (EVS); or sending youth workers for job shadowing or training in other participating countries (all under Key Action 1). Youth organisations can collaborate with other relevant organisations to meet common challenges in innovative ways, or to set up a Transnational Youth Initiative (under Key Action 2). They can also hold Structured Dialogue projects to facilitate discussion between young people and decision makers (under Key Action 3).



Total Allocated Funding

€2,234,027



KA 1, Mobility of Individuals

Organisations active in the youth field can apply for a Mobility project for the following activities: youth exchanges, European Voluntary Service (EVS), mobility of youth workers.

66 Projects 1,114



KA 2, Strategic Partnerships

Cooperation for innovation and the exchange of good practices through Strategic Partnerships between youth organisations.

9 Projects

91



KA 3, Support for Policy Reform

Structured Dialogue Projects facilitate discussions between young people and decision makers that should ultimately inform decision making.

4 Projects

808



KA 1, Individual Mobility in Youth 2014



Mobility projects for Youth Learners and Staff

Organisations active in the youth field can apply for funding for the following activities under KA1 Youth:

- youth exchanges
- European Voluntary Service (EVS)
- mobility of youth workers.

Youth Exchanges allow groups of young people (aged 13-30) from two or more countries to live and learn together for between five and 21 days.

European Voluntary Service enables young people (aged 17-30) to be full-time volunteers in another country. Projects can last from two to 12 months as well as shorter term (two weeks to two months) for young people with fewer opportunities or for groups of ten or more

Mobility of youth workers supports the professional development of youth workers. Projects enable youth workers to: attend seminars, training courses, contact-making events, study visits, take part in job shadowing/ observation periods in a youth organisation abroad

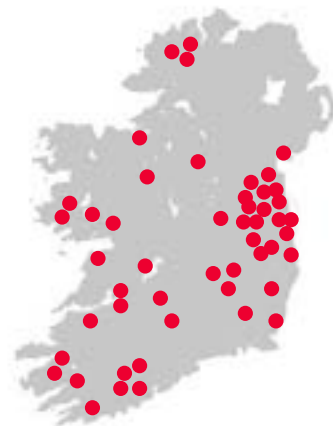
Any private or public organisation which is active in the field of youth work can take part. Individuals cannot apply for funding directly.



€1,478,467

Funded Projects

66



Number of Participants

1,114



KA 2, Strategic Partnerships in Youth 2014



Cooperation for
innovation and the
exchange of good
practices in Youth

Strategic Partnerships enable youth organisations to cooperate with each other or with external organisations to run innovative projects that support sharing, development and implementation of high quality youth work, training or learning practice. Projects can focus on developments in the youth field, and can also be cross-sectoral across the education, training and youth fields.

Transnational Youth Initiative projects are a specific type of Strategic Partnership available to small organisations or informal groups of young people: these can be reasonably simple cooperation projects aimed at developing and exchanging innovative practice. They must reflect the interests of the young people in each partner organisation, and are set up and run by the young people themselves.

A minimum of three organisations from three different programme countries must take part in a Strategic Partnership. There is no maximum number of partners, but funding for managing the project is capped at a level equivalent to ten organisations. Projects can last from six months to three years.

Possible activities include but are not limited to:

- Exchange of practice
- Testing and/or implementation of innovative practices in the field
- Recognition and validation of knowledge, skills and competences
- Co-operation between regional authorities in the development of youth systems
- Transnational initiatives to encourage active citizenship and entrepreneurship
- Long term mobility of youth workers (two to 12 months).

Any private or public organisation active in the field of youth can take part.



€656,172

Funded Projects

9



Number of Participants

91



KA 3, Support for Policy Reform in Youth 2014



Structured Dialogue projects between young people and decision makers

Key Action 3, Support for Policy Reform, promotes the active participation of young people in democratic life in Europe. It stimulates and provides a framework for debate about issues affecting young people. Structured Dialogue is the name used for discussions between young people and decision makers that should ultimately inform policy-making.

A Structured Dialogue project has three phases: planning and preparation; implementation; and evaluation (including reflection on a possible follow-up). The project can last for three months to two years. Young people must be involved at all stages of the project and it is they who lead the activities.

Activities can include but are not limited to:

- National meetings and transnational seminars on issues which are relevant to Structured Dialogue or to the EU Youth Strategy
- National meetings and transnational seminars organised during the Presidency of the European Union
- Events that promote debates and information on youth policy themes linked to activities during European Youth Week
- Consultations with young people, with a view to finding out their needs regarding participation in democratic life
- Meeting and seminars, information events or debates between young people and decision-makers/youth experts around the theme of participation in democratic life
- Events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions.



€99,388

Funded Projects

4



Number of Participants

808



Youth in Action 2014

The Youth in Action programme 2007-2013 provided funding to youth organisations to carry out a wide range of projects involving young people and the wider community.



Total Allocated Funding

€2,332,538

funded in 2012 and 2013 and still active in 2014

Youth Exchange (Action 1.1)

11 Projects



€212,548

Youth Initiative (Action 1.2)

49 Projects



€345,026

Youth Democracy (Action 1.3)

3 Projects



€118,197

**European Voluntary
Service
(Action 2.1)**

65 Projects

€1,255,375



**Youth in the World
(Action 3.1)**

5 Projects

€116,983



**Youth Support
Systems
(Action 4.3)**

9 Projects

€158,616



**Support for
European
Cooperation
(Action 5.1)**

4 Projects

€125,793



EUROPEAN UNION

Youth
in Action
Programme

2007 -2013





**Adult
Education**



Erasmus+ in 2014

Erasmus+ provides funding to Irish Adult Education organisations to carry out a wide range of projects, including teaching, training or job shadowing in another country (under Key Action 1), or creating an international partnership with relevant organisations to meet common challenges (under Key Action 2). Adult Education organisations can also participate in some parts of Erasmus+ that are managed centrally by the European Commission, including Sport Activities.



Total Allocated Funding

€1,280,576

KA 1, Individual Mobility:

Mobility Projects for Adult Education Staff

This action allows organisations to send staff to other European countries to undertake a dedicated period of learning or professional experience, such as job shadowing, training, volunteering, or gaining work experience

7 Projects

97



KA 2, Strategic Partnerships:

Strategic Partnerships & Cross-sectoral Partnerships

Strategic Partnerships allow organisations active in adult education to cooperate with other relevant organisations to promote the development and use of innovative methods.

6 Sectoral

126

1 Cross-sectoral



KA 1, Individual Mobility in Adult Education 2014



Mobility projects for Adult Education Staff

Organisations active in adult education can receive funding for projects which include sending their staff for a dedicated period of teaching or training in another participating country. Projects must involve a minimum of two participating organisations (at least one sending and one receiving) from different countries. However, receiving organisations do not have to be identified at the time of application.

Staff can spend from two days to two months—excluding travel time—on their teaching assignment or training. Periods abroad can be staggered throughout the project duration, allowing for many different staff members to participate. Projects can be carried out over one year or two years

Possible activities include:

- Teaching or training at a partner organisation
- Participating in structured courses or training abroad
- Job-shadowing or observation in a relevant partner organisation
- The teaching or training must respond clearly to identified staff development needs, and be framed within the organisation's European Development Plan.

Any public or private organisations active in adult education may take part. Individuals cannot apply for funding directly.



€172,574

Funded Projects

7



Number of Participants

97



KA 2, Strategic Partnerships in Adult Education 2014



Sectoral Partnerships & Cross-Sectoral Partnerships

Strategic Partnerships allow organisations active in adult education to cooperate with other relevant organisations to promote the development and use of innovative methods. A core element of Strategic Partnerships is that project results must be shared with the wider community to ensure impact beyond the organisations directly involved.

A minimum of three organisations from three different programme countries must take part. There is no maximum number of partners, but funding for managing the project is capped at a level equivalent to ten organisations. If all the partners are adult education organisations, the partnership is 'sectoral'. If any partners are from different sectors, the partnership is 'cross-sectoral'. Projects can last either two years or three years.

Possible activities include but are not limited to:

- Designing and implementing ways to enhance basic literacy, numeracy and digital skills for specific adult target groups
- Developing joint adult education courses or common modules
- Comparative analyses and evaluation of adult education policies at national and local levels
- Developing adult educators' use of new technologies to reach diverse groups of learners.

Any private or public organisation which is active in the field of Adult Education can take part.



€1,324,554

Funded Projects

6 Sectoral

1 Cross-sectoral



Number of Participants

126



Grundtvig in 2014

Part of the Lifelong Learning Programme 2007-2013, Grundtvig focused on education for adults, whether through formal, non-formal or informal methods such as autonomous learning, community learning or experiential learning.



Total Allocated Funding

Projects funded in 2012 and 2013 and still active in 2014

€1,069,290

Learning Partnerships

52

A framework for practical cooperation activities between organisations working in adult education.



Senior Volunteering

2

Provides grants to local organisations to support senior volunteers. Senior citizens can volunteer in another European country for any kind of non-profit activity, as a form of informal (and mutual) learning activity.



Workshops Training

4

Enable adult learners to take part in learning events and seminars taking place in another European country.





Third Level Education



 léargas
Third Level Education

IAESTE in 2014

IAESTE is the International Association for the Exchange of Students for Technical Experience, a non-profit organisation which operates in 87 countries worldwide. IAESTE organises placements in the fields of Science, Engineering, Architecture and Information Technology. An IAESTE traineeship can be for a period of two to 12 months. It is a paid traineeship in industry or an academic institution. Léargas manages the IAESTE programme in Ireland.



Trainee Mobility:

Students & Graduates Training Abroad





Supports



Léargas Supports in 2014

In addition to the main programmes that Léargas manages, we also look after a series of supportive initiatives. Some of these supports are closely tied to a particular sector or programme, others can operate across different sectors or fields. In this section we provide a brief summary of the supports and highlight some of the activities that took place in 2014.



School Education



Youth



VET



Adult Education



Cross-sectoral





eTwinning in 2014

eTwinning is a free online platform linking a community of more than 250,000 teachers across Europe. It supports schools from early childhood to post-primary level to find partners and work on joint projects in any curricular area, using Information and Communication Technology (ICT).

On the etwinning website teachers can create a profile, search for partners, browse ongoing and completed projects, and develop their own project ideas. Once they have found a partner and agreed a project plan, they can register their project and access a specially created 'Twinspace': a private and secure online workspace accessible to all partners.

eTwinning is funded by the European Union and administered in participating countries by a National Support Service (NSS). Léargas is the National Support Service for eTwinning in Ireland.

Some highlights of eTwinning activity in 2014 include:

- Videos featuring successful Irish eTwinning projects were published on our [YouTube channel](#)
- We increased the number of teachers in our [eTwinning Ambassadors' Network](#). The Ambassadors organised information and training sessions and helped out with the multilateral conference held in Dublin. Two Ambassadors also assisted at the Computers in Education Society of Ireland (CESI) conference.
- Léargas hosted a multilateral seminar from 14-16 November with NSSs from Latvia, Malta and Poland sending teachers.
- Eight National Quality Labels were presented at the Léargas Forum held in Dublin Castle in December 2014.



eTwinning Projects

107





Eurodesk in 2014

Eurodesk is an information service and network aimed at young people and youth organisations. The network operates in 34 European countries. National and regional coordinators provide and share information to help young people learn about mobility opportunities in Europe including studying, working and volunteering abroad.

Eurodesk supports and contributes to the [European Youth Portal](#), a European Commission website which publishes articles, news and events for young people. The site gives information around nine main themes, covers 33 countries and is available in 27 languages.

In Ireland, Léargas coordinates Eurodesk and works with a [network](#) of Youth Information Centres, Europe Direct Information Centres and [Spunout.ie](#) to provide information where it's needed.

The Time to Move campaign in 2014 was a dynamic and very positive experience – many Eurodesk multipliers were involved in the campaign organising a great range of events for young people at local level and successfully using social media to promote the idea of European mobility to young people. Over 1000 young people interacted with the event in Ireland.

We also organised a series of network meetings as well as one national and two regional training sessions on how to use Eurodesk tools to effectively answer young people's queries.

Eurodesk Ireland contributed 39 articles, 19 news items and 17 events to the European Youth Portal.



Eurodesk Relays

29





ECVET

The European Credit System for Vocational Education and Training (ECVET) is a framework for the transfer and recognition of learning outcomes across VET learning environments. It allows learners to accumulate their vocational experience with a view to achieving a qualification. In an Irish context, ECVET can be used to integrate the learning achieved through vocational training abroad (e.g. through Erasmus KA1 VET) into the Irish VET system.



The ECVET framework is based on the description of qualifications in terms of units of Learning Outcomes i.e. concise statements of what a learner is expected to know or be able to do at each stage. ECVET sets out a process for transferring these units between systems, and provides templates for necessary documents such as learning agreements and personal transcripts. A full description of the process and all the necessary tools are available through the ECVET Toolkit.



In 2014, the transition of ECVET responsibility from QQI to Léargas was completed. By the end of 2014, and in particular following a dedicated ECVET workshop at the Léargas Forum, a national team of seven experts was in place and ready to continue their training, participate in peer learning and begin to act as ECVET 'ambassadors' in their various workplaces, fields of activities, networks and beyond. In effect a national ECVET community of practice has been formed and stands ready to develop from 2015 onwards.





EPALE

The Electronic Platform for Adult Learning in Europe (EPALE) is a multilingual open membership community for professionals involved in Adult Learning. It was designed with input from practitioners and is intended for all those active in the field, including teachers, trainers, researchers, academics, and policy makers. EPALE is funded by the European Union through Erasmus+. It is administered in participating countries by a National Support Service, which in Ireland is Léargas.

The dedicated [EPALE website](#) is the hub for adult learning news, reports, events and discussion across Europe. You can browse articles, receive updates, and search the extensive database of adult learning resources (including policy documents and project results). Registered members can also upload content and contribute to discussions.

Late in 2014, Léargas received permission from the Department of Education and Skills to hire an EPALE Coordinator.





Languages

Léargas manages three language programmes on behalf of the European Commission and the Council of Europe.

The European Day of Languages is celebrated across Europe on 26 September each year, and promotes and celebrates the diversity of languages in Europe. The European Language Label is an award given annually to individuals or projects to recognise outstanding results in language learning or teaching. The European Centre for Modern Languages (ECML) offers the opportunity to attend workshops or participate in projects that encourage excellence and innovation in language teaching and learning.

In 2014, we celebrated the European Day of Languages by holding a schools competition asking students to create an 'Afternoon Tea' (in different languages of course!). First prize went to St. Mary's College, Wicklow for "**Le Goûter / Tae Beag / Kaffee und Kuchen**" and second prize to Wilson's Hospital School, Multyfarnham, Co. Westmeath: for their video "**Escones para la merienda**".

Unfortunately we couldn't celebrate the European Language Label in 2014, but will again in 2015.

Irish participants in ECML in 2014 included Jessica Carson who went on a three-month fellowship to the centre in Graz to work on their thematic collections, and Rhoda Brookes from Coláiste Bhríde Carnew, Co. Wicklow, who took part in the workshop PluriMobil - Mobility Programmes for Sustainable Plurilingual and Intercultural Learning.





TCA's

Transnational Cooperation Activities (TCAs) are arranged either by National Agencies themselves or through SALTO (Support, Advanced Learning and Training Opportunities), a regional network that concentrates on the youth field. TCAs can be one-off events addressing current demands and priorities, or fixed training courses offered on a regular basis. Opportunities for external experts to attend TCAs will be announced on this website.

Taking part in a TCA allows organisations to expand their base of knowledge, extend their network of contacts, and increase the impact of their own work through sharing of information.



300+

Participants





Study Visits

Study visits for education and vocational training specialists form one of the key actions of the transversal element of the Lifelong Learning Programme, the objective of which is to support policy development and cooperation at European level in lifelong learning. It addresses those who are responsible for the development of education and vocational training policies at local, regional and national levels.



Participants in 2014

Study Visits provide education and vocational training specialists and decision makers with a forum for discussion, exchange and mutual learning on themes of common interest at EU level. 49 Irish policy makers attended visits abroad in 2014.

49



Incoming Study Visits in 2014

- Challenges and Opportunities for Skills Development in the Labour Market
- Key Competences - foundations for lifelong learning
- Supporting Access to VET for Disadvantaged Groups
- Education for Active Citizenship and Sustainable Development

4



Study Visits in 2014

2014 saw the final incoming and outgoing Study Visits take place, as the action came to a close along with the 2007-2013 Lifelong Learning Programme.

As part of its evaluation of the programme, Léargas undertook a follow-up survey of those who had attended Study Visits in Ireland since 2010. Responses showed that participants represented a wide range of staff categories in a position to impact on policy at local, regional or national level. For example, 31% were head teachers, teacher trainers or heads of departments; 12% represented local, national or regional authorities; 11% represented vocational training establishments, guidance centres or validation/accreditation centres; and 10% represented guidance and pedagogical advisors. Each visit had a diverse mix of participants from various backgrounds and countries, united by their interest in the theme of the Study Visit and its strong link to their own role and work.



96% of participants indicated that there had been positive impact on their continuous professional development as a result of the Study Visit, and 94% shared the knowledge and information gained with their colleagues and networks upon their return. Participants were also asked to identify Irish organisations they had visited that had particularly impressed them as examples of innovative or good practice. A huge variety of organisations were named, but the common elements noted across all study visits were: the partnership approach taken by organisations to meet client and student needs, and the community links that organisations made in order to provide added value to their work and added value to their clients and learners.

The lasting effect of a Study Visit on its participants was clear: 71% of respondents had remained in contact with their group, and significantly 56% of them did so for further exchange of information on the Study Visit topic. An additional 12% had remained in contact with organisations in Ireland for further learning. This demonstrated that opportunities for mutual learning endure months and years after a visit has ended.

Reported satisfaction levels with the programme were extremely high, with 92% being 'very satisfied' and 7% being 'satisfied'. One participant's comment on the effect of the programme was typical: "(After the visit) I could compare educational systems in ten EU countries, and I followed up by analysing different educational policies. Now I am in charge of European educational policies in my organisation and I work with organisations at EU level."



**Success
Stories**



Root Reel Films, based in Co. Galway, are a small video production company who have operated a number of Adult Education projects under Grundtvig and are also engaged in Erasmus+. In 2013 they ran a highly-praised Grundtvig workshop on ‘Diverse Citizenship: Exploring the relationship between citizenship, adult learning, equality and diversity’, exploring the theory and practice of adult literacy teaching. The workshop made particular use of interactive teaching methods, and emphasised active participation through visual learning and a range of group work methods including ‘world café’, drama techniques and energy building exercises. The workshop also explored the theories of Paulo Freire, and how to use digital video technology as a tool for creating awareness of equality and inclusion issues.



We spoke to Yuvi Basanth from Root Reel Films about his experience of the workshop and other European projects.

How did you first become involved with European projects?



Our involvement came about through a contact seminar I went to in Sardinia. On the first day, all the different groups are invited to share their ideas. We wanted to use multimedia to raise awareness of social issues, and found that several other countries did too. From that contact seminar we set up a project with six other countries, and the experience was so positive that we decided to host workshops and continue working in the area.

How do the workshops fit into the other work Root Reel does?

My background is that I was an anti-apartheid activist in South Africa, and in the late 90s - as visual media became more accessible - I got interested in using video to make documentaries on social issues.

Our particular interest in Root Reel is to work on these kinds of video projects at a grass roots level, especially focusing on issues of equality and diversity. Locally led initiatives are very important to us, so we find that European projects really fit in well with these interests.

What would a typical workshop group be like?

In our workshops we usually have 20 to 22 people, and we try to get as many of the participating countries represented as possible. At our last workshop we had people from 18 different countries, and the learning experience from that mixture of participants is remarkable. People get a real understanding of what's happening in different countries, particularly in Central and Eastern European countries that we might have less knowledge of. It really gives everyone a varied and interesting perspective. These people are working with their own communities, and we as organisers learn a lot from them.



How do you approach working with such a diverse group of participants?

Well with all workshops you'll have people from different countries, meeting for the first time, and they'll bring very different things to the experience. For example, in one workshop we had a participant from Romania who had never been on a plane before. It was his first time out of his own country and it was great to harness that perspective. Our objective is to create an atmosphere where people develop friendships and respect each other. The first day poses the most challenges – bringing the group together and breaking the ice. Our experience though is that at the end of the workshops people can end up being

quite emotional. Learning opens up their own awareness of themselves and connects them with the other participants. Even though the workshops are short, people have developed sustainable relationships through them – for example, the participants from the adult literacy workshop formed a Facebook group which is still active two years later!



Image from 'Training for Transformation', ITDG Publishing

What do you feel working on European programmes has brought to your organisation?

What drives us as an organisation is our vision to address social and economic issues at a local level, and to cultivate international solidarity around them. These projects give us the opportunity to do this and to explore relationships within the EU. For example, there can be a bit of an inferiority/superiority complex between newer and older EU member states. Working on these programmes helps to break that down a lot.



What plans do you have for future projects?

With Erasmus+ KA2, the opportunity to run long term projects up to three years is really beneficial as well. Now that the project outcomes are part of the budget, we can produce more developed video projects and really do justice to the work that we and our partners do. We appreciate the funding Léargas gives for the issues we're trying to address, because there really has been a decimation of community funding and particularly for rights-based projects. We feel that working with Europe is a new and sustainable avenue for us. In future it would be great also to link with countries outside the EU, for example in Africa. Our dream is really to continue developing projects, and to work with new and diverse partner organisations.



Based in Dublin's north inner city, **The Complex** is a multi-disciplinary arts movement that makes original work in theatre, visual art and film. Since 2010 it has operated **Complex Youth Theatre** for young people aged 14 to 19 to explore their creativity through performance. Their Youth Initiative project '13 Articles' used contemporary newspaper reports of the 1913 Lockout as a basis for creating short films. Youth Theatre participants looked at struggles that affected young people in 1913 and that were still relevant to young people 100 years later, including forced emigration, poverty and unemployment.



We spoke to Vanessa Fielding, Artistic Director of The Complex, about the '13 Articles' project.

Your project obviously coincided with the centenary, but what in particular made you want to explore the 1913 Lockout?

A lot of the impetus came from our Youth Theatre director, Anthony Goulding. He wanted young people to compare their own stories with the situation of young people in 1913. Obviously things have changed a lot since then but Anthony was interested in how young people from different backgrounds would have felt then and how young people today would relate to them. We had about 15 participants who were aged between 15 and 18, and a mix of people from the north inner city and the greater Dublin area.



And how did they relate? Did anything surprise you about that relationship?

Actually the young people found a lot of things they could relate to, a lot more than we expected. We were worried that they might find the testimony from 1913 archaic and offputting, but they actually responded to it very directly. One of the unexpected connections was that we had some young people who were immigrants to Ireland, and they gave their perspective on how it is to be in a country that is not your own – as many young people in 1913 would have felt when Ireland was under English rule.

As a result of that connection, the young people really took ownership of the project in a way that surprised us. It was actually a very ambitious project, to make 13 short films about the Lockout in such a short time, but they really got involved in every single aspect of making the films.

What was it that got them so involved do you think? Was it this particular subject or the process?

It was a mixture of both I think. The subject resonated with them because it had happened locally, and it got them interested in the area where they live. They also felt very supported because, for instance, Anthony organised their passes to the National Library to do research, and Iarnród Éireann even opened one of their stations for them to shoot in. That was really exciting for them and gave them a sense of opportunity. Everything seemed possible.

Another strength is that everyone in Complex is a professional artist. We coordinated this as if we were doing a professional project, so the young people don't feel as if it's a 'second tier' thing for us. They're doing it for real with people who work in the arts for a living.



What impact have you seen on the young people who participated?

We've seen huge impact actually. The films turned out so well and we had a lovely presentation where we showed them all at the Lighthouse Cinema in Smithfield. For them to have an experience like that, to see themselves on a big screen, really gave a sense of what might be possible for them in the future. They exceeded their own expectations; they'd never done anything like this before so to have that success gave them such a huge sense of achievement. I'm sure they also got a taster of what it's like to work in the arts or work in film and that might be something they'd consider for themselves in the future.

For me personally though, the most striking impact of the project was that it made them consider the issue of rights in a society where young people didn't have much of a voice. That still resonates today and it really got them thinking about it.

This was your third European project, and you're currently working on a fourth. How do European projects fit in with the work that Complex does?

Well, in comparison to some other programmes and initiatives we've been involved in it's been very easy to work with Léargas because our projects fit in very nicely with the European Youth programme. We're interested in the political framework of life, and the programme is a great way to explore that.

In our new project we've obviously added a transnational element (*Erasmus+ Youth Initiative projects must involve two countries, whereas projects under the previous Youth in Action programme did not have to include an international partner*); we're working with a group from the UK where each theatre writes their own production and then we swap scripts. That's been great and we'd love to develop that aspect more. We're starting to build partnerships abroad and it would be interesting to extend to perhaps a French or German partner in the future, and perhaps to explore some of the economic conflicts we've had with those countries!

Watch '13 Articles' on YouTube





SMART VET, a transnational Leonardo da Vinci Transfer of Innovation project co-ordinated by Irish organisation Fast Track to IT (FIT) Ltd, identified, codified and transferred good practice in using interactive whiteboards effectively in the VET sector. A training programme—including learning manuals, CPD materials and teacher boot camps—was developed to enable VET tutors to design education resources suitable for use with interactive white boards and integrate them in everyday teaching activities.

We spoke to Angela Higgins and Wendy O’Sullivan from **Kildare Wicklow ETB, the key Irish partner, about their experience of the project and its subsequent impact.**



How did you identify the need for this project?

We had started with European projects in 2009/2010 with one called ‘E-Tuition’, for training teachers in basic IT skills. It was based on the concept that many teachers were late adopters of IT, and we developed a training pack in Wicklow VEC (*as Kildare Wicklow ETB was then*). It was promoted very strongly by the CEO at the time, who was keen on integrated training.

So really, SMART VET was a follow on from that. In Wicklow Further Education Centre, as in other training centres, we had been investing in interactive whiteboards since 2005, but we realised that you need to do more than just invest in technology. You have to invest in training people to use technology effectively.



How did you select your project partners?

We had worked with FIT before and through their connections we met the international partners. Everyone brought their particular expertise to the project. The **Italian partner** had a track record of training teachers in the use of interactive whiteboards; their experience was the major element of the transfer of innovation. The **UK partners** were experienced with building communities of practice. Our Dutch partner, Tom Koenradd, was a retired lecturer in education and had extensive experience of training language teachers to use whiteboards. We also worked with ETBI (*the national representative association for Ireland’s Education and Training Boards*), which was really useful in promoting the project. They helped us to implement the training model in education centres throughout Ireland that provide in-service training.

Take us through the initial stages of the project.

The first year was true 'action research'. We had to gather data, analyse what level of skill teachers had, look at models of training and ways of delivering it. The Italian partners were very strong on this because of their own experience. Our role was – well, we were the beneficiaries really! We knew that Wicklow ETB would benefit from this.

We devised a system of delivery, and tested it, then got feedback, and refined it. We selected six interactive whiteboard 'champions' in the education centres, who would be trained in whiteboard use and then pass their learning on to others. One thing we learned was that our expectation that the technology and hardware would run smoothly was ambitious. So we had to develop a recommended maintenance system, and the champions had to become trouble shooters as well as 'super users'!



What were the main challenges of the project?

Developing the methodology for delivery. We started out with quite a didactic approach but found that we weren't making progress with that model. We held sessions where we trained teachers in how to convert their existing materials to be compatible with the whiteboards, but after the sessions we found that it wasn't being applied in the classroom. So we switched to what we called a 'bootcamp' model, where teachers were given specific tasks to do and then present to each other. That worked much better because teachers tend to be social beings; they like social interaction, and so a more fast-paced, experiential model worked much better with them. We also structured the training so that it was incremental. They started up in pairs, and then moved to working in larger groups. They learned about creating content, making resources and applying them to teaching.

The intangible outputs were creating that shift to a more collaborative working style, and also that when the teachers left they were confident in their abilities.

What impact have you seen on participants?

What we've seen is that the confidence the participating teachers and the champions gained hasn't gone away. Four of the champions from the KWETB centres have gone on to work on **another project** about interactive learning. They've been testing the use of new technology in the classroom, and I feel they wouldn't have been as able for that if they hadn't done SMART VET.



The champions are still delivering CPD and have become the 'go-to' people for technology in their centres. What we've really seen is the strength of the peer mentoring model – there's significant power in it. It develops intrinsic motivation because people are recognised for their skills, and that helps them to grow as educators.



As the project progressed we had to broaden the range of what we were delivering; the project was initially conceived in 2010 and because technology moves so fast, by the time it was finishing we found that newer technologies were coming in and making the interactive whiteboard almost an old technology! But what we discovered was that we were actually training people in the ability to have confidence in using technology, to learning about it quickly and adapting it for use in the classroom. By the end of the project we were looking at how we could use new apps that had been developed rather than focusing on whiteboards only. We were enabling teachers to be adaptable, rather than just to use one particular piece of technology.

What impact has the project had in Kildare Wicklow ETB?

The project definitely raised the profile of using technology in ETBs and had a knock-on effect. We're seeing more teachers using technology in the classroom; especially mobile, tablet and interactive technologies. We're also an applicant for a number of Erasmus+ KA2 projects, including one on 'coaching coding' which is about bringing coding skills into other subjects. We've also had a KA1 project, where we sent some of our staff to City College in Norwich - which was a partner in the SMARTVET project.



What's the particular value of European projects to the ETB?

Project work is really valuable to the ETB because it enables us to provide very relevant CPD in an environment where there isn't a lot of funding available for it. European projects open a lot of opportunities; and because Transfer of Innovation/KA2 projects are two or three years long it gives you the time to really develop lasting skills and capacity. That might not happen as effectively with 'one-off' CPD, so that opportunity to do a longer project is really invaluable. Also these kinds of projects are about inspiring teachers in their professional lives. The projects can be hard work, but the benefits are long term rather than short term.

The structure that's demanded by European projects is also helpful. Sometimes you can do a project and not have the time to really evaluate it, but these projects force you to really reflect on the project and learn from it.



Do you feel European projects are embedded in Kildare Wicklow ETB now?

It's a time of seismic change in the further education and training sector, and it can be a challenge to build a culture of European engagement during a time of change. Our goal though is to at least embed a strong administration process for the ETBs to comfortably engage with European projects.

The richest part for us is engagement of practitioners with their peers in other countries. Often people discover that they're doing well and that they do have strengths they perhaps weren't aware of before.

The beginning is challenging because you're starting with an idea that's new and justifying and promoting that idea can be hard work. You have to be gentle in introducing these ideas, and be open to the evolution of the project. If it doesn't work you need to be prepared to try it a different way. That can be a change from our own way of working, because in many organisations there's no Research and Development department - it's not necessarily part of the work culture. So it requires a bit of a change in thinking in the organisation and that can be exciting too.



Castletroy College in Co. Limerick is a post-primary school with 1,200 pupils. Their Comenius and eTwinning project ‘Voices from the Sea’ ran from 2012 to 2014, and involved more than 100 Transition Year students. It focused on themes of European Citizenship and Intercultural Education and was conducted with partner schools in Estonia, Italy, Germany, France, Portugal and Turkey. The project used the question ‘What are the voices from the sea?’ to explore the influence of the sea on the people, language, architecture, geography and art of the countries involved. Students in the different countries engaged with each other online through social media, and in person through short school-based exchanges.



Léargas video captured ‘Voices from the Sea’ in full swing in 2013. We spoke to the project co-ordinator Brendan Colleran about how the project had progressed since then, and the impact it has had in the school.

Brendan, how did the ‘Voices from the Sea’ project come about?

It really started when I attended my first eTwinning workshop in Dublin in 2009. It was a bilateral workshop with Estonian partners and I started up a project with a teacher I had met there. However, as can sometimes happen with these idealistic endeavours, the Estonian partner pulled out and the project fell through. The same had happened with some teachers on the Irish side, and so an Estonian teacher mailed us all asking did any other Irish school want to get involved. So we started a small eTwinning project together. Then, because we worked well together, we started talking about having a bigger project. Gradually that became our Comenius project, that we did with partner schools she had worked with before through eTwinning. We’re actually working with the same schools again on our current Erasmus+ project, ‘EUtopiaPlus’.



So it seems that European projects are pretty well established in Castletroy College now!

Everybody knows about them, parents even ask about them before their kids start in transition year! The big thing is having photos up around the school. You can have official logos and reports but kids put zero *meas* on that: they just love the photos. I’ll put images on the data projector in our lobby sometimes too. The project has been finished for a year now but they’re still talking about it.

What do you see as key to the success of 'Voices from the Sea'?

The main thing is information. There was some wariness at the start and it was hard to get people involved, particularly because we had no history or data to back up what we were saying. But we hosted an information session for parents, telling them exactly what would be involved, and they started to engage. Also, at the beginning people saw the project as all about going away to a foreign country. I said to the parents and the students that they'd have as good a time setting it up here—organising Snapchat and What's App groups and hosting the international students—as they would going away. Parents were sceptical at first but when we hosted the students and they saw the connections that were made, and the tears at the end, they saw the effect it's had.

There was no wariness about this current project because now they've seen that it works. In fact parents were lobbying to get their kids involved, whereas last time I literally had to go around the corridors asking students if they'd join in!



How did you organise the everyday running of the project?

One of the particular difficulties of running European projects like this in a secondary school is the demands of the Junior Cert and Leaving Cert, so we ran the project with Transition Year (TY) students. As well as having more time available to give to it, in TY all teachers are looking for new ideas to cover and this project complemented other subjects very well.

We have one timetabled class a week called 'Review' where I can check in with the students, see how they're getting on and what they need to do. We hold it in the Computer Room so students also log on and chat to the students in the other schools in real time. It was initially a challenge to get the class on the timetable and if I hadn't been the deputy head of year it might not have happened, but it has worked out really well!

We also get other teachers and subjects involved; for example, if we want to look at how you'd teach an international person a poem in English then the English teachers might work on that in their class. So using the flexible, modular system of Transition Year works really well.

Obviously we have a big school and a big TY group, and a much smaller number of pupils physically travel to another country, but everyone can be involved. The students who travel also have to commit to hosting the visiting pupils in turn.



What impact have you seen on the students who took part in the project?

Actually we've just had the 6th year graduation and it was mentioned by the students as a real highlight of their time in school and a happy memory. A few students came up to me as well and said it was the best thing they'd been involved in during their time in school, so that was lovely. In general the students who've done it have become more outgoing and are certainly more confident in their IT skills, but also more personally confident because they've learned to make friends with people from other cultures. They're also a bit more approachable I'd say.

Did you face any particular challenges working with your partners?

Well, on our newest project we've had a major challenge because our French partner has had to drop out! On 'Voices to the Sea' the challenges were more around communication. We really learned that you have to stay in constant contact with your partners. We use the groups and messenger functions on Facebook and developed a rule that you have to 'like' a post to acknowledge you've seen it. Then if there's a suggestion we'll say, you know, 'you have until Friday to state that you agree or disagree, and if we don't hear from you we'll assume that you agree'. I write the minutes of our meetings and circulate them, giving a list of the decisions made, tasks agreed, and dates they have to be done by. We're all teachers and we love talking – especially the Italians! – and sometimes it's easy to forget what's been agreed. Also the other partners are speaking their second language, so it could be that they haven't fully understood what was discussed. This helps keep us all on track and we can make sure that we're agreed before we go ahead.



Co-ordinating the project is a lot of responsibility. What has the time commitment been?

It varies throughout the project. Obviously there's a lot of work involved around the time of our student travelling and when we're hosting students, but for me I'd say it's around 40 minutes a day. That's why the review classes are really helpful to me. You have to keep on top of all the message and discussion and if you don't do that 40 minutes a day you won't get the project done.



What have been the professional benefits to you as a teacher?

Well I find I get on brilliant with the students because of it! And students develop an interest in my subject (*Brendan teaches Design and Communication Graphics, Architectural Construction Technology and Materials Technology (Wood)*) just from doing the project. For example I have students who didn't do Construction Studies for Junior Cert but took it up for the Leaving because they liked the project and liked the way I worked. Actually I had five girls take up Construction Studies for the Leaving Cert after doing the project and they've just finished their exams. I know some will definitely get A's at higher level and that is fantastic.

I also love that I have more contact with other teachers, both inside the school and out. I've had stands at the **CESI** conference and at at **Féilte** - we'll have a stand about the new project this year too - and teachers really enjoy chatting to you about it. In this school we've 1200 students and a big staff, so it tends to be very department-specific: you wouldn't necessarily know teachers from the other subjects that well. Because of the project I've worked with a lot of teachers who I wouldn't have engaged with otherwise, like the language teachers and the science teachers. Because the project was really flexible it was easy for teachers from other subjects to get involved.

With my own classes, we made a lot of models. In the last project we looked at architecture close to the sea in the different countries and made models; this one focuses on renewable energy so we're looking at different houses and buildings in the countries and making models of them. We also do photos and collages so it's very hands on.

How has the impact continued in the school?

Well, I'm now co-ordinating a follow-on project now using all the same partners except France (which had to drop out). Because we worked so well together we wanted to see was there any way we could stay working together! So we have a KA2 multilateral project called 'EUtopiaPlus', and it's going really well. Normally the first six months of any project are spent getting to know each other, learning how each other works, but because we already had that work done we were able to get straight into it. We've just had a meeting in Sicily about it and I'm excited to get it going!



 léargas
Third Level Education

IAESTE is the International Association for the Exchange of Students for Technical Experience - but there is much more to the programme than that. As well as sending and hosting trainees for work experience, **IAESTE countries** organise social and cultural programmes so that trainees truly engage with the culture of their host country. Many of these programmes are run by local volunteers, usually past trainees themselves. These volunteers also contact local employers to source future traineeships, and offer invaluable assistance to the IAESTE national office. In Ireland, the **Dublin Local Committee** in 2014 organised and hosted a large international event for these volunteers - the 'Join Us to Motivate People' or JUMP seminar.



The IAESTE programme spans more than 80 countries across the world, so there aren't many opportunities for those involved to meet in person and exchange expertise. Staff who are involved in the day-to-day running of the programme can do so at the IAESTE Annual Conference and Seminar on IAESTE Development, but IAESTE also has a huge network of volunteers who give up their own time to support trainees at local level. These volunteers are members of IAESTE 'Local Committees' and do everything from meeting incoming trainees at the airport and organising social events, to building relations with local employers.



To meet this need, JUMP has been held every year since 1995. JUMP is an entirely volunteer-centred event which brings together both those who have recently become involved with IAESTE and those who want to increase their level of involvement. The participants learn about all the aspects of Local Committee work, and specifically how to encourage employers in their own countries to offer traineeships. IAESTE operates on a 'one trainee in, one trainee out' basis, so that every traineeship an employer can offer guarantees a student in that





country a traineeship overseas. JUMP has a pool of vastly experienced trainers, who've worked with Local Committees for many years, to show new people the ropes. They cover how to find the right person to talk to, good phone and e-mail manner, and how to follow up after the initial contact—all useful skills for life, not just for IAESTE!

JUMP is held in a different country each year and requires a huge amount of organisation. Having participated in several IAESTE international activities over the past years, the Dublin Local Committee felt ready to take on the challenge - with of course the full support and assistance of the IAESTE Ireland office. All eight Local Committee members were students in different Irish universities, and most had completed an IAESTE traineeship themselves. Roanne Hynes, Vice President of the LC, remarked that upon returning from their traineeships the members "felt they would like to contribute to the IAESTE experience in their own country". There's no doubt that they did so; even the catering was done by committee member Emily Campion with the help of her mum, friends, and her cousin who happened to be a professional chef!



120 people from 17 different countries attended the five-day seminar in the Rowan Tree Hostel in Ennis, Co. Clare. As well as the training sessions, the participants heard motivational speeches from the Lord Mayor of Ennis—himself an engineer—and local business people. They also had a chance to explore the spectacular Clare coastline in fabulous sunshine, leading a few of them to enquire about coming to live in the area! Perhaps most welcome of all for some, the seminar was a chance to network with other internationally minded, enthusiastic people. Camille O'Malley, an Irish student recently returned from a very successful traineeship in Brazil, remarked "People here ask me about my traineeship and it's like, great! I get to talk about it again! Friends at home are sick of listening to me, but everybody here understands."





1 European Programme



2 National Agencies



3 Key Actions

KA1
Learning
Mobility
of
Individuals

KA2
Cooperation for
innovation and
the exchange
of good practice

KA3
Policy reform
of education,
training and
youth systems

4 Sectors

Vocational
Education
& Training

Adult
Education

Youth

School
Education

funding
**Vocational
Education
& Training**



 Erasmus+
€4.25m+

KA1 Mobility Projects



KA2 Strategic Partnership Projects



funding the
**Adult Education
sector**

KA 1 Mobility Projects

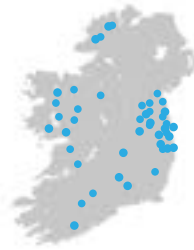


KA2 Strategic Partnership Projects



 Erasmus+
€1.28m+

funding
School Education



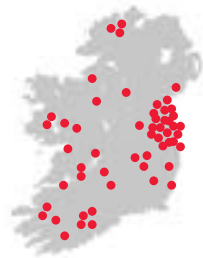
 Erasmus+
€1.27m+

KA1 Mobility Projects

 **20**

KA2 Strategic Partnership Projects

 **24**



funding the
Youth
sector

KA 1 Mobility Projects

66

KA2 Strategic Partnership Projects

9

KA 3 Support for Policy Reform

4

 Erasmus+
€2.23m+

funding
**Cross-Sectoral
Strategic
Partnerships**



 Erasmus+
€1.4m+

KA2 Cross-Sectoral
Strategic Partnership Projects

6



funding
**Transnational
Cooperation
Activities**

Activities Funded

50+

 Erasmus+
300+
participants