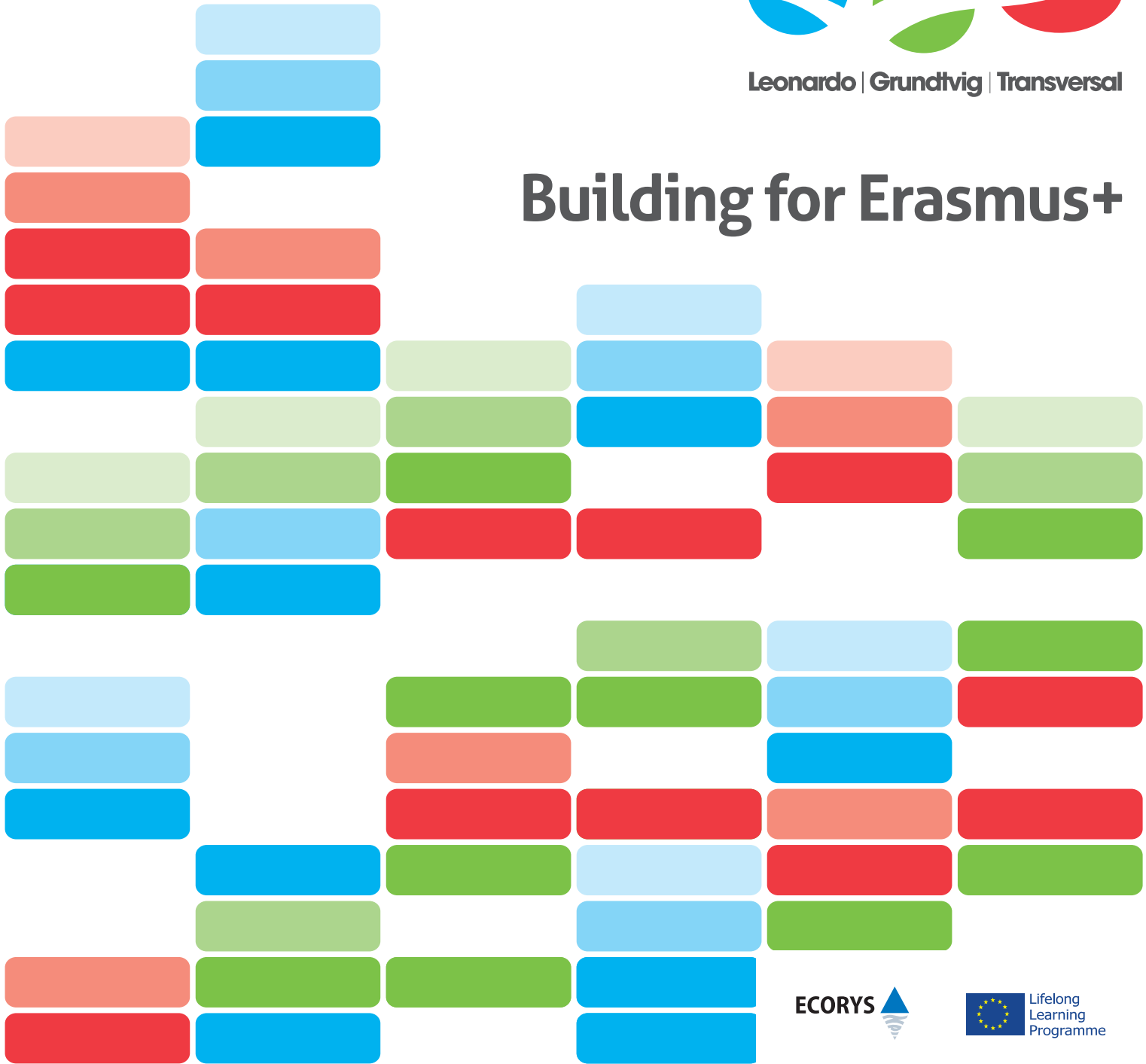




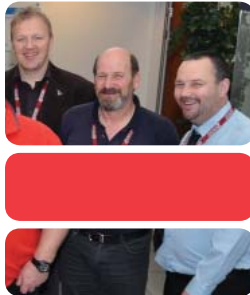
Leonardo | Grundtvig | Transversal

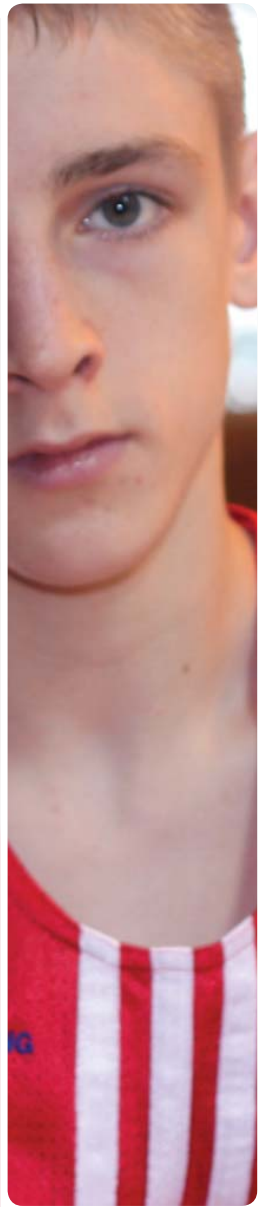
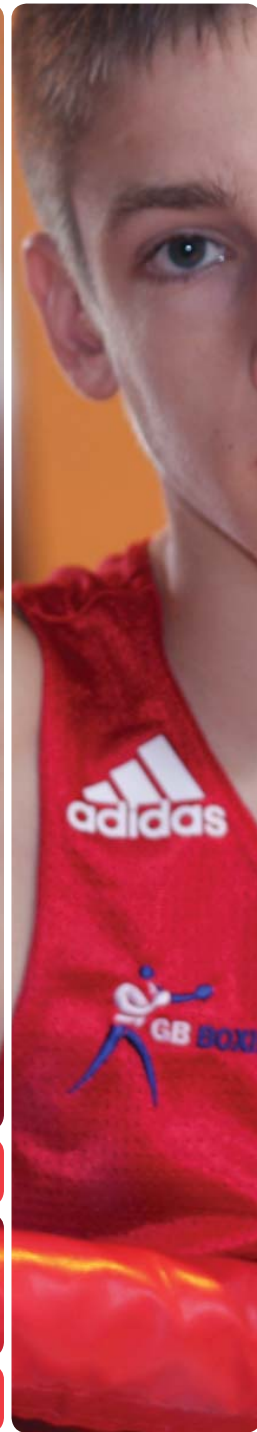
Building for Erasmus+



LLP hall of fame

successes from the past seven years





Contents

Welcome.....	05
About Erasmus+	06
100% mobility success	08
Mobility, employability and skills.....	10
In focus: tackling youth unemployment.....	12
Lifelong learning: the future	14
Professional development.....	16
Making a change	18
Partnerships.....	20
Helping people to get connected	22
Contact us.....	24



Welcome to this collection of future focused Leonardo, Grundtvig and Transversal case studies from across the UK.

The Lifelong Learning Programme (LLP) has built strong foundations for Erasmus+. Since 2007, the journey of the LLP has been one of continued growth, building each year with more opportunities for organisations to get involved. With the start of Erasmus+ in January 2014, we expect to see this growth continue, supporting over 4 million people across Europe to take part in the new programme.

This publication explores how current practice can be transferred into the new programme, featuring real experiences and outcomes from organisations and participants who have taken part in the Leonardo, Grundtvig and Transversal programmes.

Read how the LLP has made a difference to organisations and their participants across a range of themes: enhancing skills and opportunities in the labour market, tackling youth unemployment, apprenticeships, partnership building, accessing ICT and lobbying for policy change.

These themes are not only relevant to the LLP, but to the new Erasmus+ programme, where funding opportunities will be offered across a range of Actions to support activities in education, training, youth and sport.

We hope the experiences you explore here will inspire you to build your future in Erasmus+.

A handwritten signature in black ink that reads "Chris Walker".

Chris Walker
Deputy Director, National Agency for Erasmus+

About Erasmus+

Erasmus+ is the new EU programme for education, training, youth and sport.

Erasmus+ is the new EU programme for education, training, youth and sport. Erasmus+ will begin on 1 January 2014 and will replace current funding programmes run by the European Commission in the area of education, training, youth and sport. This includes the Lifelong Learning Programme, Youth in Action and other international programmes including Jean Monnet and Erasmus Mundus. The Erasmus+ programme is intended to support activities in education, training, youth and sport in all sectors of lifelong learning including Higher Education, Further Education, adult education, schools, and youth activities.

A new structure has been proposed for the Erasmus+ programme to reflect a need for greater simplification and streamlining. By bringing together a range of different programmes and initiatives the European Commission hopes to make their funding programme more efficient and more accessible. Erasmus+ will be an integrated programme which means that it will be based around Actions. Some activities funded under the Lifelong Learning and Youth in Action Programmes will disappear; others will be translated into the new Erasmus+ structure.



The Erasmus+ programme structure will be simplified and based around different types of projects, grouped under actions.

Actions:

Key Action 1: Learning Mobility of Individuals

Key Action 2: Co-operation for Innovation and the Exchange of Good Practices

Key Action 3: Support for Policy Reform

Jean Monnet Activities

Sport

Organisations from across the education, training, youth and sport sectors will be able to apply for funding under the programme.

Actions will be a mix of opportunities run by National Agencies and the European Commission. This leaflet focuses on National Agency-run projects only. The main opportunities managed by the National Agency in each participating country will be:



For more information on Erasmus+, please link to our UK interim website: www.erasmusplus.org.uk



100% increase in employment and education opportunities for students on mobility


European mobility is the foundation on which the LLP has been built, providing opportunities for millions of people of all ages, to develop skills and competencies, increasing their employability in today's labour market. The LLP offers another dimension to education and training in the UK, enabling lifelong learning through the sharing and exchanging of educational practices across Europe. Mobility opportunities will continue to be a key feature in the new programme under Key Action 1 Learning Mobility for Individuals for more than 4 million people, with an organisation led approach similar to those currently offered in the Leonardo and Erasmus Mobility projects.

Change Agents UK have run a number of successful mobility projects since 2007. An environmental charity, the organisation has specialised in helping young people and graduates to find employment mainly in the fields of conservation and sustainable development.

With an organisational-led approach to mobility, their organisation links their Leonardo project to the strategic vision and environmental priorities of the organisation. Change Agents UK also tracks their mobility participants, and where 86% of participants had been looking for employment for a minimum of three to six months, after their placement 100% of participants found relevant employment or entered into further education

within three months of their placement. Their mobility project also won the 2013 National Council for Work Experience Award for Best Internship for the quality, added-value, innovation and positive impact demonstrated by the programme.

In a recent Leonardo Mobility project, young people were able to undertake work placements with seven different partners in five countries including Belgium, Bulgaria, Croatia, France, and the Azores, Portugal. The twelve week placements took the form of internships with a variety of organisations including higher education institutions, organisations with a local or national scope and those working at a European level.



Emma's placement at vocational training centre for the construction trades, Ausbildungszentrum-Bau, (AZB) in Hamburg placed a particular emphasis on the development of sustainable building practices. Emma's brief was to support the AZB project management team in the analysis and development of modules for vocational training in sustainable building education in the sector.

Whilst on her placement, Emma undertook a City and Guilds accredited professional development award in project management offered by Change Agents UK. This allowed her to obtain national validation of her skills which she could show to employers in the UK. She was assigned a mentor who supported her remotely during her placement and was successful in achieving her reward as a result. Following the placement Emma gained employment at a leading environmental consultancy in the UK as a sustainable business officer.

“ As the sixth Change Agent participant to be hosted at the AZB organisation through the Leonardo programme since 2008 I was entering into a long established and successful partnership...the placement offered an exciting opportunity to develop my professional skills. ”

Emma Ryan

A legacy of employability skills in the world of sport

Employment has been the result of taking part in the LLP's Leonardo programme for many participants. Opportunities to go on a mobility to another European country in their chosen field of study has enabled many Vocational and Education Training students to gain invaluable hands on training experience, develop essential skills for the workplace and enhance their CVs to impress potential employers.

The focus of employability and skills in the current LLP is streamlined into the new Erasmus+ programme to support the employment of Europe's young people, and improve Europe's competitiveness.

AMsportstours soccer schools have a unique approach to the sustainability, skills and employability of students taking part in their work placements. The organisation supports the participants not only during their mobility, but also afterwards. The organisation has set up a contact system for learners to monitor their progress, achievements and their employability throughout their mobility journey. The results see many graduates from Elmwood College going on to gain full time employment with AMsportstours soccer schools.

As Olympic fever was starting to build across the UK, in 2011 Robbie Laing was one of the Higher National Certificate and Diploma students to take part in a two week work placement to the Olympic Institute in Stockholm led by AMsportstours.

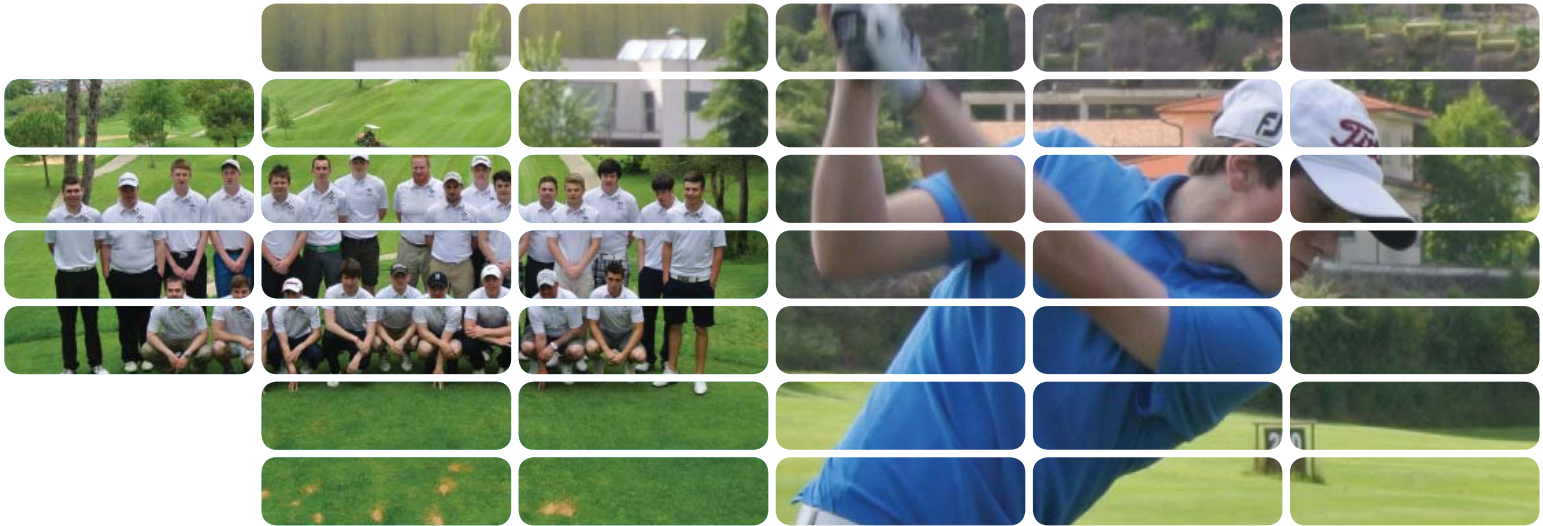
"Not only have I improved my coaching skills but I am confident and prepared to put my ideas forward. I

enjoyed the responsibility and independence in another country, and it was the perfect blend of work and culture from a personal development perspective," he said.

Just one of the participants to benefit from the project, Robbie's placement was organised with the aim of enabling students like him to obtain their HNC/D in sports and coaching development with the opportunity to take their practical graded assessment in a foreign country with mentoring from an elite coach.

Being experienced Mobility promoters, AMsportstours have developed a strong partnership with their partners, Elmwood College, Dundee College and SVFA, and their host organisation. It has enabled the sharing of knowledge around courses, programmes and curriculum. Participants were consulted on their training programme and supported in developing their own ideas as to how to best tailor the placement to their needs.

The participants had the chance to gain hands on experience in a motivational environment where they could develop their coaching skills while increasing their performance level. Setting out to

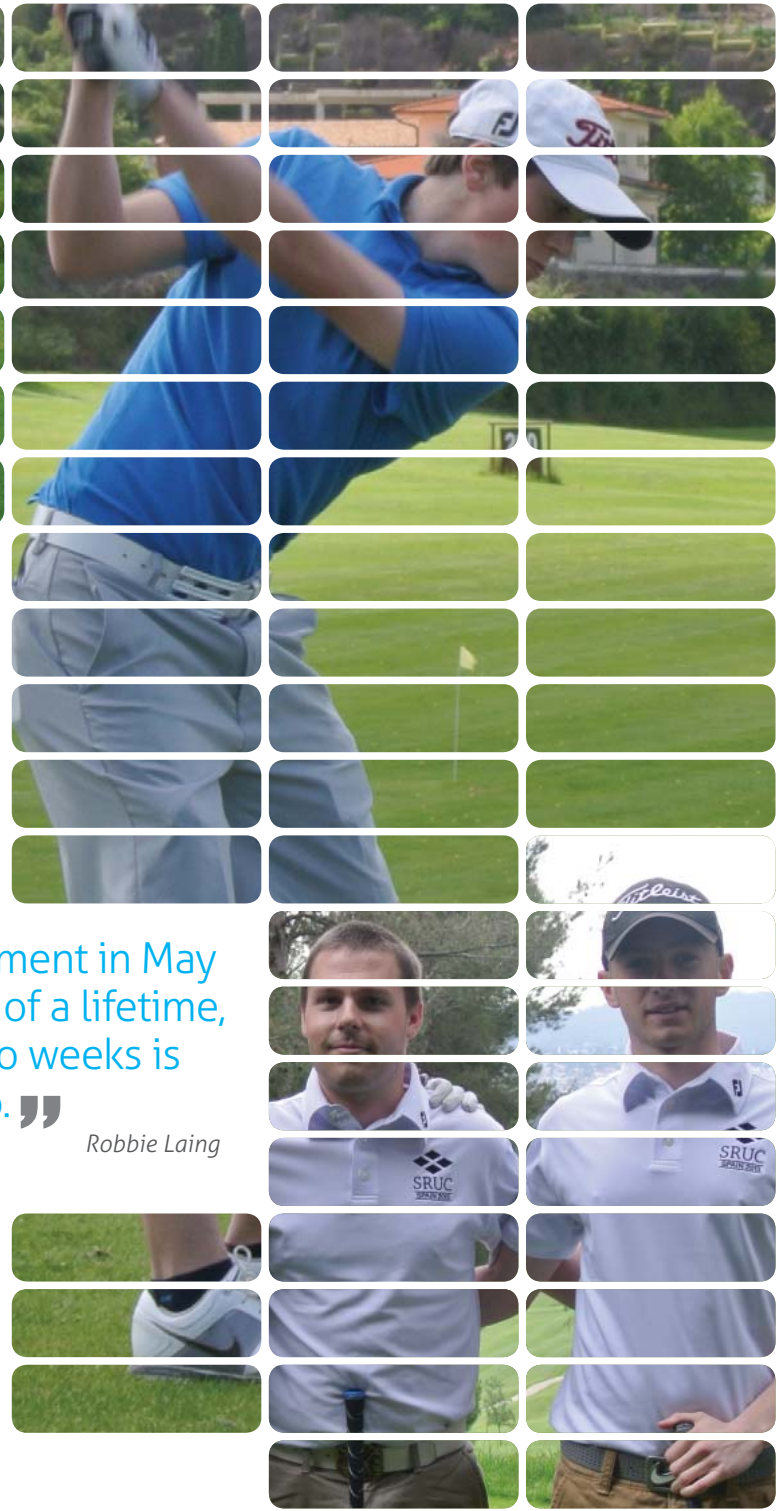


achieve integration into a typical coaching session, the participants worked towards planning, delivering and evaluating coaching sessions. The mobility focused on providing the participants with a level of independence and responsibility, not just within their work environment but also during their stay in Sweden.

“ I completed the two week placement in May and this was for me the experience of a lifetime, the progress that I feel I made in two weeks is unbelievable... Thank you Leonardo. ”

Robbie Laing

Soft skills were also developed as participants were responsible for their own travel arrangements, waking up on time and making sure they were prepared for work. All of these skills help to support professional development and maturity which are essential to securing employment when they returned to the UK.



Tackling youth unemployment in rural communities

The employability of today's young people is key to the future success of our economy. From apprentices to graduates, over the seven years of the current programme, hundreds of young people have benefitted from taking part in LLP projects in the UK and across Europe. In Erasmus+, youth mobility will be at the heart of tackling youth unemployment, those not in education, employment or training (NEETs), and EU2020 targets for growth.

Lamborghini, Porsche and Bentley are just some of the top end performance cars which mechanic students had the opportunity to work on as part of an innovative work experience placement in Istanbul. Both participants and regional employers have benefitted, with one participant recently gaining an Apprenticeship at a local Ford garage with the skills he has gained as a result.

The Leonardo Mobility project enabled seventeen and eighteen-year-olds studying City & Guilds Level 2 courses in Motor Vehicle Technology at Shrewsbury College to put their skills into practice in a new culture. From assisting with repairs to servicing and diagnostics, the students had the opportunity to work on some of the world's most expensive luxury cars.

To prepare for their placement, the students learned about Turkish culture and customs in a number of ways. Coming from a rural county, the participants travelled to London to become accustomed to the hustle and bustle of the city and its public transport networks. They also took part in a number

of language activities to learn key phrases which would allow the students to develop good links with their hosts. The project also used Skype to allow participants to see key figures they would meet in Istanbul in advance.

“ We want to encourage more young people in the UK to take full advantage of the grants and opportunities available through Erasmus+. ”

*Androulla Vassiliou
Commissioner for Education, Culture,
Multilingualism, Sport, Media and Youth*

During the placement, students had a mentor to offer help and support and an accompanying person on call. As well as developing their vocational skills participants also developed important soft skills including learning about a new culture, a new language and respect and health and safety in the workplace.

“ I enjoyed meeting new people and getting to see a new culture, going into the garages was really good experience. I'll definitely be able to use the skills I learnt.”

*Rob Rhodes-Jones
participant*

Competition for work in the automotive sector is extremely fierce in the students' home area and often results in them leaving the area to look for work. However, upon their return to the UK students were presented with a certificate of attendance listing the practical units the work placement had developed and providing a vital indicator of their skills to enable them to enter the world of work with confidence.

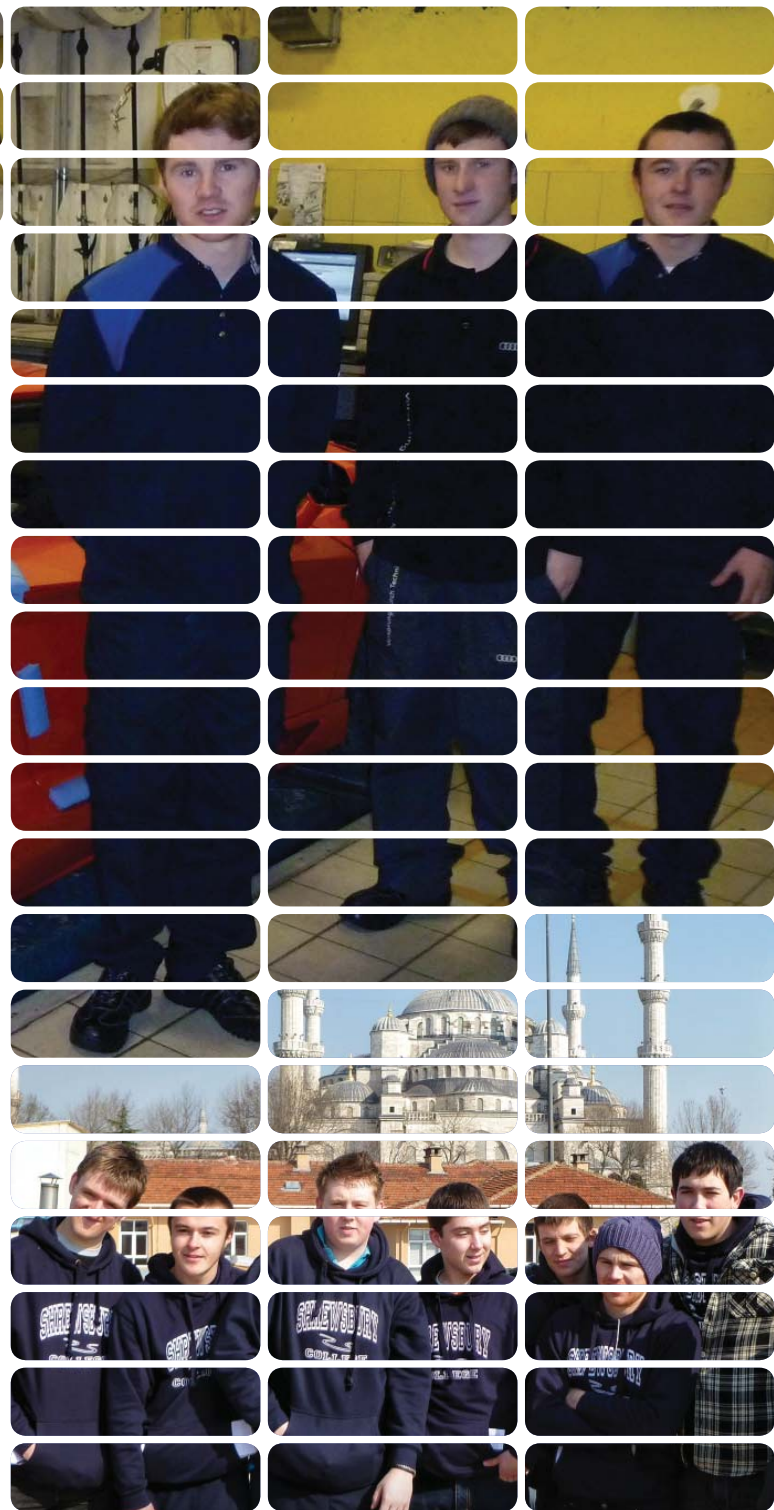
The statistics:

5.6 million

young people across Europe are currently unemployed

7.5 million

young people aged between 15-24 are NEETs





Opening doors to Europe's older generations

The Grundtvig programme brings together partnerships of adult learners from across Europe in a range of activities from Workshops and Visits and Exchanges, to Senior Volunteering Partnerships. With today's increasing older population and people living excluded from society, lifelong learning is essential to providing the skills and support needed to keep communities connected and doors open to all Europe's generations.

Claudia Mollzahn is one example of how individual mobility can provide both professional and personal benefits for participants and support social cohesion at the same time. Through Grundtvig Visits and Exchanges funding she was able to undertake a job shadow at Die Macherei, the education and occupation provision of the Evangelisches Johannesstift organisation in Berlin.

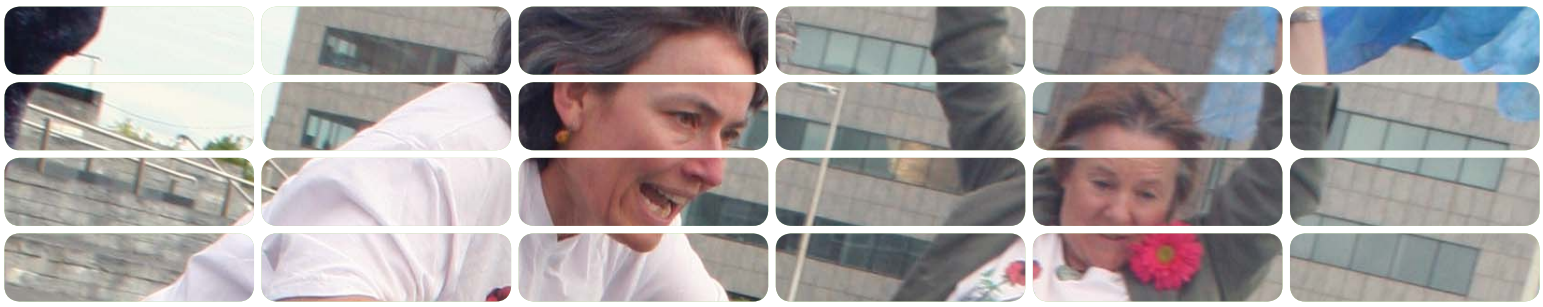
The department's provision is aimed at adults who wish to be active outside their home environment and also provides a wide range of services for those with special needs. This focus on inclusiveness, with disability defined as a social rather than an individual issue, was one which Claudia was keen to learn more about from her European colleagues. In particular, the approach to the training of staff providing adult education for learners with special needs with Germany recognised for its well structured apprenticeship and training systems.

Claudia works at the Touch Trust charity in Cardiff which provides unique creative movement

programmes for individuals with learning disabilities. The trust provides a structured programme of hourly sessions which have proved to work well with people with profound and multiple disabilities and people on the autistic spectrum. In her role, Claudia is responsible for provision in the Touch Trust College of the Arts, which uses a more flexible approach to treatments including music and dance projects, whilst also ensuring participants are given consistency in their individual programmes.

During her job shadowing, she took part in a range of activities to compare working practices and strategic development in Die Macherei with her work at the Touch Trust College of the Arts. Claudia met with the head of the social technical school which provides vocational qualifications in the field of disability working with the elderly, which complements theory modules with on-the-job-training.

In Berlin, Claudia was able to improve a number of competencies around her own professional development. Developing her language skills,



Claudia felt encouraged to read up on the latest research in her field and has been motivated to continue developing her skills in the future.

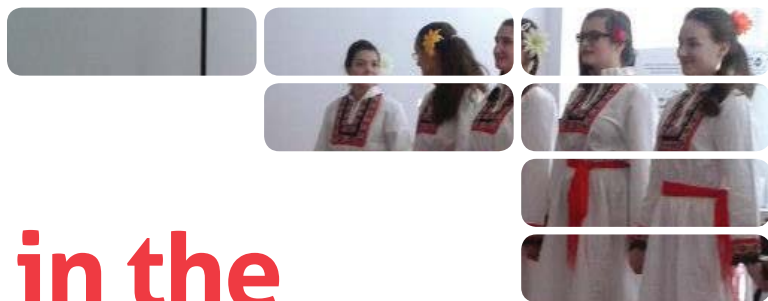
One of her main learning outcomes was linked to staff management and communication. As a result of her visit, post 19 provision for participants is becoming a more separate entity within her organisation. Claudia and her colleagues are aiming to set up a project which will extend the current three day college and provide the opportunity for participants to join a Touch Trust Ensemble. This will work in an inclusive way and make use of participant's individual strengths to provide more intensive learning provision towards performance, music and dance.

In the future, Claudia also hopes she will be able to extend the work done by Touch Trust into the field of traumatic brain injury, and develop the potential for joint work with a newly opened stroke rehabilitation unit at Llandough Hospital in Cardiff.

“ Previously only 9% of adults continue learning, we want to raise this to raise this to 15%. ”

Androulla Vassiliou





Competing in the maths Olympics

The Transversal programme has enabled more than 1500 UK participants to benefit from a European Study Visit. Professionals from the education and training sector across the UK have taken the opportunity to share knowledge and develop their expertise from visiting institutions in another European country, informing and making a change to the policies and practices within their own organisations.

Justin Kerr is a Staff Officer at the Department for Employment and Learning in Northern Ireland and works within the Skills Policy Branch on the production and implementation of the Science, Technology, Engineering and Maths (STEM) Strategy for Northern Ireland known as 'Success through Skills'. His recent European Study Visit to Sofia, Bulgaria, was an opportunity to enhance his skills, knowledge and professionalism in this area by gaining greater experience and knowledge from another country.

From his Visit, Justin was able to take away a number of successful outcomes. These ranged from developing a network of key contacts from other European regions to gaining more knowledge of the education systems in Bulgaria and other regions, all whilst building both his personal and professional development.

The participants from nine different European countries, including several Heads of Schools, were looking to learn from European colleagues, focusing

on the development of key competencies and good practices of teaching mathematics and science in comprehensive schools.

Justin wanted to achieve departmental objectives which included developing links with other European regions to help implement recommendations in its STEM strategy and to gain enhanced knowledge of educational systems throughout Europe. Participants gave presentations with background knowledge of the key priorities of each country allowing the group to speak about the issues in their organisations and to raise questions.

In Sofia the participants had the chance to visit both primary and secondary schools to see how theory is put into practice. The group saw how gifted children were encouraged in science and maths as they visited a secondary school to learn how staff worked with the most able students. They learned staff did this by holding various specialist maths competitions known

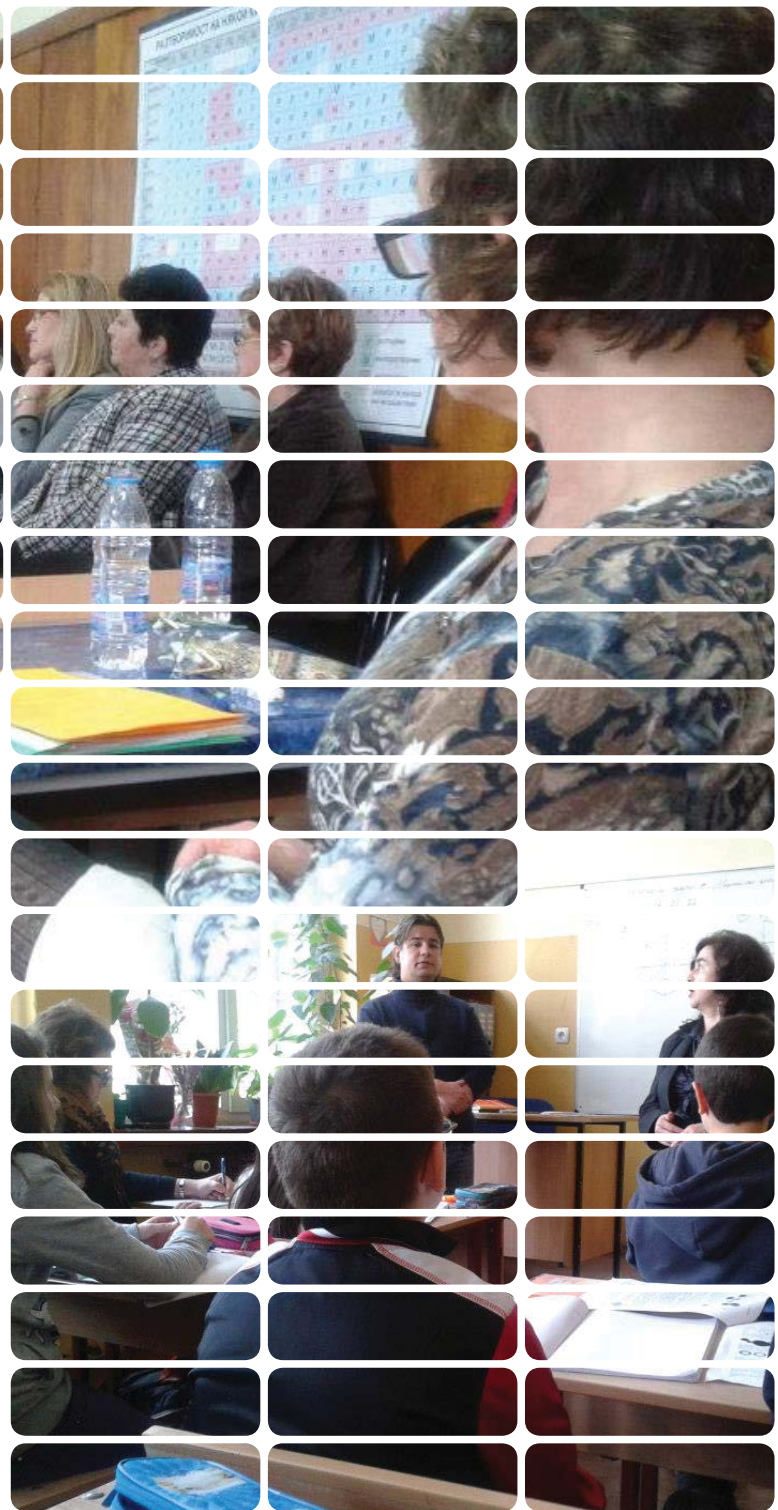


as 'Maths Olympics' to stretch pupils' ability.

Across Bulgaria extra curricular maths classes are also offered to more gifted students, especially for those taking part in such competitions. All students are given the opportunity to stay in school in the afternoon for additional studies, and the group visited a primary school where 95% of pupils took advantage of extra maths classes.

The group also went to the National Science and Mathematics High School, a secondary school which specialised in Science and Mathematics. This was particularly useful as all of the participants felt this level of specialism could not be found in schools in their own countries.

Now that he has returned to the UK, Justin has shared what he has learned with departmental colleagues, and disseminated his knowledge to the relevant STEM delivery groups.



Successfully engaging policymakers to make a change

Over the last seven years Leonardo Transfer of Innovation projects have supported large scale co-operation between European organisations achieving key outputs and impact on policy and practices. In the new programme, there will be more opportunities to exchange good practice and work across all sectors of education, training, youth and sport. This will be made possible under Key Action 2, and Strategic Partnerships will be lead by one organisation on behalf of the group.

Taking part in a round table discussion at the European Parliament in Brussels with 42 people, the managers of the WERT project never imagined they would be sharing their Transfer of Innovation partnership at such a high level.

The Women Entrepreneurs in Rural Tourism (WERT) project aimed to support women entrepreneurs involved in rural tourism and crafts. Developing the entrepreneurial skills of women in rural communities was identified as a way to stimulate rural economies, encourage young people to stay and improve the wellbeing of local communities.

The project has proved so successful, that in June this year representatives from the college were invited to the 'Entrepreneurship skills: common understanding? Common expectations?' debate at the European Parliament in Brussels to present the project as an example of best practice.

The debate hosted by Member of the European

Parliament, Heinz K Becker, concluded that teachers need help in embedding an entrepreneurial approach into their teaching ethos, and raised the question as to how organisations can identify other opportunities for involvement such as creating an entrepreneurship action plan.

How did the project achieve this success? The WERT project produced and tested a course which develops the business skills of women in existing and start-up businesses. The result impacted at an individual level for participants, as the women involved can develop key competencies such as marketing, e-finance, legal knowledge and how to develop a sustainable business plan. As the women's businesses developed this increased profitability and their ability to employ others thus supporting the rural economy.

Norton and Radstock College led the consortium which consisted of eight partners from six European countries. They used a number of techniques to



do this including creating a strong communication network which was coordinated between the partner countries. The project also developed the win:win:win game, which includes resources to encourage networking and community development. Stories from successful female entrepreneurs from across Europe provided a source of inspiration and ideas. The project shared it's successes through case studies and the WERT website also stores a number of online resources.

“ We talked to employers and asked them what skills people needed, and then we consulted with them meaning the training is relevant to work. In Brussels it was enlightening to hear what's happening in other parts of Europe, and that things are working. ”

Rosaleen Courtney, Norton and Radstock College

Find out more at the project's website:
www.wertedu.eu

Cooking up success

What's on YOUR Plate? I Feel GREAT! was a cross-cultural, inter-generational learning project to encourage people to live healthier lifestyles and help tackle the growing problem of obesity in adults and children across Europe.

European cultures have different attitudes towards food, as well as different cuisine. However, the increasing trend to consume more unhealthy fast food and pre-packaged food items high in salt, sugar and fat has caused an increase in obesity across all countries in the Eurozone.

To tackle this growing problem the British Film Institute (BFI) and partners from Estonia, Spain, Latvia, Italy and Turkey created the 'What's on YOUR Plate? I Feel GREAT!' project. It provides a more fun approach to learning about healthy eating, engaging adults and children in the fight against obesity.

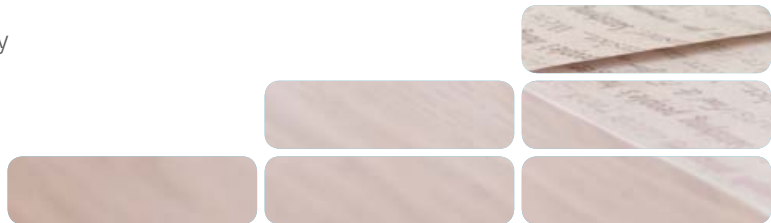
Through creating the videos, 'chef' participants were able to learn how to cook healthy starters, main dishes and desserts, whilst also learning media skills including filmmaking and editing. The cookery videos will also help viewers to learn how to cook more healthily as well as learn about culinary culture from different European countries.

Groups of people such as young parents, those with no qualifications and from low-income families, young unemployed people and the geographically disadvantaged have been provided with new learning opportunities through a study circle learning approach.

They were then able to find out more about cultural food history and learn about making healthy food choices by sharing recipes and then learning new skills such as video production, web and print design. Information about healthy eating approaches across partner countries were shared, and in the UK this included information about the Change for Life NHS initiative and its free healthy meal resources.

The sustainability of the project is now a key focus for partners, and the BFI has already been in touch with supermarket giant Tesco and the Jamie Oliver Food Foundation about promoting the project and hopes it will become a much larger initiative in future.

View the project videos:
<http://www.youtube.com/whatsonyourplateuk>





“ This is a brilliant concept. Providing us with training and then equipment so we can produce cookery videos at the gallery has been really fun for everyone – and we are now confident that the families know what to do with the vegetables that they’ve grown with us! Normally they just take produce home and we don’t know what they do with it, but since we’ve made the videos we are confident they know how to prepare them for eating. ”

Bridget Virden, Café Gallery Education



Helping people to 'get connected'

Over the past seven years of the LLP the growth in social media has seen more and more projects use these online tools in their activities and to share information. It's expected even more projects will get connected in the new programme and participants of all ages will be able to reap the benefits as this Grundtvig partnership project shows.

The Turner Contemporary gallery worked with five European partners as part of the ETNA project to expand their work with the Blank Canvas group, which brought together older and young people together to work on various art projects to promote social inclusion and tackle age and social stereotypes. The benefits of the project have seen participants grow their self esteem, become more empowered in using IT and be able to communicate on an international level to diverse groups of people. Partners exchanged good practice and developed new methods in interactive programmes for exploring art in co-operation.

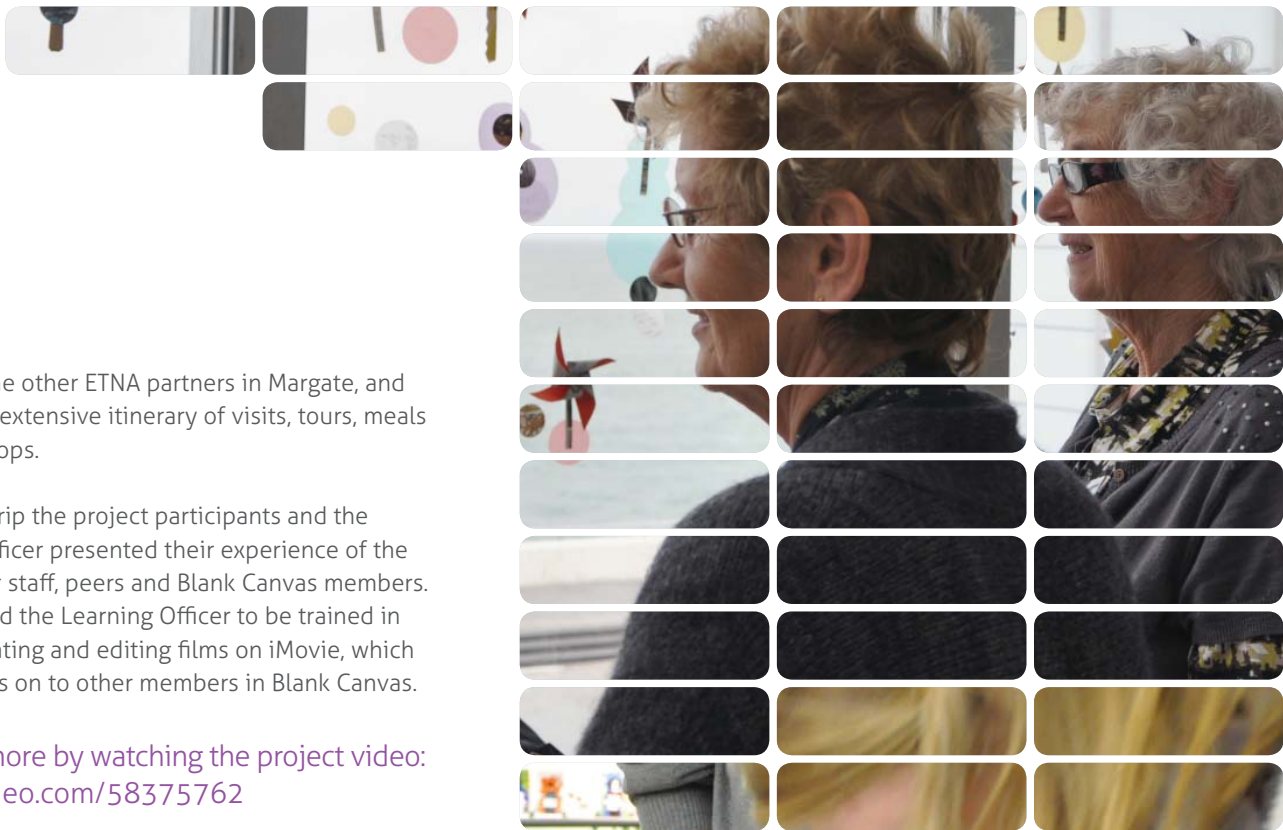
The gallery, which was at the heart of the redevelopment of Margate as one of the UK's oldest seaside resorts, identified that some of the town's ageing population suffered from feelings of social isolation. The project was set up to promote social inclusion, tackle age and social stereotypes and provide a creative outlet for citizens to express their thoughts.

With Grundtvig funding, the group was able to meet once a week with artists who used technology in their work. Together, they took part in workshops in

digital photography, social media, filmmaking and projection. Partners looking at educational services for museums and galleries were also able to visit each other and share best practice examples. The project has shared these successes by posting regular blogs, setting up their own Facebook page and two participants have spoken about their visit to Sofia in a local newspaper covering the Kent area.

During the first trip to Belgium, partners explored contemporary art in West-Flanders. This included meeting all the partner organisations involved in ETNA and visits to cultural sites in the city of Ostend such as the city hall. They received an interactive tour of the partner organisation, Mu.zee, museum delivered by their partners. The visit not only increased the esteem of participants but also built up their confidence in travelling.

In Bulgaria, partners visited several museums and galleries in Sofia including the National Art Gallery. The Bulgarian partner, Humanity, also held a workshop in making Martnitsas which is a traditional adornment given to friends to mark the beginning of spring. In June this year, Blank Canvas hosted a



visit from the other ETNA partners in Margate, and planned an extensive itinerary of visits, tours, meals and workshops.

After each trip the project participants and the Learning Officer presented their experience of the trip to other staff, peers and Blank Canvas members. This required the Learning Officer to be trained in filming, creating and editing films on iMovie, which she will pass on to other members in Blank Canvas.

Find out more by watching the project video:
<http://vimeo.com/58375762>

“ I was totally isolated for nearly three years, prior to the trip I was an isolated person, I have a hearing problem and I guess that’s something I have been hiding for years... the challenge is not there any more because I accept myself as a person... I will not be isolated anymore. ”

Blank canvas participant



Ecorys UK

For Lifelong Learning Programme enquiries email llp@uk.ecorys.com

For Erasmus+ enquiries email erasmusplus@uk.ecorys.com
or visit www.erasmusplus.org.uk

