

IMPRINTS



**MAKING AN IMPRESSION THROUGH
THE LIFELONG LEARNING PROGRAMME
AND YOUTH IN ACTION**





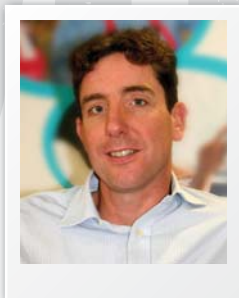
BRITISH COUNCIL



VIEWS FROM OUR YOUR STORY COMPETITION AWARDS CEREMONY 2012. TO FIND OUT ABOUT THE WINNERS VISIT: WWW.COMPETITION.LIFELONGLEARNINGPROGRAMME.ORG.UK

ME!

WELCOME!



Our objective is simple: to inspire you with a collection of projects and individuals that have made a real impression through European education, training and youth programmes.



The examples demonstrate how, with European funding, organisations have advanced social inclusion, improved employment opportunities, and furthered professional development.

These achievements clearly reflect UK and EU policy objectives – both for the development of a competitive, knowledge based economy and for ensuring a stronger society.

We hope you are motivated to explore what the programmes can offer you. Please take a look at the 'opportunity overview' section at the back of this brochure.

Best wishes,

Chris Walker

Head EU Programmes | Ecorys

Ruth Sinclair-Jones

Head EU Programmes | British Council

ORDERING COFFEE IN SLOVENE

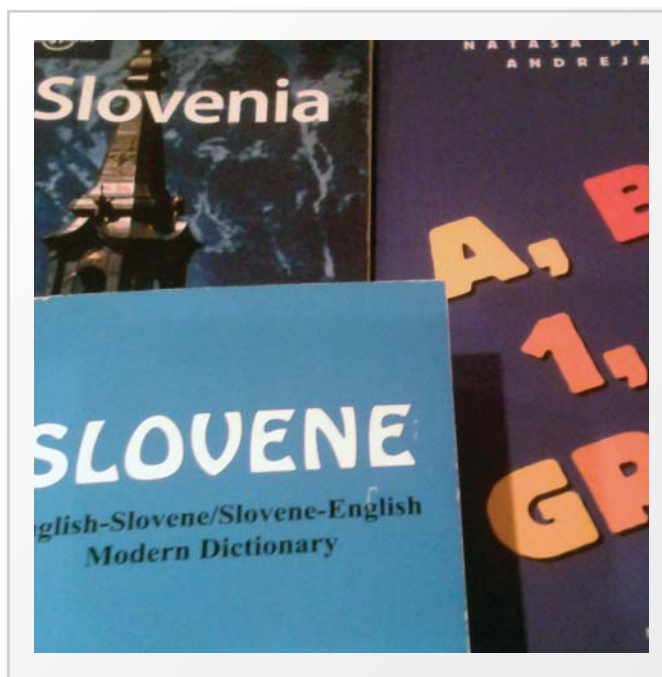
Thank you to Susan Coontz, a teacher at Wellington School in Scotland, for her account of working with schools overseas through the Comenius programme.

"But why learn Slovene?" was what my friends asked me.

It began when my school in Scotland embarked on a multicultural partnership, Through and Beyond the Iron Curtain. Along with schools from France, Germany and Hungary, as well as Slovenia, we researched the history of our countries during the 1960s and talked about what life was like for the students' parents and grandparents.

Coming from two small countries with strong cultural identities, the Scottish and Slovene groups developed a particularly strong bond, leading pupils to organise exchanges. Strong working relationships and friendships have also been built between staff.

Most Slovenes speak excellent English, but a partnership seems unequal when one half has to use a foreign language. A comment from a Slovenian colleague about the Summer School of Slovene at the University of Ljubljana set me on my path towards a Comenius In-Service Training grant. In mid-July I arrived in sunny Slovenia to start my studies.



As a language teacher myself, being on the other side of the desk was a reminder of what it is like to be a student. Progress was rapid. The induction to the course was given in Slovene and English and I had to rely entirely on the English translation. By day three I was invited to dinner at friends, and able to exchange some words with their eight-year-old son.

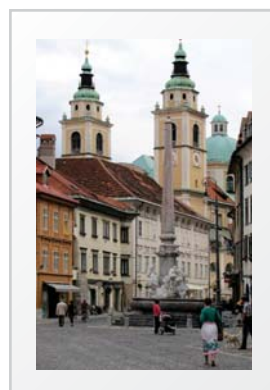
Ordering a coffee or meal in Slovene was liberating. Travelling in a country where one can read signs and hold basic conversations is much more rewarding than relying upon others. The closing ceremony was entirely in Slovene, and we could follow the events without translation.

My summer in Slovenia has had a positive impact on my school's partnership with our sister school in Ljubljana. My pupils have asked to be taught some useful phrases before their next visit and they are amused and intrigued to think of their teacher as a fellow language learner.

Slovene friends and colleagues are delighted that my students show an interest in their country and language. From a goodwill point of view alone, the value of this project cannot be underestimated.

A Comenius In-Service Training grant is a wonderful way to gain new skills, meet interesting people and strengthen partnerships with schools. I will certainly apply for Basic Slovene Part II.

Hvala! (Thanks!)”

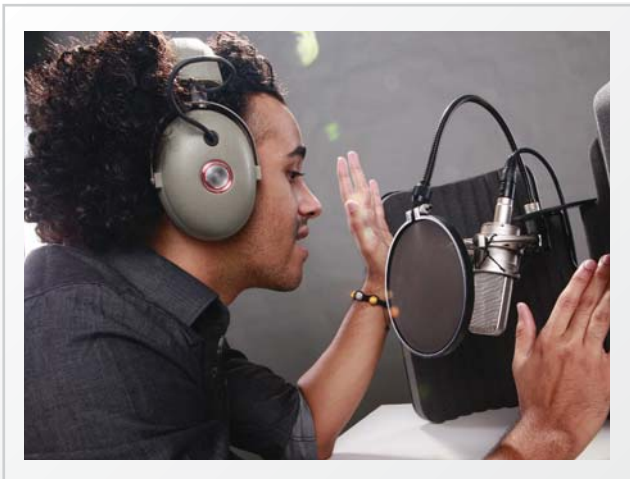


Find out more
www.britishcouncil.org/comenius

**ACTION FOR CONTINUOUS
PROFESSIONAL DEVELOPMENT**

RADIO EUROPE

Many thanks to Mary Dowson for sharing her experience of a Grundtvig In-Service Training placement in Spain.



"I am the Director of BCB Community Radio in Bradford, West Yorkshire. In June 2011, I was fortunate enough to be part of a group of 15 people who came together from across the EU in the beautiful village of Algodonales in Andalusia, to take part in the META (Media Training Across Europe) course.

There was a big representation from the UK and Germany, with others from Austria, Denmark, Ireland and Poland.

Participants were mostly involved in community radio stations in their countries and had a variety of roles as paid staff, volunteers and trainers.

The course was a mixture of practical radio production skills and an exploration of how we, as adult educators, help others to learn – especially considering working with people who are not native speakers. It provided us with a great opportunity to work together in groups and to reflect on our own work and establish good practice in both creative radio production and our teaching.

The group got on really well, and a great feeling of camaraderie developed over the week. As it was a small village we all tended to meet up and have our meals together.

The location of the course was really important. In a bigger town we would probably have scattered in the evenings which would have been a real shame because a very positive group identity developed!

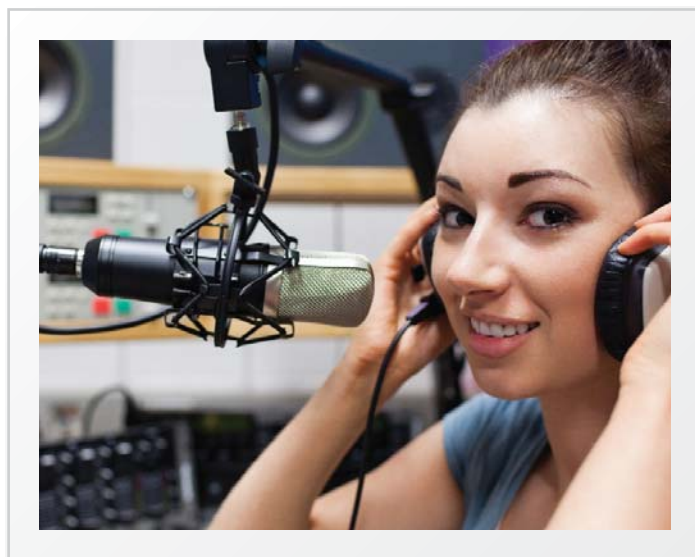
It was a really fulfilling experience, not just for me but I know for all other participants too.

I described it as like being in a bubble – we were shed of responsibilities other than for our participation in the course and in our own learning, for most of us, this was a real luxury and allowed us to get the maximum benefit from the course.

I had opportunity to reflect on my work in the context of a really interesting, creative group of people. It was such a supportive atmosphere and so conducive to people getting the most from the experience. Learning alongside people from other European countries, provided a richness to the whole experience and we have been in regular contact with each other ever since, building on the network that we established in Spain.

Grundtvig In-Service Training enables adult education staff to participate in work-related training courses. There are hundreds of themed courses available, across more than 30 European countries.

The full text of Mary's story including her recorded audio interview with fellow participants is available on the Leonardo, Grundtvig and Transversal blog at: <http://bit.ly/metaeurope>



Find out more
www.grundtvig.org.uk

**ACTION FOR CONTINUOUS
PROFESSIONAL DEVELOPMENT**

AN AUDIENCE WITH THE PRESIDENT

Geoff Walton knew his Study Visit to Croatia was going to be high level, but he didn't expect to be introduced to the President.



Geoff is a Senior Researcher at the University of Staffordshire and specialist in the field of Applied Creative Thinking. His recent European Study Visit to Zagreb was an opportunity to hear about EU wide developments in e-learning and to share his work with European counterparts regarding information literacy and online learning tools.

The Study Visit was hosted by the Croatian Academic and Research Network (CARNet), a project established in 1991 to aid facilitation through the use of new information technologies. Hosting a range of participants from 11 European countries, the Study Visit was a chance to see how the Croatian educational system is addressing the needs of learners through digital technologies.

The week-long programme of events included visits, meetings and discussions on the theme of improving learning and teaching supported by ICT. The participants had the chance to visit universities and

schools in Zagreb, Rijeka and Opitija to see the theory put into practice such as how the collaborative projects between the educational institutions and SMEs work at a national, regional and international level. A special highlight was a reception meeting hosted by Croatian President Ivo Josipovic – a sign of the esteem in which EU Study Visits are held.

This was a chance for Geoff to look in more detail at the best practice within Croatia and to hear about the experiences of other European countries and how they are integrating ICT into their educational systems.

As a result of speaking to other participants, Geoff gained an understanding of the differences between European countries and their approaches to Internet use. This difference is one that Geoff is keen to examine further.

Now that he has returned to the UK, Geoff is consulting colleagues on the relative benefits of introducing a three

tier benchmarking framework, designed to assess progress in implementing e-learning at university level. This is an approach he would have been unaware of, had he not attended the Study Visit.

Furthermore, Geoff is now planning a large scale Lifelong Learning Programme project with partners he met in Zagreb.

Transversal Study Visits are an ideal opportunity for senior education and training professionals to gain fresh perspectives on an area of specialist interest. There are over 300 Study Visits available each year, ensuring a wide variety of themes to choose from.



“ **The study visit was not only a great chance to network with colleagues from around Europe but also gave me an insight into how Croatia is using ICT in education. I would recommend this programme to colleagues because it gives you that all important first step on the road to building the strong partnerships with EU colleagues that are needed to bid for EU funding.** ”

Geoff Walton, University of Staffordshire



Find out more
www.transversal.org.uk

**ACTION FOR CONTINUOUS
PROFESSIONAL DEVELOPMENT**

A WORLD OF EMPLOYMENT



When pupils from inner city Belfast embarked on a European partnership, they discovered a whole new world of employment opportunities.

Finding a job after finishing school is the main concern of most final year pupils. All the more so when they are socially and economically disadvantaged students from an area of high-unemployment.

Go on employ ME! was life changing for many of our students,' says Ian Patterson, Head of Learning Technology at Belfast Boys' Model School. 'It let students realise they could look at Europe as a whole when it comes to employment, instead of only looking inwards at their local area. They could now open up their job searching to other European countries.'

The project, funded under Comenius, focused on employment skills and opportunities, by introducing pupils to the concept of a European job market.

Along with partners from Spain, Germany and Norway, students looked at local and European job markets and investigated what was required to gain employment in

each country. They researched local companies and focused on specific roles within these companies to see what skills were required.

At project meetings they used their findings to formulate standardised interview questions and conducted mock interviews. They gathered phrases in each other's languages to produce a 'survival guide' that could be used when moving abroad to work.

"The project stimulated a common approach to search for employment. The fact that students worked with other Europeans during project meetings gave them a better understanding of what it means to work with people from other countries."

Ian decided to register the project on the eTwinning portal, so the project's Twinspace could act as both a project website and a means of communicating with partners.

“Our Twinspace was a fast and efficient way of transferring and sharing information between all partners. The students could also upload personal profiles, so fellow students from partner countries could get a better feeling for who they were working with.”

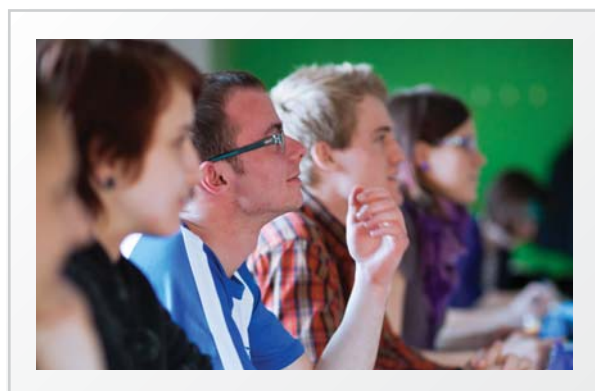
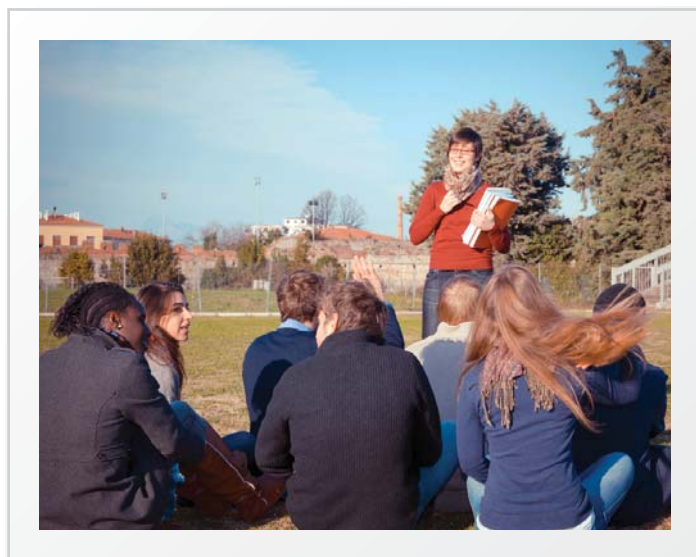
While the project focused on employment opportunities, Ian feels the impact is far more wide-reaching.

“ **It enabled the students to feel more European. It gave them a European perspective by raising awareness of the opportunities that are available. It also encouraged them to be more sympathetic to those coming to their country to find work. So it hopefully achieved greater intercultural understanding and tolerance too.** ”

Ian Patterson,
Belfast Boys' Model School

Find out more

www.britishcouncil.org/etwinning
www.britishcouncil.org/comenius



**ACTION FOR SKILLS AND
EMPLOYABILITY**

THE REWARDS KEEP COMING

Thank you to Mark Coffey, a graduate from Northumbria University, for sending us his account of the ‘snowball effect’ of Erasmus on his studies and his career.



“It’s four years since I took part in Erasmus and the rewards just keep coming. Thanks to my study period in Landau, Germany – which I undertook during my English and Sociology degree – many aspects of my life have been enriched: my career in the civil service, my passion for travelling, and even my social perspective.

My elder brother, Lee, was the person who convinced me to study overseas with Erasmus. He had studied with the programme in 2005. In addition to making friends from all over the world, he had gained confidence and developed his French-speaking ability. So when I timidly mentioned that there was a possibility of an Erasmus semester in Germany, Lee urged me to go for it. Just like he did, I had the time of my life and I’ll be forever grateful to Erasmus for the impact it made on both our lives.

One of the biggest highlights was the cultural awareness I

acquired. I was quite a naïve young adult, having stayed at home in Newcastle all my life, even for my fresher year at Northumbria University. That all changed, however, when I cut the apron strings, packed my suitcase and embarked on my Erasmus adventure. I was suddenly introduced to new sights, new foods and, of course, a new language, along with the German way of life.

The semester I spent at Landau University taught me so many new angles and issues to consider in my course subject, which I believe helped me to secure first-class honours when I graduated. Aside from academia, I picked up a lot of personal and social skills during my stay in Germany, such as assimilating myself into a different environment and becoming more independent.

It was these newfound abilities that led me to apply for graduate positions in other cities, and I was delighted to

“ Using my sociology expertise, I would liken the impact that Erasmus made on my degree studies and career to that of a snowball effect. My decision to participate in the programme has culminated in a career in the civil service – the sector I always wanted to work for. ”

Mark Coffey, Erasmus student

obtain a London-based internship with the civil service in 2010. I definitely wouldn't have had the confidence to take on the opportunity without my experience with Erasmus.

Since my internship, I have continued my career in the public sector (working at the local tax office) and if future positions come up that require relocating, I'll be happy to apply.”



Find out more
www.britishcouncil.org/erasmus

**ACTION FOR SKILLS AND
EMPLOYABILITY**

A RECIPE FOR SUCCESS

In 2011, hospitality student Deborah Kirk faced down formidable competition to be crowned Britain's Young Chef of the Year. The young star reveals that her magic ingredient was, in fact, a recent Leonardo work placement in France.



If it hadn't been for my experience in Lyon I wouldn't have had the confidence to apply for the Young Chef of the Year competition, never mind winning it" she said.

"I'd highly recommend this to anyone ... My trip to France is one of my greatest memories."

Deborah's placement was organised by Cumbernauld College in Scotland, with funding obtained through the Leonardo Mobility programme. She spent three weeks in Lyon working in the kitchens of the Michelin-Starred restaurant, Les Trois Dômes at the Sofitel Hotel.

Added to the pressure of working with Europe's 'crème de la crème', Deborah had to contend with living abroad, and working in a foreign language setting.

"Lyon was such a great experience" she explained. "Not just the culture and how France is different in regards to

dishes and ingredients but also to how the kitchens are different. It gave me real insight into living and working in France and how it differs to the UK."

For the trainers at Cumbernauld College who organised Deborah's placement, nothing beats this kind of first hand experience. Not only does time abroad support students to achieve their career ambitions, the prospect of European work experience also helps the College to recruit and retain learners.

"Having the work placement on their CV makes them stand out from the crowd" explained Paul Clark, Head Chef at Cumbernauld College. "From the college's point of view it is a massive 'carrot' to put in front of learners to promote attendance and achievement."

Since her Leonardo placement, Deborah's career has risen

faster than a soufflé. On her return to the UK, she continued with her studies completed her City & Guilds diploma in Professional Cookery. Then, armed with a first class reference from Les Trois Dômes, she was able to find employment as commis chef at the prestigious Turnberry Hotel in Ayrshire. From there she entered and won the Young Chef Award.

Deborah is just one of many Cumbernauld students to have benefited from a European work placement. Through the Leonardo WORKS project (Work-Placement Opportunities for Receiving Knowledge and Skills) the College has sent hundreds young people on vocational training placements since 2009.

Like most Leonardo participants, Deborah is very grateful to her College for its involvement in European programmes.

“ **I feel very privileged. I can only thank the team for giving me this opportunity, giving my confidence a massive boost and pushing me forward in this rewarding career.** ”

Deborah Kirk, Chef

Find out more
www.leonardo.org.uk



**ACTION FOR SKILLS AND
EMPLOYABILITY**

STANDING UP TO HUMAN TRAFFICKING

When a group of young people got together to challenge Human Trafficking, they got the additional benefit of boosting their employability as well.



The 27 Million campaign was a project with a simple and compelling aim: to raise awareness and opposition among young people to the evil of human trafficking within the UK and across Europe.

The project was organised by the Beverley Open Doors Community and supported with funding from the Youth in Action Programme.

The campaign was spearheaded by a group of young individuals passionate about taking a stand.

They undertook a range of activities - from researching and learning more about the issue of human trafficking to taking on specific roles to plan, prepare and run a highly successful weekend festival to highlight the issue of human trafficking across Europe. And if that wasn't enough, they also produced a documentary-style video and created a campaign song to support the project!

Not only did the participants help to raise awareness, they also benefitted personally in all sorts of ways. For project

leader Barney Oram, 17, "Being able to lead an event of this scale has been very beneficial and an experience I can only learn and grow from".

And it wasn't only his leadership skills that Barney developed, thanks to his involvement in producing the video and campaign song to support the project: "As a musician, being able to produce the track and help bring it all together has been a launch pad to me doing more of my own work and I have now released my own EP off the back of the work I've done on this project."

Importantly, the project has made a lasting impression on those who took part and inspired them to keep working. For, as Ben explains, "A group of people from across the region have committed to meet monthly to discuss, chat and plan campaigns to continue to raise awareness of this issue because of being involved and coming to the events."

View the project video – <http://vimeo.com/51995353>



“

We were very pleased to be asked to work on this project. It was a great event to be part of in every respect – from the brilliant presentations, to the thought-provoking human trafficking information evenings. ”

Liam and Seb, project participants



Find out more
www.britishcouncil.org/youthinaction

**ACTION FOR SKILLS AND
EMPLOYABILITY**

A PITCH FOR INCLUSION

The Sport for Change project was borne out of the belief that sports volunteering can be a vehicle for social inclusion and community cohesion.

Birmingham Voluntary Service Council (BVSC) worked with three European partner organisations from Germany, Poland and Sweden in order to expand volunteering among citizens of all ages.

Funding obtained through Grundtvig Partnerships enabled representatives from the partner organisations to visit each other and share best practice examples.

During the first trip, to Poland, partners visited the the Commune of Mrągowo. The region has been investing heavily in its sport infrastructure but wants to do more to develop volunteering in order to promote social inclusion through sport.

Involvement in Sport for Change was an opportunity to develop practices in these areas. In particular partners will support the Commune of Mrągowo to produce a feasibility study on how to improve the structure of sport volunteering.

The trip culminated with a regional sport volunteering

conference, where Sport for Change partners brainstormed opportunities for promoting and supporting volunteering in each country. Sports volunteering is seen as a lasting legacy of the Euro 2012 football championships which Poland recently co-hosted.

In Germany, partners visited Brandenburg an der Havel, near Berlin where they drafted a communication strategy to promote the project and engage with stakeholders.

Together partners compared and contrasted funding and support models. Partners were keenly interested in the UK's approach, in which sport is often funded to achieve wider social benefits, such as improved health and



wellbeing or reduced crime and anti-social behaviour.

To illustrate the point, BVSC invited Mubashshir Chikhliwala, a volunteer from Aston Sports Club, to take part in the visit. Mubashshir spoke passionately about his volunteering experience, and was a real inspiration to the Sport for Change partners.

The focus on the visit to Sweden was on how local sports clubs and organisations are making sport more attractive to older volunteers. Visitors explored methods of using sports volunteering a tool for integration of new communities. As part of this, the partners produced a community cohesion toolkit to assist partners when seeking to engage minorities.

For the UK visit BVSC received partners in Birmingham. Central to the programme was the BVSC hosted conference entitled 'Resourcing Sport for Social Change'. The conference brought together organisations working to promote sports volunteering through the national network of Volunteer Centres. The visiting partners contributed fully as conference speakers and were also invited to visit Birmingham based sports clubs to witness success stories for themselves.

Grundtvig Partnerships enable UK organisations to increase knowledge, skills and competences and to share experiences on a specific theme or topic related to adult education.



Find out more
www.grundtvig.org.uk

**ACTION FOR SOCIAL
INCLUSION**

QUALITY TIME WITH THE GRANDPARENTS

Imagine you could wrap up older people's warmth and wisdom and gift it to those who need it most. This is the ambition of the European Intergen project, which has developed a training course for seniors on mentoring disadvantaged young people.



The project partners then match newly trained 'grandparents' with youngsters who need help with homework or are looking for a friendly person to talk to at a difficult point in their lives.

Intergen is already making a real difference to people like Axel and Wilma.

"Unfortunately my mum is quite sick" explained Axel, who is eight years old. "She had to move to a mental institution last year. Some weeks ago our teacher told us about a new project. We got an information sheet and I showed it to my Dad. He said: 'That's something for you, Axel! Maybe this mentor can help you with your reading!' I thought it would be nice to meet a lady who would take me for walks or maybe to the theatre. My mum used to do that, but now she is sick. Wilma [my mentor] got a cat last Christmas; just like me! She has a dog too. His name

is Olaf and he is really funny. We often go for a walk together and I throw sticks for him!"

While Axel gained a new friend and help with his schoolwork, his mentor, Wilma, gained the sense of self worth that comes through helping others in the community.

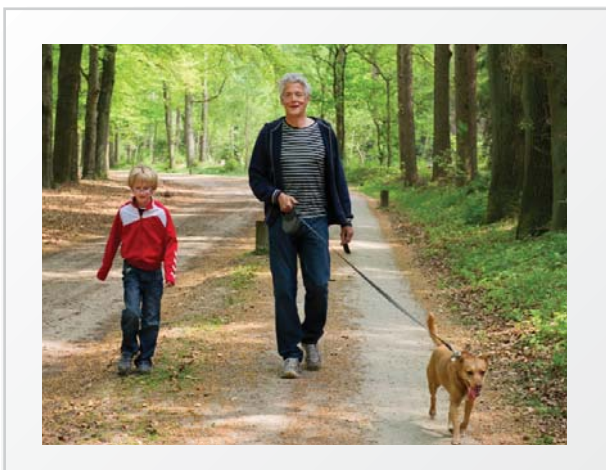
"My daughter Karin is always very busy" said Wilma, who is 66 years old. "I seldom get to see her but now that I have retired I have a lot more leisure time. I found it really interesting to read about this new project where older people take care of children from our local primary school. [The boy I mentor is called] Axel and I heard that we had been matched because we both had got a cat last Christmas. Indeed, this was something we had in common and it made it easy to talk to each other from the very first moment."

To make this kind of intergenerational friendship last, InterGen has created and tested the training course to support, organise and ensure high quality mentoring.

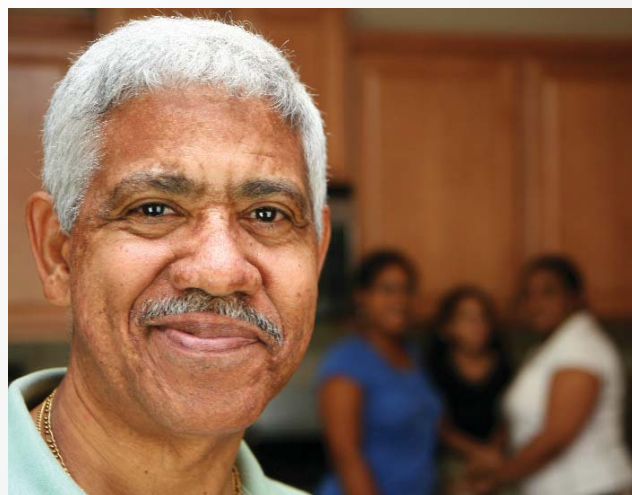
The project coordinator is Point Europa, a training and education charity in south east Cornwall.

To produce and share the training materials, Point Europa obtained funding through Leonardo Transfer of Innovation, which supports large scale cooperation between European organisations. InterGen includes partner organisations in six European countries.

Initially the organisation produced a draft set of training materials based on the expertise, methodologies and experience of their partners.



Find out more
www.leonardo.org.uk



To pilot the effectiveness of the training materials, Point Europa ran a series of training sessions in each partner country.

The feedback from the sessions was then used to improve the materials.

Together the partners have now translated all the materials into five languages, including English, German, Spanish, Slovakian and Swedish.

What is more, the materials are free to download for every organisation that wishes to use them.

**ACTION FOR SOCIAL
INCLUSION**

THE LANGUAGE OF SUCCESS

Thank you to University of the West of Scotland BA Languages student, Jennifer Murray, for sending us this account of her year abroad on an Erasmus work placement.

Jennifer is blind and has mild cerebral palsy but this did not stop her from working as an English Language Assistant at a school in Murcia, Spain as part of her degree.

"I really enjoyed spending time in a different country, learning more about its culture, its language and everything else that happens along the way. I have been able to tackle various situations and have experienced many opportunities which I would not have had back at home.

I would highly recommend a work placement abroad, as it is a truly life-changing experience. You learn so much and you have opportunities and experiences which you would not have otherwise. My confidence has greatly improved as a result and my Spanish has come on in leaps and bounds.

Under the Erasmus scheme, students with disabilities get additional funding which I found really useful. I used it to help with my rent, additional teaching materials and to

pay my support worker when we did activities outside of school or when I needed extra help. I also used it to help towards the cost of taxis which was crucial for me, as I depended on them to get around on my own.

As for the work placement itself, I really enjoyed the experience; it was interesting to see how things are done in a different country and to learn about the host country's culture and education system. The children were fantastic with me as they just accepted me for who I am.

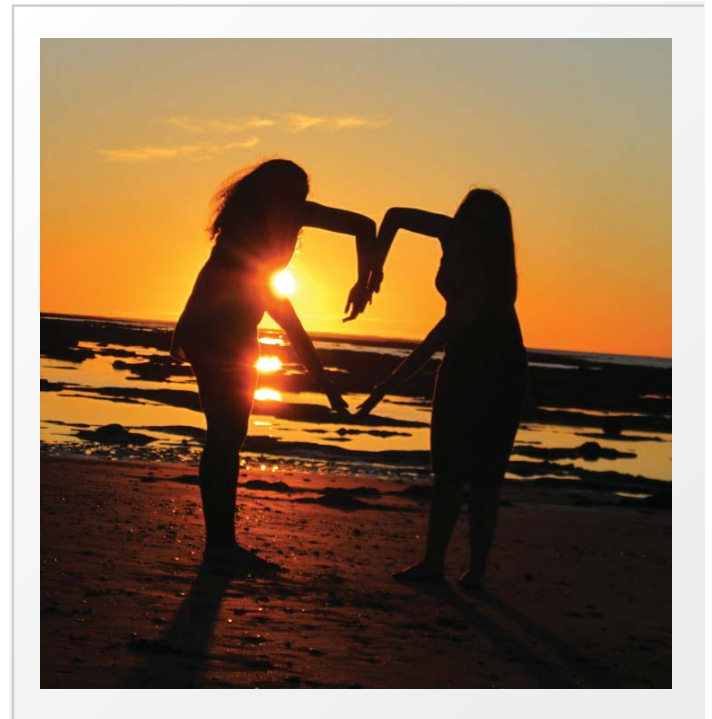
It was a life-changing experience which has helped my confidence and I would love to do it all over again. I have already been abroad again, to Romania where I ran a workshop at an international summer camp for visually impaired people (Adventure in Europe/International

“ I had a great year abroad because I made friends for life and I had an amazing support worker who helped me in and out of school. As a result I think the year abroad has changed me as a person, I feel more confident, have learnt so much, and I now know that I can cope with any new challenges that I face. ”

Jennifer Murray, Student

Camp on Communication and Computers) based on my year abroad experience of living, studying and working away from home.

My aim is to become an interpreter/translator and I think this experience will give me the confidence to try and achieve this goal, as well as being an excellent addition to my CV. I encourage everyone, of all abilities, to take up these opportunities when they come your way!”



Find out more
www.britishcouncil.org/erasmus

**ACTION FOR SOCIAL
INCLUSION**

A BLOW AGAINST GANG CULTURE

Through the YES project, marginalised young people from all over Europe got together to stand up to gang culture.

Gang culture is a major and growing problem in this country and right across Europe. At least half of the 27 murders of young people perpetrated by young people in London in 2007 were gang-related.

An international group of organisations worked to support young people to stand up to gang culture through the YES project - funded by Youth in Action. Youth in Action first brought the organisations together, to attend a Seminar on Cultural Diversity, and then went on to give them the funding to take their ideas forward, helping the young people affected by gang culture learn valuable skills.

At the exchange - 20 young people from the many countries had the chance to turn their negative experiences and views into positive messages to their peers, communities and the general public. They showed how gang culture has affected them and their communities by expressing their thoughts and feelings in the form of a music track, accompanying video, and a TV commercial.

Gang-related issues including violence, drug abuse, isolation, lethargy and crime are common problems for young people in the countries involved in the project. All the organisations work with at-risk young people (homeless or transient, involved in drugs or alcohol, abused sexually, physically or emotionally, mentally ill, neglected at home or live in stressful family environments, lacking social or emotional supports, involved with delinquent peers) and SEN young people (having Special Educational Needs due to a learning difficulty) from poor communities.

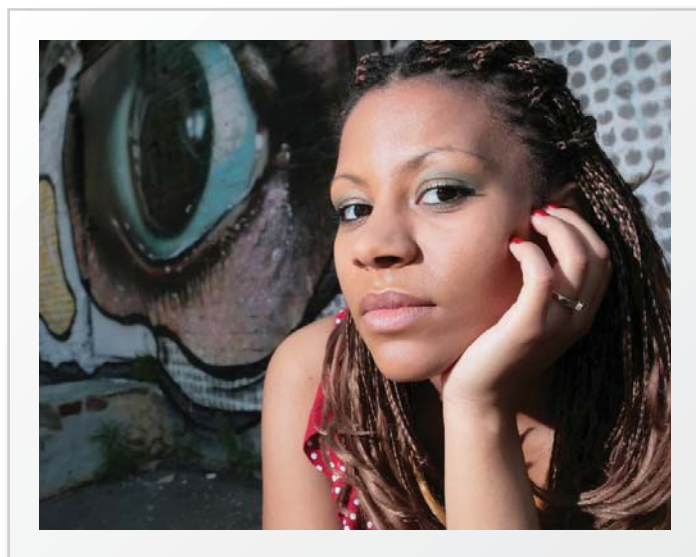
Taking part in the project gave these young people a voice.



A voice that could be raised up to heighten awareness of the problem - and, more importantly, to bring about much-needed positive change.

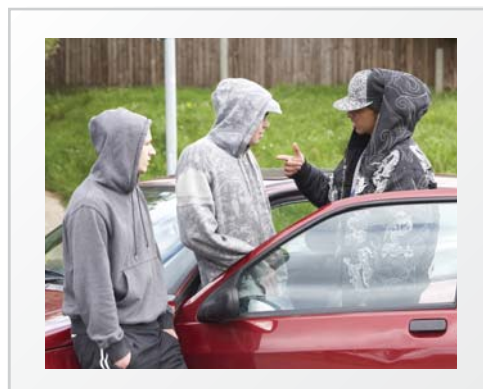
The project went on to create a DVD to serve as a platform for further activities and communications. There is also now a project portal, blog, website and Facebook page to encourage further dialogue between the groups, communities, and nationalities who came together during the exchange. Also, the young UK participants have gone on to spread the news about what they learned – by doing a radio interview about the project and giving a presentation at a local school.

YES! UK is the start of the YES! Brand, the group are now hoping it can be used as a model for similar initiatives in other countries.



“ **I learned the obstacles that other young people face in Europe in relation to gang culture. I also gained confidence in dealing with other people and groups, which has since helped me in real life situations like going to job interviews and meeting new people.** ”

Claude Umuhire, aged 20.



Find out more
www.britishcouncil.org/youthinaction

**ACTION FOR SOCIAL
INCLUSION**

INSPIRING RELUCTANT READERS

Connecting and sharing work with learners overseas is helping disaffected pupils in Wales change their attitude to learning.



Doing work that is seen by peers in Europe, and seeing the work they do in return is a powerful motivator for pupils who find learning a challenge.

Ruth Sanders is a teacher at Velindre Community School which caters for pupils with Social, Emotional and Behavioural Difficulties (SEBD).

"These pupils can lose interest rapidly and have limited concentration," says Ruth. "But collaborating with other schools on an international level gives a 'real' feel to learning. They have an audience for their work which encourages them to achieve and contribute."

Ruth joined eTwinning in 2010 as a way to bring creativity to the classroom, finding that the peer-to-peer sharing made learning less threatening, and helped her class to become more engaged in learning.

"Even the most reluctant give 100% and those who don't

enjoy reading, surprisingly, are keenest to look at their peers' work when it is shared via Twinspace and email."

Ruth's most recent eTwinning project, Why Visit Our Country, was founded with her existing Spanish eTwinning partner. They were soon joined by other schools from across Europe, until 13 countries were involved.

The main objective was to develop global awareness by looking at the leisure and tourism industries in each country.

Through careful planning, Ruth managed to include all of her pupils in the project, at both Key Stage 3 and Key Stage 4 levels, and ensured all project work fed directly into pupils' accreditations.

Thanks to the flexible nature of eTwinning, the project enabled pupils at Velindre and their original Spanish partner school to collaborate with mainstream schools.

"This project has challenged the stereotype that pupils

“ I wanted to move away from being predictable and to introduce new software inviting pupils to share their knowledge with me. One fantastic outcome is that they have been teaching me new ICT-based skills. This sharing of learning has been great. ”

Ruth Sanders, Velindre School



with SEBD do not want to achieve. Pupils' self confidence soared. It raised achievement in literacy and numeracy and kept everyone inspired throughout the year.”

Why Visit Our Country won both a UK and European eTwinning Quality Label, but it is the impact on her pupils' learning that reaffirms the value of the project for Ruth.

“I am so proud of the way that all the pupils involved in this project have achieved meeting individual learning targets in a way that I would never have thought possible prior to joining the eTwinning community.”



Find out more
www.britishcouncil.org/etwinning

**ACTION FOR SOCIAL
 INCLUSION**

OPPORTUNITY OVERVIEW



Lifelong Learning Programme



Schools

Schools can apply to participate in the Comenius and eTwinning programmes.

Find out more:

0161 957 7755

www.britishcouncil.org/comenius

www.britishcouncil.org/etwinning

comenius@britishcouncil.org

etwinning@britishcouncil.org

Higher education

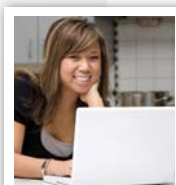
Higher education organisations, students and staff can take part in Erasmus.

Find out more:

www.britishcouncil.org/erasmus

029 2092 4311

erasmus@britishcouncil.org



Adult education

Adult education teachers and learners can participate in Grundtvig.

Find out more:

www.grundtvig.org.uk

0845 199 1919

grundtvig@uk.ecorys.com



Vocational education and training

Employers and educational institutions can improve vocational education and training with Leonardo.

Find out more:

www.leonardo.org.uk

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Youth in Action

Youth in Action offers European opportunities for young people.

Find out more:

www.britishcouncil.org/youthinaction

For all contact details please visit:

www.britishcouncil.org/youthinaction-contact



Tip

For an summary of all opportunities available under the Lifelong Learning Programme and Youth in Action, please visit:

www.lifelonglearningprogramme.org.uk

Education and training professionals

If you're involved in planning the provision of education or training you could go on a Study Visit.

Find out more:

www.transversal.org.uk

0845 199 3939

studyvisits@uk.ecorys.com



IMPRINTS



www.lifelonglearningprogramme.org.uk

