



Erasmus+

Adult Education & Vocational Education and Training



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www.leargas.ie

Erasmus+ is for...



Higher education



Adult
education

Vocational
education and
training



Youth



Schools



Sport

Adult Education & VET



Erasmus+ Actions

**KA1 – Professional development of
Adult Educators (AE) VET Learners &
Staff**

KA2 – Exchange of Practice

KA2- Development of Innovation



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Adult Education



Adult Education in Erasmus+

Adult Education is a distinct feature of the education & training continuum

Adult Education is uniquely placed to address challenges faced by adults experiencing educational inequality (through outreach, guidance, tailored learning opportunities)

Address basic skills – literacy, numeracy and digital

And to build wider skills, addressing the broader societal purpose of education

It is also about promoting values, European identity, democracy, citizenship

And through this address marginalisation, social exclusion experienced by adults who experience educational inequality



New Skills Agenda - 2016



Upskilling Pathways Recommendation 2016 – New opportunities for adults (Adult Ed)

*It aims to **help adults acquire a minimum level of literacy, numeracy and digital skills** and/or **acquire a broader set of skills** by progressing towards an upper secondary qualification or equivalent (level 3 or 4 in the [European Qualifications Framework](#) (EQF) depending on national circumstances).*

Upskilling Pathways



Council Recommendation on Key Competences for Lifelong Learning (2018)

*5 areas, info & data literacy,
communication
collaboration/ creation/
safety & problem solving*

*Critical questioning /
problem solving / way
of thinking*

*Self awareness,
Physical/ mental
Interpersonal
Learning
Transversal skills
Resilience*

Key competences

Digital

Science,
technology,
engineering,
mathematical

Languages

Personal,
social and
learning

Literacy

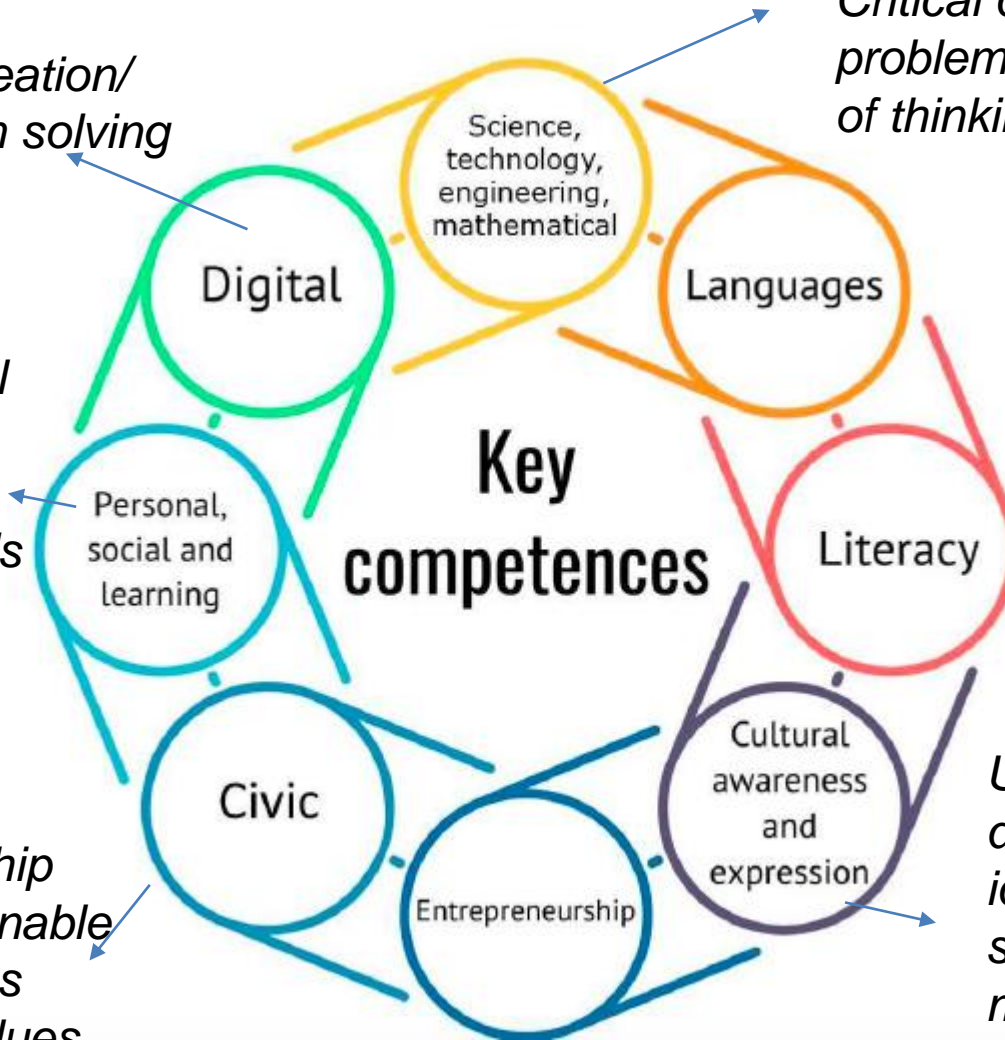
Civic

Cultural
awareness
and
expression

Entrepreneurship

*Active citizenship
Building sustainable
future/ societies
Democratic values
Human rights*

*Understanding,
developing, expressing
ideas & ones place in
society/ positive & open
minded to other
cultures*



Adult Education Policy Priorities



Supply of **high quality tailored**
learning opportunities

Supporting access to upskilling
pathways

Increasing demand and take up
through **effective outreach, guidance,
and motivation strategies**

Developing **Adult Educators
Competences**

Key Action 1

Mobility Projects for Adult Education Staff



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KEY ACTION 1- Staff Professional Development

Key Action 1 - Adult Education

**Mobility projects for professional development of
adult education staff**

**Staff / Volunteers
Professional Development
Needs**

Project: 1- 2 year duration

**Courses, Job shadowing, teaching assignments
(2days – 2 months)**

**Consortium application (3 organisations) /
or Individual organisation application**

Funding: Travel, Subsistence, Course Fee & Organisational Support

Deadline: Yearly - normally early February

KA1 - Adult Education examples...



etb

Bord Oideachais agus
Oiliúna Dhún na nGall
*Donegal Education and
Training Board*



Limerick and
Clare Education
and Training
Board



etb

Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board



cmetb

Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*



**The Voice of
Adult Learning**



The Social and Health Education Project

The Social Health and Ed

Themes of courses/ job shadowing activities

ICT in teaching & learning,

Citizenship

Critical thinking

Health and wellbeing,

Class management

Curriculum development

Community education approaches

Guidance

Literacy, numeracy, digital skills.....

Programme Countries

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

Member States of the European Union (EU) ⁶			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czech Republic	France	Hungary	Slovenia
Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	United Kingdom
Non EU Programme Countries			
former Yugoslav Republic of Macedonia	Iceland Liechtenstein	Norway Turkey	

Please note that Switzerland is no longer a Programme Country but can take part as a Partner country

See pages 22 of the Programme Guide for a list of the Partner Countries eligible to participate

Some items to note...

- **Only the sending organisation needs to be identified** at the time of applying for a grant.
- **Course providers** do not have to be named at the time of applying
- In the case of **job shadowing / teaching assignments** the host organisation (partner) do not have to be named at the time of applying. However, doing so will strengthen the quality of your application. If you do name this organisation in your application –then they will need a PIC.
- **Individual participants** do not have to be named at the time of applying
- However, in the case of projects presented by a **national adult education consortium**, all members of the consortium must be from the same Programme country and need to be identified at the time of applying for a grant. **A consortium must comprise at least 3 adult education organisations. (All members of the consortium will need a PIC)**
- **Structured courses or training events** – do not have to be named specifically in the application – just name the theme of the course and country where you expect the course to take place.

European Development Plan

1. Identify the **main areas of need / improvement in your organisation?**
2. Why and how will undertaking training/ job shadowing in **another European country will address these needs?**
3. How do you plan to use and **integrate/ share the learning and experiences from the training of staff with other staff and the wider the organisation?**
4. *What do you think the impact will be on your adult learners, teachers, trainers and other staff and on the overall organisation?*
5. How will the training link to the organisations overall strategy and the longer term plans/ development of the organisation?

Key Action 1

Mobility Projects for VET Learners & Staff



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Vocational
Education
& Training



Vocational Education & Training Policy priorities



Internationalisation strategies for **VET staff & learners**

Work-based learning in all forms
(particularly apprenticeships)

Quality of VET provision

Enhancing access to VET with particular
attention to low-skilled

Further strengthening **Key competences in VET**

Supporting uptake of **digital technologies** for
teaching & learning

Initial and continuous CPD for teachers, trainers
and mentors

How does it work? Learner Mobility



- **What?**
- Learners and apprentices can take part in a traineeship abroad
- Theory into practice in a workplace to gain work experience

How does it work? Learner Mobility



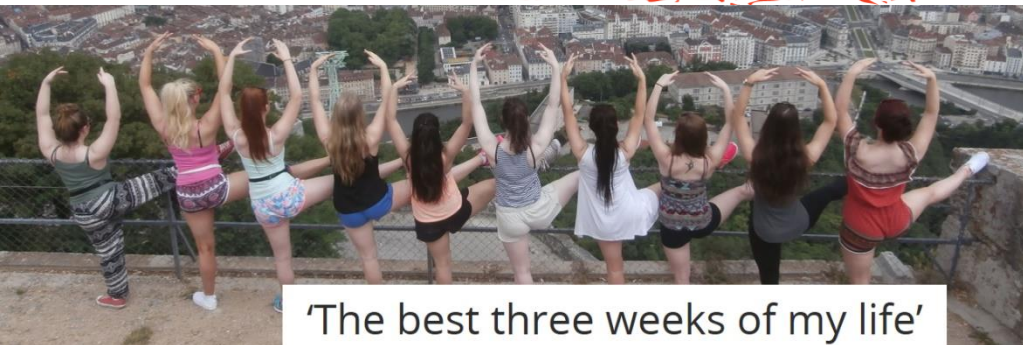
- **Who?**
 - apprentices
 - **VET students** (whose studies typically include work-based learning) Ireland: NFQ levels 4,5 and 6. (EQF 3, 4, 5)
 - **recent graduates** from VET providers or from companies providing VET to apprentices (must undertake their training placement within **one** year of graduation)
- Erasmuspro

How does it work? Learner Mobility



- **Where?**
 - a **workplace or VET provider** (with periods of work-based learning in a company or other organisation)
 - If go to a VET provider, must also include periods of work-based learning.
- **For how long?**
 - **Between 2 weeks and up to 3 months (Vet Mobility)**
 - **From 3 to 12 months (ErasmusPRO)**
 - All durations exclude travel time.

How does it work? Learner Mobility





How does it work?

Staff Mobility

- What is it?
- Teaching/training assignments:
 - allow staff of VET providers to teach at a partner VET provider abroad
 - allow staff of companies to provide training at a VET provider abroad
- Staff training:
 - supports the professional development of VET staff
 - through a work placement or a job shadowing/observation period abroad in a company or any other VET provider



How does it work?

Staff Mobility

- **Who is it for?:**
- For both teaching / training assignments and staff training:
 - Staff in charge of VET e.g. teachers, trainers, international mobility officers, staff with administrative or guidance functions etc.) in a working relation with the sending organisation (s) as well as other staff involved in the strategic development of the organisation.
- **How long?**
 - two consecutive days to two months (excluding travel time)



How does it work?

Staff Mobility

- For teacher / training assignments only:
 - people from companies, public sector and / or civil society organisations.
 - trainers from another programme country who have been invited to teach at the applicant VET provider and / or in the organisations of the consortium where relevant
- How long?
 - two consecutive days to two months (excluding travel time)

Staff Mobility



Impact



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Erasmus+ Impact Study:

International Mobility Placements for Vocational Education and Training Learners from Ireland 2014-2016



36

Mobility Projects



1,275

Participants

95%

gained knowledge, skills or competences they would not have gained in their sending institution

95%

were very or rather satisfied with their Erasmus+ experience

95%

learned better how to see the value of different cultures

93%

believe their chances to get a new or better job have increased

91%

learned better how to cooperate in teams

90%

have a clearer idea about their professional aspirations and goals



"I gained so many new skills and experiences that will reinforce my career as a veterinary nurse. I also have gained huge confidence with my role as a veterinary nurse that I will take with me everywhere I go. When I was back in my own practice, Friday last, the vet commented on my confidence and capability of doing the role of a veterinary nurse. I also know that I can work anywhere in Europe now."

2016 St John's Central College, Cork participant

Impact



Key areas of impact for participating VET organisations in Ireland:

Increased likelihood
of progression to
higher education

Improved academic
attainment

Greater connection
with employers

Increased staff
motivation

Attraction of new
learners to VET
courses

Development
of international
networks

KA1 Comparison AE and VET

	Adult Education	VET
Who	Adult Education Staff ONLY working with adult learners NFQ 1-3 (EQF 1 and 2)	VET learners (NFQ 4,5,6) (EQF 3, 4, 5) and staff working with those learners
Duration	Project 1- 2 years Duration of staff activities 2 days to 2 months	Project 1-2 years Duration of activities Learner: VET Mobility: 2 weeks – 3 months ErasmusPro: 3 – 12 months Staff: 2 days – 2 months
Deadline	Early Feb each year	Early Feb each year
Courses	Allowed	Not allowed

Key Action 2

Strategic Partnerships



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KEY ACTION 2 – Strategic Partnership Project

Strategic Partnerships aim to support the development, transfer and/ or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchange of practice at a European level

transferring
practice

Innovating

PEER LEARNING

European Cooperation

Exchanging practice

KEY ACTION 2 – Strategic Partnerships

The partnership can take the form of;

Strategic partnerships supporting the exchange of good practices

Strategic Partnerships supporting Innovation

Can be 12 – 36 months duration

Can be cross sectoral i.e. collaborate between different fields of education training/ youth

Funding Deadline: Normally end of March each year for AE/VET

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Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	United Kingdom

Non EU Programme Countries		
former Yugoslav Republic of Macedonia	Iceland Liechtenstein	Norway Turkey

A Strategic Partnership can be one of two types....

1. *Strategic partnerships supporting the exchange of good practices*
2. *Strategic partnerships developing Innovation*
– *(developing intellectual outputs and may also run multiplier events)*



The aim of the Exchange of Practice is to allow organisations to;

- **Develop** and **reinforce networks** at a **transnational level**
- Increase **organisational capacity** to work at a **transnational level**
- **Exchange ideas, practices and methods in areas of common interest**
- May also develop **small tangible outputs as a result of this exchange**

Strategic Partnerships for developing innovation



*Strategic Partnerships for developing innovation are expected to develop **innovative outputs (Intellectual Outputs)** that are relevant and useful to the field.*

Projects engage in intensive dissemination and exploitation activities of produced products/ innovative outputs.

*Applicants have the option to request a dedicated budget for **Intellectual Outputs and Multiplier Events**.*

BUDGET



Budget & Activities for KA2

**Project Management and
Implementation**

**Transnational Project
Meetings**



**Transnational Learning, Teaching and Training Events
(LTT's)**



Exceptional Costs; Special needs Support & Linguistic Support



**Intellectual Outputs
+/- Multiplier Events**

General project

management, e.g. planning, finances, coordination, communication between partners

Small-scale

learning/teaching/training materials, tools, approaches, and so on

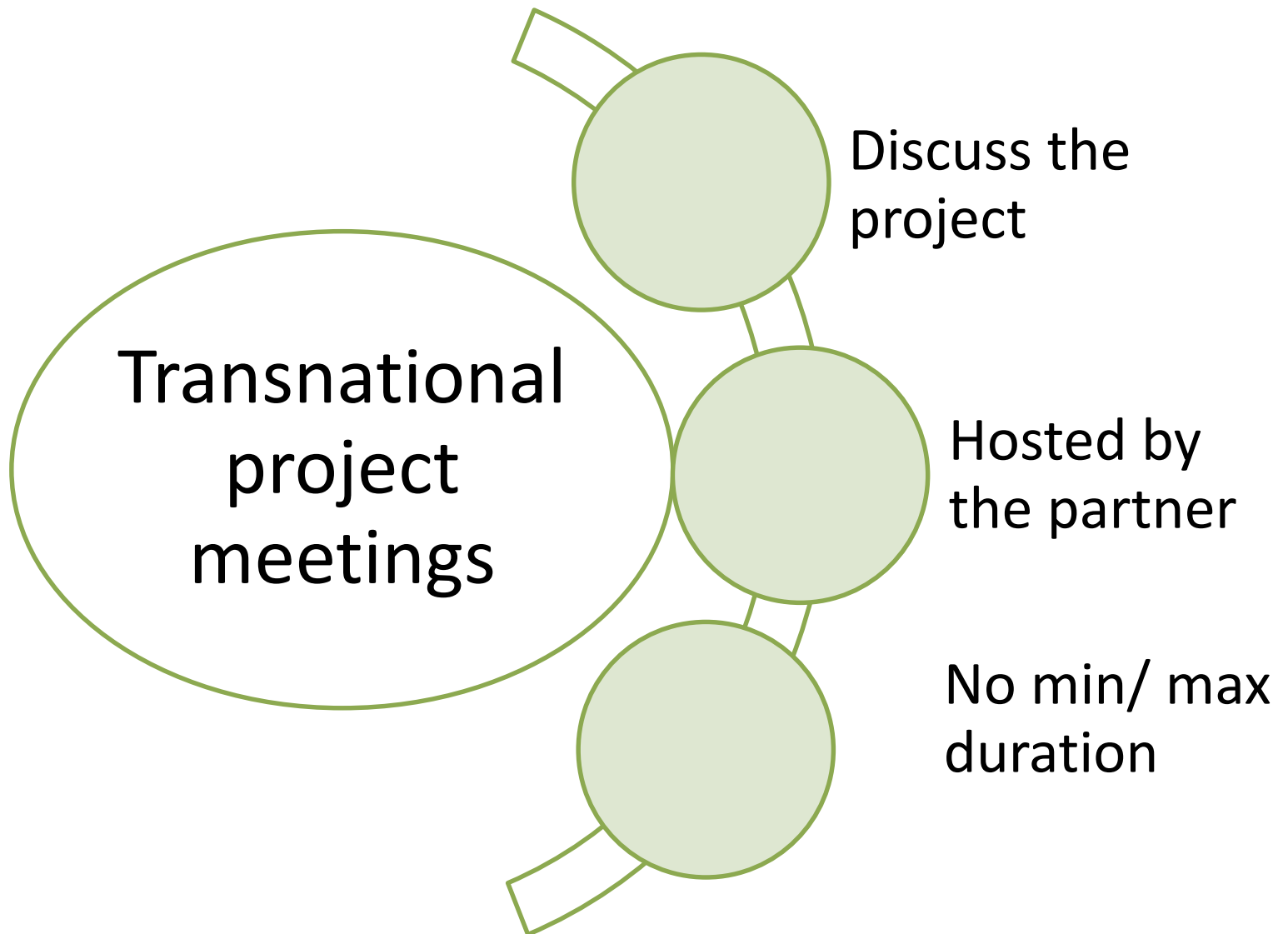
Project Management and Implementation

Virtual cooperation and local project activities (e.g.

classroom work with learners and producing reports)

Information, promotion and dissemination (e.g. meetings with stakeholders, brochures, leaflets, online dissemination, project website).

A coordinator receives 500 per month and a partner 250 per month – based on number of partners and duration



FUNDING COVERS: TRAVEL + SUBSISTENCE+ ACCOMODATION

**Blended Mobility
of Learners
Min 5 days**

**Short Term
Staff Training
Events
Min 3 days -**

**Transnational Learning,
Teaching and Training Events
(LTT's)**

**Long Term Teaching &
Training Assignments
2-12 months**

A Strategic Partnership can be one of two types....

1. *Strategic partnerships supporting the exchange of good practices*
2. *Strategic partnerships developing Innovation*
– *(developing intellectual outputs and may also run multiplier events)*

What is an intellectual output?

***Tangible
Substantial
Deliverable***

***e.g. a course,
research, IT
tool, study,
methodology,
curricula etc
etc***



***Can be used by others in
the field of education
and training***

***Requires staff time for
its development***

What is a Multiplier Event ?

National and transnational events to share and disseminate the intellectual outputs of your project to relevant stakeholders



Funding is for national and international participants – from outside the partnership consortium ONLY

***CPD workshops
Final Conference
Thematic Seminars
Roundtable discussion forums***

Key Action 2

Strategic Partnerships

Some examples



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KA2 – Youth Project Example



National Youth Council of Ireland

(+ Youth Council for NI, National Development Centre for online Youth work in Finland, Austria and the Centre for Digital Youth Care in Denmark)

Budget: €102K

Project Title: 'Screenagers ICT, digital and social media use in Youth work'

Duration: 14 months

This is a research project involving a collaborative study on the use of ICT, digital and social media in youth work in response to an identified need in the youth sector.

The project will produce an 'International research report' which will map the use of ICT in youth work, show best practice, outcomes, challenges and barriers to the use of ICT, Digital and Social media in Youth work.

KA2 – Adult Education Example



The project was led by the Alzheimer Society of Ireland in partnership with 2 other countries – a nursing school in Belgium and a distance education organisation in Norway. (2 years)

Budget: € 59K



The project aimed to address home based care through home based education –

- Develop/ adapt a **high quality online training course** based on an existing and popular face to face course for family carers.
- A set of guidelines '**Quality Frame work Users guide**' which will provide information, advice and plans for organisations to facilitate this course for their survey users.
- A **national conference** will take place to promote the results of the project.



This was a 2 year lead by Age Action in Ireland with partners including the Gaiety School of Acting as well as organisations in Romania, Finland and Italy.

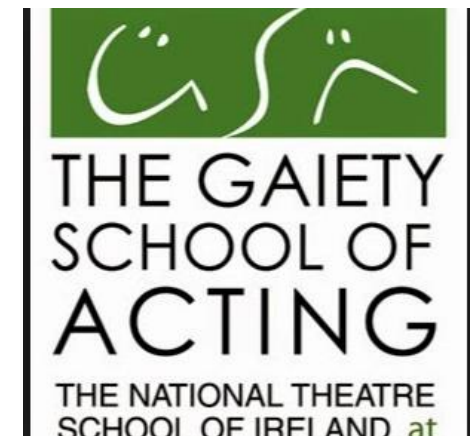
Budget: €240K

The project developed an education programme providing learning opportunities on human rights and empathy in order to prevent abuse using the creative methodology of socio-drama.

The training aimed to;

- to empower older adults through education on human rights
- to foster empathy among formal carers and tackle ageism
- to develop educators competences on combating elder abuse
- to input on policy in care settings around elder abuse

<http://www.combatingelderabuse.eu/>



All good projects start with a need...



A need for something to change!

Some words of wisdom...

Think about the needs of your staff, your learners, your organisation – map those out

Identify challenges/ possibilities/ explore ideas/ solutions

Keep the project idea as close to your work as possible

European cooperation is there to support your work

Seek out good partners that work in a similar way to you

Relationships are important!