

The Association of Colleges

Enhancing College Internationalisation through EU Funding

Marguerite Hogg - International Contracts Manager

Benefits of getting involved

- Can lead on to commercial opportunities;
- Raises awareness to other cultures and opportunities for staff and students;
- Provides opportunities for global mobility for UK students;
- Provides opportunities to share practice/CPD for UK staff.



UK Outdoor Ed students
Northern Sweden
(Comenius Bi-lateral Partnership project)

What's currently available?

EU Lifelong Learning Programme:

- Leonardo da Vinci;
- Comenius;
- Grundtvig;
- Erasmus;
- Transversal



Leonardo Preparatory Visit
Trondheim Vocational School, Norway
(LdV Mobility project)

Lifelong Learning Programme Sub-programme breakdown

- *Leonardo da Vinci*
Vocational Education & Training (VET) projects.
Small partnerships, large scale partnerships/research, student mobility (work placement), staff mobility (CPD)
- *Comenius*
Curriculum based multi-lateral partnerships
- *Grundtvig*
Informal/Non-formal education small partnerships and large scale partnerships/research, mobility (job shadowing, training courses, conferences/seminars)
- *Erasmus*
Staff and student mobility in Higher Education provision
- *Transversal*
Cross-cutting programme offering opportunities for CPD through the funded Study Visits programme



EUpVET Peer Learning Activity event
Helsinki, Finland
(LdV Partnership project)

LLP support and how to apply

Partner finding database

<http://www.leonardo.org.uk/PARTNERSEARCH>

Preparatory Grant or Contact Seminar funding

<http://www.leonardo.org.uk>

<http://www.grundtvig.org.uk>

<http://www.transversal.org.uk>

<http://www.britishcouncil.org/comenius.htm>

<http://www.britishcouncil.org/erasmus>



EUpVET Peer Learning Activity event
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(LdV Partnership project)

Finding & managing partnerships

- A bit like finding a tenant!
- International/EU partners can be time-consuming;
- How many different partners do you need?
- Where do you find them?



EUpVET Conference, Brussels, 2011
(LdV Partnership project)

EU partner finding

- Talk to your colleagues for existing links;
- Look at Partner finding databases
<http://bit.ly/M5ABvK>;
- Attend a contact seminar (Leonardo, Comenius, Grundtvig etc);
- Take part in a Transversal Study Visit;
- Look at joining EU networks. E.g. EfVET.



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How do you do it well?

- Integral part of college's 'Internationalisation' strategy;
- Commitment to quality;
- Solid partnerships and mutual trust;
- Diversity –engaging different groups of learners and staff;
- Innovation –working with employers in a different way;
- Effective planning & project management;
- Evaluation & Dissemination;
- Well developed documentation;
- Good working relationship with National Agencies;



Leonardo da Vinci Case Study

Initial Vocational Training (IVT) mobility

Harvey Nichols National Chef Apprentice Scheme



- Employer driven apprentice scheme to train chefs at Levels 2 and 3;
- On the job training with mentors PLUS block college training at Leeds City College - Thomas Danby Campus;
- Harvey Nichols specific Leonardo project enabled trainee chefs from across the country to have language training, a placement abroad, industrial visits and cultural activities;
- Project experience has increased confidence and motivation, given the opportunity to enhance technical cuisine skills, improved 'soft-skills' and inspired proactive involvement at work back in the UK;
- Additionally contributed to Harvey Nichols winning a national industry award for recruitment.

Leonardo da Vinci Case Study

Vocational Education & Training Professional (VETPRO) Mobility Acquiring Skills & Knowledge for Bakery Manufacture in the EU



- North Yorkshire SME;
- Bakery manufacture and retail;
- Recognition of shifting consumer trends;
- Discussions identified the employer's requirements in terms of up-skilling;
- Funding allowed senior team members to travel to be trained in regional breads/patisserie and confectionery, time in the work place, time with suppliers;
- Impacts on the training given within the SME, future business strategies and expansion.

Grundtvig Learning Partnership Case Study 'Belonging Project'



- Addressing a local need for asylum seekers and refugees to 'belong' to new homes in Leeds and to improve their language & English communication
- Linking with Swedish municipal council and French training organisation
- Tangible outputs** (ESOL learning materials which introduce learners to their new environments through language)
- Impact on staff** (professional development/sharing & exchange of practice)
- Impact on learners** (given ownership to materials development and increased a sense of unity and belonging)
- Impact on institution** (international work is more inclusive and diverse)

The **progression** that was made throughout the project life can be summarised as follows:

Developed **by staff** for **learner** use

Developed **with learners** for **learner** use

Developed **by learners** for **learner** use

Comenius Partnerships – case studies



- **Embedding of an international dimension into the curriculum in projects that involve learners;**
- **Opportunity for small scale research for vocational staff at a European level;**
- **Can lead to bigger transnational projects.**
- **Comenius FE Case study 1:** ‘The Lighthouse Project’. Linking learners with mild to severe physical and learning disabilities across 4 EU countries. Learners encouraged to take ownership of project planning and EU visitor programmes. EU citizenship integrated into curriculum in UK Entry Level Hospitality provision i.e. Using other currencies in Numeracy; designing visitor programmes in ICT; sharing of recipes with EU partners as well as soft-skills such as presentation skills, self-confidence etc;
- **Comenius FE Case study 2:** ‘HACCP in Training Restaurants’. 7 EU partners – Food hygiene specialist staff involved. Creation of educational presentations to use as a teaching aid with learners.

<http://comenius.100webcustomers.com/index.htm>

Judging success....



- Impact on vocational area (staff and learners);
- Raised aspirations;
- Increase in learner 'soft-skills';
- Strengthening the College CPD provision;
- Institutional profile raising and marketing/publicity tool

Thank you!
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