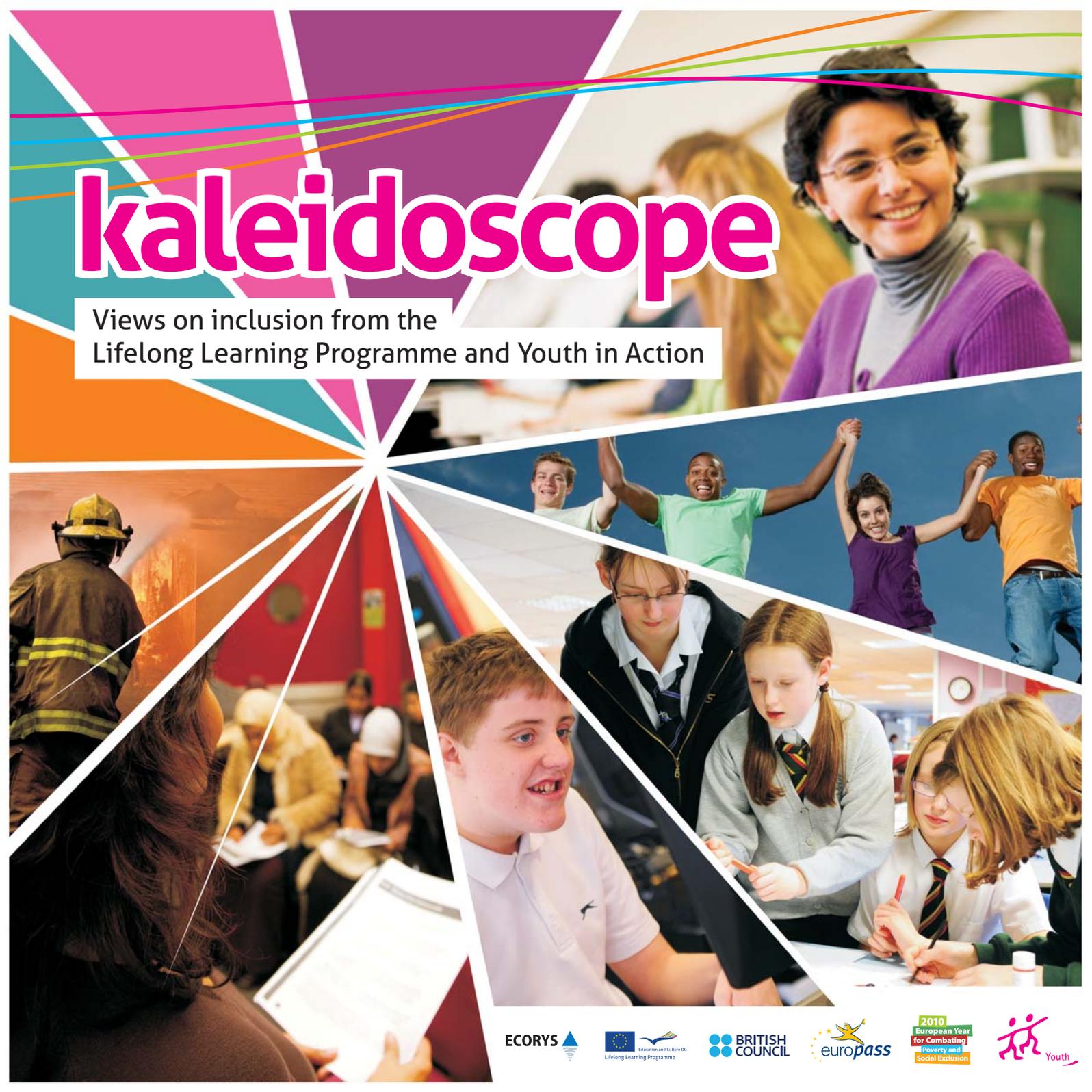
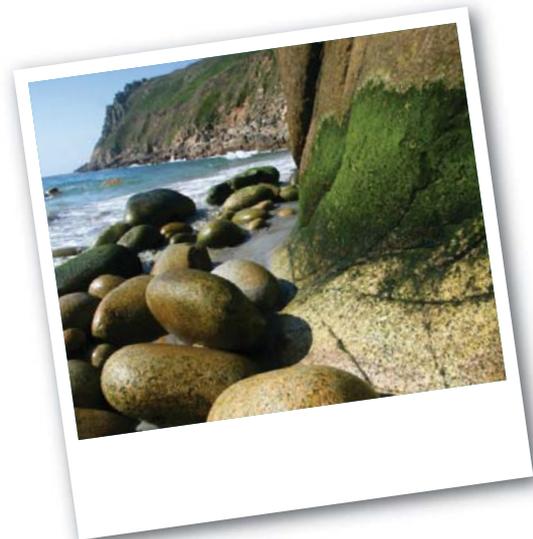


kaleidoscope

Views on inclusion from the
Lifelong Learning Programme and Youth in Action



The late Lucille Johnson's poem was published in March 2010 on a day of cultural blogcasts by former Grundtvig participants at Teeside University as part of European Get Online Day.



The views from my window

When I look out I can see,
The clouds the cliffs and the sea,
The cars, the buses, the little train,
The sunshine, the snow and the rain,
I have watched the seasons make the fields,
Frosted, green, golden, white,
I have watched the mornings,
The sun coming up,
And painting everything in a different light,
The stream runs down across the beach,
And draws designs in the sand,
And colours in the sea,
Oh you have noticed,
The views from my window,
They fascinate me!

Lucille Johnson



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Welcome



Kursat Levent Egriboz

Kursat Levent Egriboz
Managing Director
Lifelong Learning Programme
(Leonardo, Grundtvig and Transversal)

Today almost 84 million Europeans live at risk of poverty and this figure is likely to rise, due to the continuing global economic crisis.

We tend to think of poverty as not having enough money to pay for essentials like food, clothing and shelter. Actually, these are only the symptoms of poverty. The causes are more to do with an absence of opportunity; sometimes as a result of age or racial discrimination; sometimes due to disability; or even simply through living in the wrong neighbourhood.

Lifelong learning and personal development can make a real difference in reversing this kind of circumstantial social exclusion, as this booklet shows.

Inside you'll find a selection of real life stories about how UK organisations, involved in the European Lifelong Learning Programme and Youth in Action, are helping disadvantaged learners and young people to move forward in their lives.

We hope that the booklet will be inspirational to you all!



Simon Williams

Simon Williams
Director
Lifelong Learning Programme
(Erasmus and Comenius)
and Youth in Action



Social integration through language learning

An organisation in Northern Ireland has developed and shared an innovative language course for migrant job seekers with organisations in four countries, as part of a Leonardo project.

The course, Learning Language for Work, is designed to improve migrants' confidence, ability and motivation to find employment.

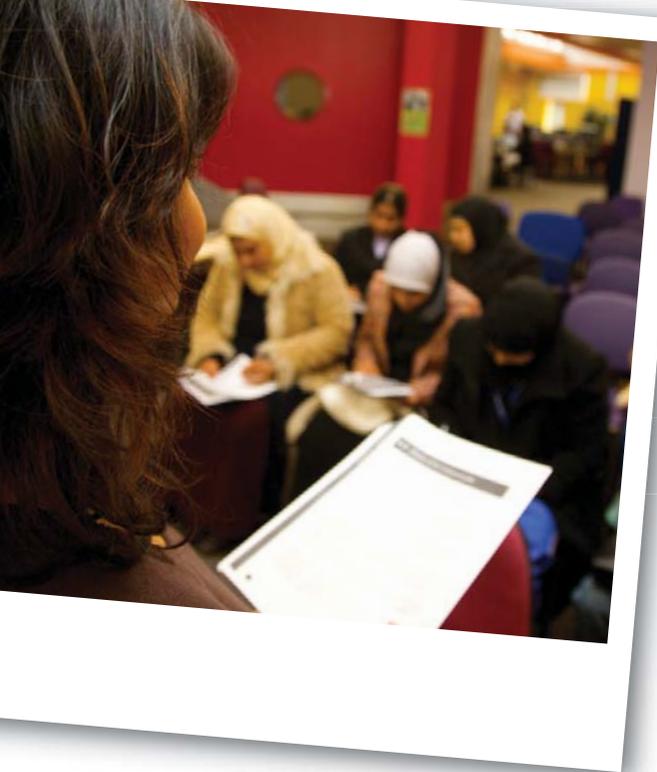
“Not only do migrant workers come up against the language barrier, they also face major difficulties adapting to the very formalised job market we have in Northern Ireland” explains Project Coordinator Shane Smith at GEMS NI in Belfast. *“The system is particularly rigid here due to the historic need to reduce inequalities between Protestants and Catholics.”*

In light of this, the project team developed the Learning Language for Work training course. The course lasts a total of 72 hours and covers all aspects of the recruitment process, CV writing and interview techniques. The approach to

language teaching is very much geared to the vocabulary needed not only to get a job, but to fit into the working environment.

What makes Learning Language for Work particularly innovative is that the programme treats the learner holistically. The course is not only an opportunity to learn a language but also to build a network, find friends and integrate into society – difficulties that most migrants experience.

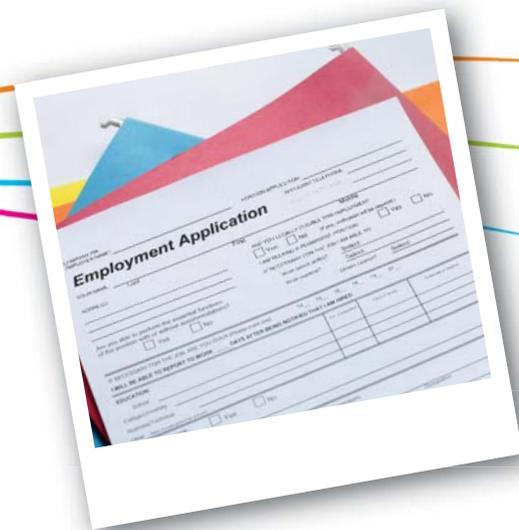
“We could have done the whole course online or on CD,” says Shane. *“We deliberately steered clear of that because we wanted to give learners the chance to get to know one another and we felt that the camaraderie of the classroom was important for motivation and building confidence.”*



The Learning Language for Work course is now recognised by the City and Guilds and OCR (Oxford Cambridge and RSA Examinations) awarding bodies.

Following the success in Northern Ireland, the course structure has been adapted and translated for use in Germany, Hungary, Romania and the Republic of Ireland, with funding from the Leonardo programme as part of a Transfer of Innovation project.

GEMS NI was established in 2002 to address long term unemployment and economic inactivity in East and South Belfast.

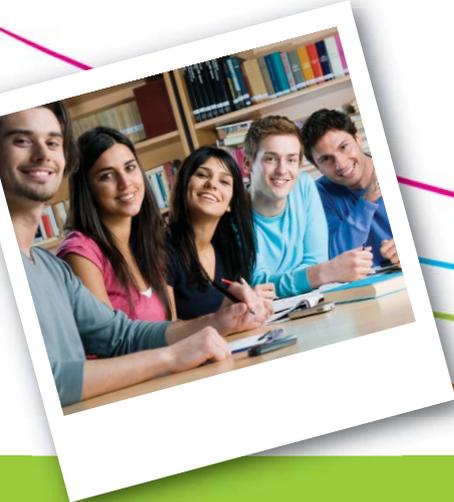


“ Migrant workers often tell us that the English they learned in their home country has not prepared them for the way people actually speak in Northern Ireland. Our materials are practical because they cover common colloquial expressions, slang and accents. ”

To find out more go to:
<http://bit.ly/ldvtoi>

New beginnings

A new start for learners
and young people



Widening horizons, making new futures

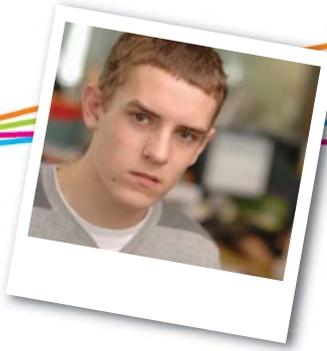
Glasgow Caledonian University (GCU) is a modern, vibrant university with a clear commitment to social justice, equality and widening participation. 47% of GCU undergraduate students come from the most deprived post codes in the UK.

The majority live at home in the Glasgow area and a high percentage of them are the first in their families to go to university. Most have part time jobs and fit their studies around their work. Many are non-traditional learners: single parents, mature students, part-time students, refugees and direct entrants from Colleges of Further Education. Most have not studied a foreign language beyond an elementary level.

Studying or working abroad is, generally speaking, not something the majority of GCU students have ever thought of, heard about or imagined as a possibility. Their knowledge of the world beyond their immediate family can be limited, their self-esteem and confidence can be low and their aspirations for personal and career development are local: to find a job and settle down in Glasgow or somewhere in the West of Scotland.

An Erasmus exchange can be truly life changing – for the first time students see themselves as global citizens with world-wide connections and a panorama of future possibilities.





“ I loved the experience of being away from home. I learned how to do things for myself, such as cooking, washing my clothes, cleaning and looking after my finances. As I was away from everything that I knew at home, it allowed me to “find myself” and see what I was really like as a person, without everyone and everything around me. It made me appreciate my family more, and everything that they do for me. My family noticed a huge change in me, not only was I more independent, I was happier than usual and I for once was enjoying going to university.

In terms of personal gain, I felt it was a life changing experience that dramatically opened my eyes. It was the first time I had lived on my own, of which I relished every second. Being responsible for payment of rent, bank accounts, internet payments and keeping the apartment clean (which wasn't always the case!) gave me a sense of achievement and pride that I could manage on my own. ”

To find out more go to:

www.britishcouncil.org/erasmus

New beginnings

A new start for learners
and young people



Helping others to help themselves

Bhagavat Educational Trust runs European team challenges for UK young people, as part of a Leonardo Mobility project. Participants include people leaving care and former substance abusers – all are unemployed.

They spend two-weeks renovating orphanages or helping street children in Turkey or Bulgaria.

The project is all about disadvantaged social groups assisting other disadvantaged social groups as Project Coordinator Paul Baron explains:

“The children from the orphanages feel loved and staff morale is lifted after seeing the painted corridors, while our participants self esteem is raised, they are awarded with a recognised qualification boosting their CV and sense of achievement.”

After the placements Paul and the team regularly send the participants opportunities relevant to their interests providing them with Europass documents, CV's and qualifications, making the experience an important stepping stone to a new life.

“ I hope to return to Bulgaria to see how the kids are and make a difference to someone else's life like they have to mine. ”

PROJECT SUCCESS:

82% of the UK participants enter education, training, employment or volunteering on their return to the UK.

From: Shane Dawson
Sent: 09 November 2010 15:37
To: andy@bhagavat.org.uk
Subject: Thank you!



Dear Andy and the team,

My life was going nowhere before I went to Bulgaria, just doing the same stuff everyday. Then I got the opportunity to do something to change the way I lived. I did not know what to expect, but I went. When we arrived there was people rooting through bins, stray dogs everywhere. I could not believe it was like this.

At the orphanage it was a shock to see all the kids with nothing and it made me realise that I take things for granted, like food money and having a family. I didn't even care about the things I had back home, but I soon started to think different when I saw the kids for the first time. It nearly brought me to tears. The experience changed the way I think about things and people.

Now I am making a change in my life. I am in Italy now, doing volunteering and in January I am going to Jamaica to build a school to try to give someone the opportunity that I have taken for granted all my life. I hope to return to Bulgaria to see how the kids are and make a difference to someone else's life like they have to mine.

Shane Dawson

PS: Thanks for the opportunity and I hope to do some more work with you again.

To find out more go to:
<http://bit.ly/ldvmobility>

New beginnings

A new start for learners
and young people



Clowning achievement

The Loop Van Project is a team of European film makers, musicians and entertainers who, with funding from the Youth in Action Programme's Youth Initiative, set out to work with some of Europe's most marginalised people.

Their aim was to work with and among the Roma community in Romania and to build an understanding which would enable them to represent the Roma community in a positive way to the rest of Europe.

To kick start The Loop Van Project, participants in London, scripted a variety of clown sketches to perform in Romania. The group decided to write and perform slapstick comedy through mime which allowed for dramatic expression and crossed language barriers.

"The clown show allowed us to approach each community in a more friendly way creating a less formal environment in which young people could express themselves freely." says Dickon Bevan, 27, a participant on the project.

In Bucharest, participants worked closely with local

organisations who helped them hone their circus skills and gave them advice on the cultural issues surrounding working with the Roma community.

Once the show was perfected they travelled to various Roma communities around Romania to perform.

"Our performances were the most special thing for us to offer," says Dickon. *"They really appreciated it; they've never been given anything for free before. It was something that drew everyone together."*

In addition to the performances, the group provided workshops for the children in each of the communities they worked in, working with up to 50 children each time. With a key theme of unity, both aesthetically and socially, the workshops included singing, clown theatre and musical instrument lessons.



The Loop Van Project documented their journey throughout and by the end had enough material to make a film, 'The Strangers Within,' a gritty and realistic portrayal of the life of Roma people.

"We decided to do this trip because the Roma people often find that their culture is judged," says Dickon. "There are a lot of opinions but not a lot of the information has come directly from them. We impacted directly on the Roma communities we visited and it's now our aim to impact on the international understanding of their situation."

Youth Initiatives are projects that are initiated, set up and carried out by young people themselves. They aim to have an impact on the young people's local community and to give them an opportunity to be creative, take initiative and develop their confidence.



“ The treatment of the Roma community has become one of the most pressing, political, social and human rights issues facing Europe, often the conditions which the communities live in are in extreme levels of deprivation. ”

To find out more go to:

<http://bit.ly/youthinitiatives>

Happier communities

Active citizenship and social responsibility



Don't play with fire

Pingle School experienced the effects of anti-social behaviour first-hand when one day in 2005, a pupil set fire to the school. Fifteen hundred lives were put in danger.

Today, Year 9 pupils have developed a teaching resource to educate young people in both the UK and Sweden, and share ideas of good practice, in a bid to reduce criminal damage in the school environment and arson in the wider world.

Fourteen children paved the way in promoting good behaviour, though they faced challenges in their local communities.

Pingle, a secondary school in Derbyshire, is in a socially deprived area where arson and criminal damage to schools is moderately frequent. In Sweden, where the Rudskolan school is based, such behaviour is rife. Every year the cost of arson there is estimated at 500 million Krona (nearly €55 million). The partnering of both schools and consequently, 'The Writing on the Wall' project, ensured pupils could relate to their peers overseas,

understanding the importance of reducing anti-social behaviour and combating criminal acts.

Over the course of this project, pupils from Pingle visited Sweden where they examined existing expertise in this field. They researched how the police and fire services dealt with arson. Rudskolan had the opportunity to carry out research in Derbyshire with similar agencies. Through sharing knowledge and ideas, researching the topic and listening to the wider community in the respective countries, both sets of pupils were able to develop a valuable learning resource.

Year 9 pupils from the UK and Sweden worked collaboratively on a short film, which has now become a teaching resource for their schools. It fuelled the reviewing of Codes of Behaviours in both schools and promotion of social responsibility.



Through this research project, the young people have gone beyond their classrooms and engaged local authorities, emergency services, wider communities, parents and their peers.

Their work has raised awareness about a real-life issue which affects every country in Europe to a different extent.

Sue Tabberer, Head Teacher at Pingle, feels her school has benefited from the wider perspective that a partnership with another European country has brought to the issue. *“Sharing work with one another has allowed both schools to raise awareness, young people to become researchers, and learn about a real-life community issue.”*

Writing on the Wall was funded by the Regio Partnerships part of the Comenius programme. Regio Partnerships promotes joint cooperation activities between local and regional education authorities on topics of mutual interest.

To find out more go to:

www.britishcouncil.org/comenius-regio-partnerships.htm

“ Sharing work with one another has allowed both schools to raise awareness, young people to become researchers, and learn about a real-life community issue. ”

Happier communities

Active citizenship and social responsibility



Overcoming the odds to fulfil a dream

Zrinka-Ana Mendas' hearing impairment didn't stand in the way of her ambition to teach languages. On her Grundtvig Assistantship at Cannes Université in France she taught German and Spanish, studied and provided administrative assistance.

As somebody with a disability, Zrinka found that involvement in the Grundtvig programme enabled her to overcome barriers to realising her ambitions.

"One of the priorities of the Grundtvig Programme is to encourage disabled people to participate and learn new languages... The "Language Club" gave me the unique opportunity to introduce and discuss problems facing disabled people... I talked to adult learners about how my disability affects my work and they were very interested in the latest hearing aid technology available that I carried around with me."

The Director at Cannes Université put Zrinka in charge of running the Language Club with responsibility for teaching English and Spanish language and culture courses to adult learners.

"I discovered a passion for teaching languages... I tried to motivate students by introducing debates such as the environment, human rights, gender equality, religion, and so on. I found it very rewarding to be able to help students gain enough confidence to engage in discussions in English and Spanish."

Not only was Zrinka able to put her teaching ability into practice, she became a learner herself, taking advantage of the classes offered within the organisation and learning about French culture.

"I attended language courses in French as a foreign language and orthography. This was a perfect way of getting to know French people who invited me to various art exhibitions... It was



an amazing and rare opportunity to explore the world of French art, ceramics and sculpture.”

More than anything Zrinka's case demonstrates that the Lifelong Learning Programme is open to all and actively promotes the inclusion of people with disabilities.

“Disabled language teachers are still largely under-represented in the workforce; and deaf or hard of hearing teachers are rare due to existing prejudice about hearing disability. By giving me the opportunity to participate, Grundtvig demonstrated its commitment to tackle this problem at European level.”



ZRINKA (WEARING WHITE) WITH COLLEAGUES FROM CANNES UNIVERSITÉ

“ I discovered a passion for teaching languages... I tried to motivate students by introducing debates such as the environment, human rights, gender equality, religion, and so on. ”

To find out more go to:

<http://bit.ly/grundtvigassistantships>

Shining a light
Uncovering every talent



With a little help from my real friend

Young people with learning difficulties found themselves learning important life skills without even realising it when they took part in the Comenius eTwinning programme 'My Friend is a Real Friend'.

The learners at Velindre Community School have severe emotional and behavioural difficulties, resulting in challenging behaviour. Some pupils have not been engaged in education for some time before attending the school, while repeated exclusions have meant that others have attended primary education only sporadically.

'My Friend is a Real Friend' encouraged them to build friendships with their counterparts in partner countries including Bulgaria, Croatia, Cyprus, Estonia and France, sharing information about themselves, their lifestyles, countries and cultures. For young people whose chances to travel are severely limited the opportunity to compare experiences and learn about new cultures was all the more exciting.

In communicating with their new friends, they had the opportunity to develop some quite sophisticated

presentation skills using film, photographs, film and music. Those at Key Stage Four included their final productions into their Key Skills portfolios, which meant their work gained formal recognition.





“Pupils were learning without realising it!” says Ruth Sanders, “They were taking on board knowledge about their partners’ countries, improving their literacy communication skills, using new software, working as a group to produce a film and solving the problems of getting the media to their partner schools.”

In addition to seeing pupils standard of work improving, the school has witnessed a major change in learning behaviour and attitudes.

“It makes a real difference that what they produce does not just go into a file - it is read by a real person on the other side of Europe,” says Ruth. “Pupils who would not put pen to paper have written beautiful and eloquent letters or emails to their friends showing us as teachers what they are capable of when encouraged in a particular way. eTwinning has been a great educational tool.”

‘My Friend is a Real Friend’ partners over 70 schools across Europe and supports the participation of every young person’s involvement irrespective of ability or background.

eTwinning enables teachers, pupils and students in 32 European countries to work together using ICT. It is a free resource which every school across Europe can access.

“ Pupils who would not put pen to paper have written beautiful and eloquent letters or emails to their friends showing us as teachers what they are capable of when encouraged in a particular way. ”

To find out more go to:

www.britishcouncil.org/etwinning

Shining a light
Uncovering every talent



Skopje's many voices

Culture and creativity combined in a Youth in Action programme, European Voluntary Service (EVS) project which sent nine volunteers to Skopje, in the Former Yugoslav Republic of Macedonia (FYROM); with a mission to not only create a monthly magazine, but also to play a part in healing division in the local community.

Macedonian and Albanian communities in Skopje usually lead very separate lives. The idea of *Voices* magazine was to bring them together to produce their own publication promoting tolerance and understanding. The communities collaborated to design, edit and distribute a magazine for young people in the city. *Voices* was translated into three different languages; Macedonian, Albanian and English and was circulated throughout the capital via cafes, high schools and the university.

Throughout the project volunteers also had the chance to work with disadvantaged youngsters in the SOS Children's Village and at the daily centre which was attended by Roma children. Children had the opportunity to participate in workshops

such as music and photography classes. Participants also assisted them with learning English.

Working with these disadvantaged children was often used as inspiration for some of the features in the magazine and gave volunteers an insight into some of the issues facing the community. *"I was surprised to learn that there wasn't an integrated education system in the country, that many Albanians living in FYROM cannot speak Macedonian"* says Christopher Fleming from Derry - Londonderry who was the UK representative on the project.

"I realised that Skopje as a city is not unlike parts of my own country, where there are two separate



communities, whose religion and ideologies are diametrically opposed.”

This experience gave volunteers an opportunity to learn and to teach. Producing a lifestyle magazine improved their journalistic, design and publishing skills.

“I developed skills relevant to journalism; I was acting as the editor, proof reading text written by non native English speakers.”

However, the real experience came from bringing a community together, sharing ideas and teaching young children.

The European Voluntary Service offers young people (18-30) the opportunity to volunteer abroad for free, primarily in Europe, for a period of two weeks to twelve months.

To find out more go to:

<http://bit.ly/yia-evs>

“ The country's history is incredibly complex. I have a far better understanding of it now though, after living there for a year. ”

Learning together

Intercultural sharing



Bradford learns to speak Slovakian

When Ludmila the pianist from Slovakia arrived at Lidget Green Primary School last October neither she nor the school could have predicted the impact that her Comenius teaching placement would have.

Ludmila taught pupils to play the piano through a very popular keyboard club - they benefited greatly from this unexpected specialist skill and she also worked across the curriculum assisting in art, drama and reading. However, most importantly for the school, this Comenius Assistant has helped them to make community cohesion a reality.

Lidget Green is an inner-city primary school in Bradford with a multi-cultural and diverse population. Slovakian families are the newest group to the local area. Before her arrival, absenteeism was high, Slovakian pupils came only for short periods before moving away again and bullying among ethnic groups and nationalities was commonplace.

Over her eight month assistantship Ludmila taught pupils about Slovakian language and culture.

Everyone learned basic expressions in Slovak and her after-school Slovak language club surpassed all expectations in both the number of pupils who eagerly came along week after week and in the complexity of the language they were able to pick up. Through activities, topic work and displays about Slovakian festivals and food Ludmila raised awareness and increased understanding of Slovakian culture for all pupils and staff.

It is now commonplace to hear children greeting each other across the playground in Slovakian, regardless of ethnic backgrounds. It is a language they are now all familiar with and the suspicion and misunderstanding of before has largely disappeared. Slovakian children enjoy a higher profile in the school and bullying has been replaced by real interest and a tolerance of other cultures.



Slovakian parents who speak little English have had a contact in school who understands their circumstances and their culture – Ludmila helped them to understand that they were welcome in school and as a result attendance of Slovak children improved.

Ludmila's presence has had such a positive effect on the school community that she is planning to come back as a permanent member of staff in the school to continue the good work.

Headteacher Barbara Jones said *"we could never have imagined what an uplifting experience it would be."*

The Comenius Assistants programme provides intending or trainee teachers with the opportunity to gain teaching experience in a school in another European country. The school in turn gains a free



cultural "resource" who will bring the international dimension to life and raise awareness of another European culture.

To find out more go to:
[www.britishcouncil.org/
comenius-assistant.htm](http://www.britishcouncil.org/comenius-assistant.htm)

Learning together
Intercultural sharing



A meeting of minds for prison educators

In February 2010 the European Commission held a major European conference in Budapest on education and training in the context of prisons and the resettlement of offenders.

Co-hosted by the Hungarian Prison Service, the event brought together some 240 people from over 30 European countries, including all EU Member States. The conference involved organisations with an interest in prison education and training, including both practitioners and policy-makers from across Europe.

The UK was well-represented, with Grundtvig and Leonardo project promoters in attendance, as well as some high-profile delegates from the Ministry of Justice and the devolved authorities.

Jackie Bradshaw was among the Grundtvig project promoters representing the UK at the conference. Her Grundtvig project is spearheading new approaches to prison education for learners with special educational needs.

Jackie attended the conference with a Grundtvig Visits & Exchanges grant, which covered her travel, accommodation and subsistence costs.

Find out more about Grundtvig Visits & Exchanges grants at <http://bit.ly/grundtvigvande>



Q&A with Jackie Bradshaw

Her Majesty's Prison (HMP) Isle of Wight

Tell us a bit about your Grundtvig Partnership project.

"My project was called 'By Learners for Learners'. The coordinating country was Hungary and the partners were Belgium, Portugal and the UK. All of the partners in the Partnership work with students with specific learning difficulties or with students whose first language wasn't English. They were all very reluctant writers. Our aim was quite simple – we wanted to motivate the reluctant writers by giving them a purpose, and that purpose was that their work was going to be published and it was going to be read by learners in other countries. We also had a Yahoo Group website, and this meant that the families and friends of the prisoners who had written the work could access it and see what they had achieved."

What is the relevance of the Grundtvig programme to prison education?

"It gives us the chance to think out of the box. We can be creative and we can come up with ideas to inspire the prisoners which we might not otherwise be able to do, so it is vitally important for prison education."

How have you benefitted personally and professionally from attending the conference?

"The ability to be able to talk to fellow professionals from other prisons - sometimes we feel a bit isolated! It's just so motivating, to talk to other people, who are inspired by prison education and are passionate about it, and to share ideas."

To find out more about Grundtvig Partnerships or about opportunities to attend European conferences, seminars or training courses on any aspect of non-vocational adult education, go to:

www.grundtvig.org.uk

Reflections

Professional pathways



Challenging assumptions about inclusion

St Mary's University College Belfast organised an Erasmus Intensive Programme (IP) on the subject of inclusion. The IP involved 14 tutors and 35 students from eight institutions from the Republic of Ireland, Spain, Belgium, The Netherlands, Denmark, Sweden and Northern Ireland.

Background

Most agree that it is important to make education as inclusive as possible but the means to achieving a more inclusive education system is less clear. The theme is the source of heated debate, particularly on the issue of the contribution of special schools versus integrating pupils with special needs into mainstream education.

The IP brought tutors and students together to explore these issues.

Divergence of opinion about the meaning of inclusion

The students, observing the tutors debating the concept of inclusion, began to perceive that the international tutors interpreted the concept of

inclusion in different ways, held divergent opinions and had different background professional experiences.

This experiment developed to include all participants, students and tutors alike and there was clear evidence that the students were moving their positions.

They visited the Special School, Oakwood School and Assessment Centre Belfast (a school for pupils aged 3-8 years experiencing severe learning difficulties) and a Post Formal School environment in the form of Orchardville Day Care Centre, Belfast with clients aged 19 to 65 years.

Following these visits the students tended to question the reality of the ideal of inclusion and



this tended then to give credence to the existence of the special school as somewhere significant in contrast to the mainstream school.

Challenge to inclusion

Students were questioning the concept of inclusion and were adopting the principle that inclusion would be a process not a place. They admitted that their minds had been challenged to think outside the box and to move away from pre-conceived notions.

Tutor thoughts

The International Tutors had also shifted their position. Now there was a recognition that the outcome was that the students would exit the IP having of course been assessed but more importantly having been immersed in a process of questioning and reflecting to a degree where they were not leaving with an answer but rather in the process of formulating the next question, namely as professionals seeking to implement the developing systemic body of knowledge to the next issue within the complexity of the debate of inclusion.

To find out more go to:

www.britishcouncil.org/erasmus



“ Students were questioning the concept of inclusion and were adopting the principle that inclusion would be a process not a place. ”

Reflections

Professional pathways



Improving access to education among Roma children

Rona Grabowski, a Luton Borough Council Coordinator for refugees, asylum-seekers and other migrants to the UK (age 0-19) went on a four-day Transversal Study Visit to Romania, on the topic of *Equal opportunities for disadvantaged groups*.

The visit was organised by the Ruhama Foundation, a non governmental organisation (NGO) involved in supporting the social and educational needs of vulnerable groups, most notably the Roma. Participants focused on the services offered to help Roma children and their families to access the education system. Rona is already finding the experience useful in improving working practices in the Luton area:

“As a professional working with Romanian Roma families this experience will help me to improve the support we offer to children. As a member of the Luton Safeguarding Children Board – which includes representatives from education, health, the police, social services and community groups – I will also be able to give more accurate and

relevant guidance to those working with Roma communities locally.”

During her time in Romania, Rona visited schools, children’s centres, inspectorates and NGOs, all working towards more integrated school and afterschool activities.

Rona was impressed with the Ruhama Foundation whose work underpinned de-segregation in practice; she witnessed a number of local Roma support teachers and Roma and non-Roma children learning alongside each other. There were displays in school depicting friendship as of far greater importance than blood lines and photos of children of diverse ethnicity being ‘flowers in the same bunch’.



“ It was an eye-opening experience and the way it was organised was excellent in every regard. ”

Rona Grabowski

“I was impressed with some positive discrimination measures” she says. “For example the Roma were offered fee-free access to higher education. We met university students and graduates benefiting from this, some of whom were also teaching assistants in the school.”

“Our hosts at Ruhama were extremely welcoming”, says Rona. “They were fully informed on all the issues and passionately committed to their work. I felt very lucky to be hosted by this pro-active NGO; they were expert and professional in every regard. No aspect of the organisation of the visit had been neglected and, even in one short period of free time, a tour of Oradea was arranged for us with an official guide and it took place despite the driving rain!”

The Transversal website provides information on how to apply from a selection of 300 themed Study Visits.

To find out more go to:

<http://bit.ly/studyvisitparticipants>

Reflections

Professional pathways

Opportunity overview

European programmes for education, training and youth



Education and Culture DG

Lifelong Learning Programme

Schools

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

Find out more:

www.britishcouncil.org/comenius

0161 957 7755

comenius@britishcouncil.org



Higher education

Higher education students, staff, universities and other higher education providers can take part in the Erasmus programme

Find out more:

www.britishcouncil.org/erasmus

029 2092 4311

erasmus@britishcouncil.org



Adult education

Adult education teachers and learners should apply to the Grundtvig programme.

Find out more:

www.grundtvig.org.uk

0845 199 1919

grundtvig@uk.ecorys.com



Vocational education and training

Employers and educational institutions can apply for all kinds of European opportunities to improve vocational education and training through Leonardo da Vinci.

Find out more:

www.leonardo.org.uk

0845 199 2929

leonardo@uk.ecorys.com

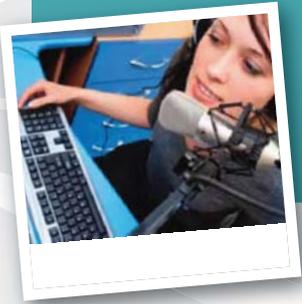


Youth in Action

From exchanges between youth groups to individual European Voluntary Service, Youth in Action offers young people the chance to discover Europe while expanding their cultural horizons.

Find out more:

www.britishcouncil.org/youthinaction
0207 389 4030
connectyouth.enquiries@britishcouncil.org



Europass

Europass is free and can help to remove barriers to working, studying or training in Europe, by enabling you to present your competencies, skills and qualifications in a clear way.



Find out more:

www.uknec.org.uk
0871 330 8341
info@uknec.org.uk

Education and training professionals

If you're involved in syllabus design or planning the provision of education or training you could go on a week long study visit through the Transversal programme.

Find out more:

www.transversal.org.uk
0845 199 3939
studyvisits@uk.ecorys.com



www.lifelonglearningprogramme.org.uk

www.2010againstopoverty.eu

www.britishcouncil.org/youthinaction

