

---

## LIFELONG LEARNING PROGRAMME:

### A survey to help identify the themes of a Mini-Conference and a series of Thematic Workshops to be held by Léargas in 2013.

---

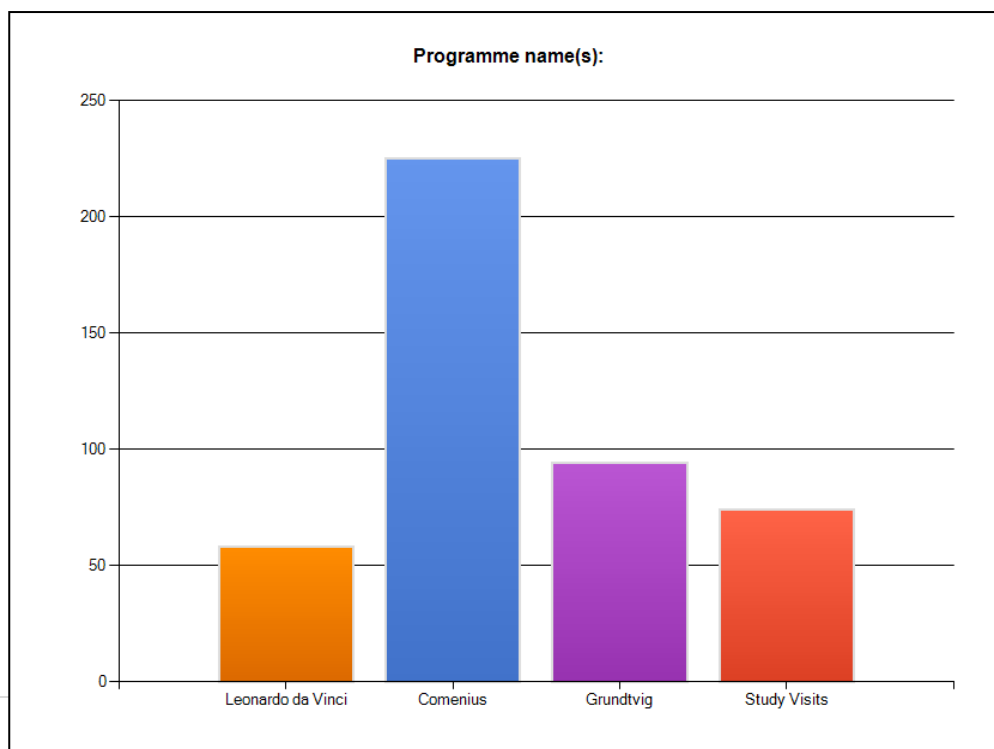
It was decided in November 2012 that the Lifelong Learning Programme unit of Léargas would survey their email client base to ask what structure and themes would be most appropriate and useful for them in a mini-conference and thematic workshop event to be held in 2013.

A short survey questionnaire was devised comprising eight questions. These were mainly direct closed questions relating to origin of the respondent, experience with the lifelong learning programme and preference for inputs and themes. There were two opportunities for respondents to suggest additional themes for the mini-conference and/or the thematic workshops. Questions were not compulsory and respondents were not required to provide answers. A final question asked for any additional comments about the proposed event. Emails were distributed by each programme unit on 30<sup>th</sup> November 2012 to programme mailing lists. 395 responses were received over the following three weeks up to when the questionnaire was closed before Christmas. (Please see Appendix 1 for a copy of the questionnaire.)

#### **Question One**

Respondents were not asked to provide their name or organisation in the Survey. It was hoped that a degree of anonymity and the voluntary nature of the survey would allow respondents to answer freely and without concern for repercussions of their choices. Consequently as a way of delineating respondent type, respondents were requested to indicate the name of the programme and the type of actions with which the respondents had been involved.

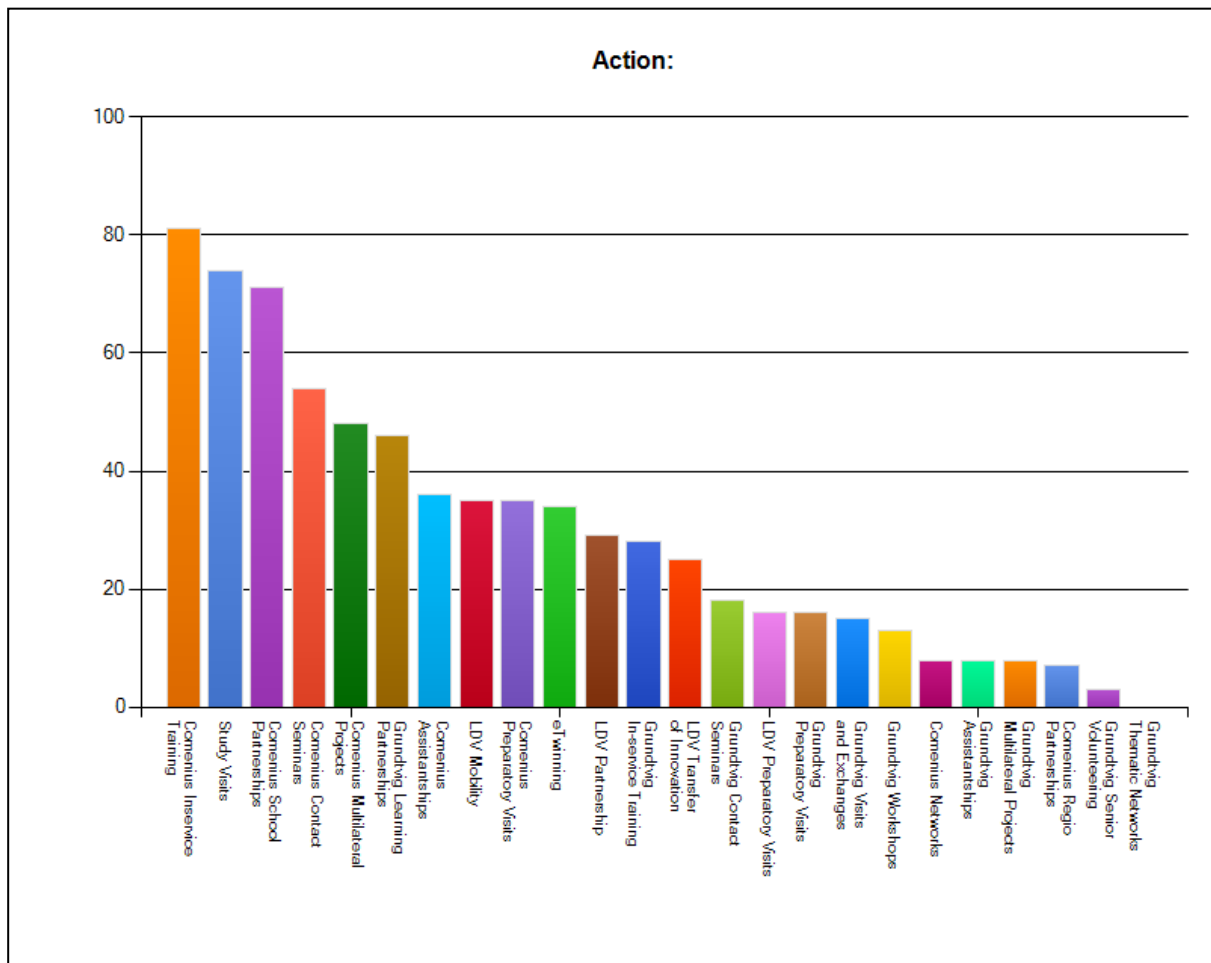
Please indicate which programme(s) and which action(s) you have been involved in since 2007



Of the 395 responses, the biggest response was from participants and beneficiaries of the Comenius Programme with 57% (225) of the total response. This was followed by Grundtvig with 23.8% (94), Study Visits with 18.7% (74) and lastly, Leonardo da Vinci with 14.7% (58).

## **Question Two**

In terms of response to the question as to which action you are or have been involved in recently the results are more evenly spread due to the range of actions, although Comenius is again highly represented in terms of numbers of respondents to the survey with all Comenius actions totalling 86.2% (340). This can be explained by the range of Comenius actions and the fact that respondents will have ticked more than one.



Grundtvig is represented by 32.7% (155) of the action respondents. Again respondents could tick more than one action. Leonardo da Vinci was represented by 26.6% (105) respondents.

## Mini-Conference

### Question Three

Question three of the questionnaire was designed to encourage respondents to tick one of four provided themes which would be of interest and most relevant to the respondent's organisation. They were asked to indicate their level of interest on a decreasing likert scale of 4 choices from Most Interesting to Not Applicable.

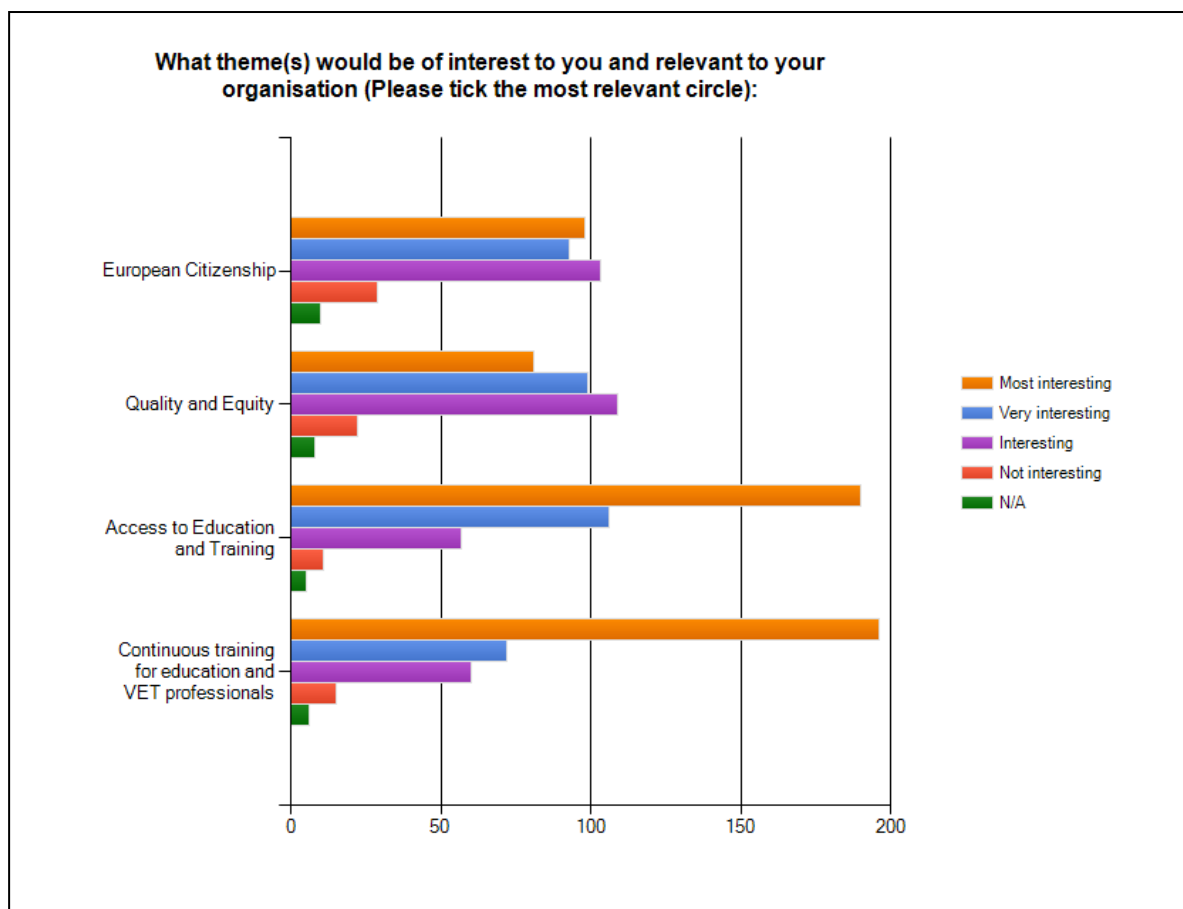
*What theme(s) would be of interest to you and relevant to your organisation (Please tick the most relevant circle):*

*European Citizenship*

*Quality and Equity*

*Access to Education and Training*

*Continuous training for education and VET professionals*



As the diagram suggests the two themes of most interest are 'Continuous training for education and VET professionals' with 56.2% (196) of respondents choosing it as Most Interesting and 'Access to Education and Training' with 51.5% (190) respondents a close second. 16 respondents found this theme not relevant to them with 21 respondents finding the continuous training theme Not Interesting or Not Applicable.

Of the two remaining themes, the majority of respondents 30.9% (103) found 'European Citizenship' 'Interesting' with 39 respondents deeming Not Interesting or Not Applicable. 'Quality and Equity' was also deemed Interesting by the majority 34.2% (109) with 30 respondents ticking Not Interesting or Not Applicable.

It appears that of the four themes presented that **Continuous Training for Education and VET Professionals** is of most interest.

#### **Question Four**

In terms of question four in which respondents were requested to *Please suggest another theme of your choosing for the Mini-Conference*, 219 people decided to skip this question. It is presumed that they were satisfied with the themes presented in question three.

Interestingly, 176 people chose to provide clear suggestions for themes of importance to them. For the purpose of efficiency and clarity these themes have been grouped under a number of headings. As the themes are as disparate and individual as the people who have suggested them, it is hoped that these groupings reflect the intentions of the respondent. Some suggestions were unclear and ambiguous and may need further clarification. (Please see appendix 2 for the full list of results and appendix 3 for themes and groupings).

The 176 responses have been allocated to 14 main themes that loosely cluster the suggestions and questions around the following topic headings: Europe (34); Education Policies and Practice (25); Special Educational Needs (SEN) (23); Language (17); Information and Communications Technology (ICT)/Future (17); Cultural Issues (14), Miscellaneous (13); Lifelong Learning (11); Learning as Pedagogy (10); Employability/Crisis (9); Literacy (7); Networking/Communication (6); Early School Leavers/Upskilling (3); Mainstreaming (3); Children's Rights (2).

#### **Europe (34)**

Europe was a hot topic in terms of requests for discussion of key ideas and best practice in education across Europe and education policies and trends across the EU and in European Schools (13). Requests specifically included information on aligning and comparing educational research, management in education and approaches between Ireland and the rest of the EU. It is presumed that some key topics reflected the schools focus of respondents as suggestions were also related to music and arts subjects as well as early year's education. One request asked for the involvement of Turkey.

3 respondents were interested in learning mobility with another particularly interested in *'European migration and its effects on education'*. 3 respondents focused on *'graduate opportunity'*, *'Effects of EU policy on adult education/ lifelong learning: the results of the demand for "reskilling"'* and *'access to employment abroad'*. The remainder of respondents requested a focus on *'Grundtvig thematic networks and workshops, e-twinning in multilateral projects, mobility between European schools (for staff and students)'* as well as *'partnerships – creating and sustaining'*, impact of projects – integration of lifelong learning (EU) and *'leading and managing European partnership'*. One request was noted for *'information about Léargas services'*.

### **Education Policies and Practice (25)**

The overall focus of this section was on sustainability with 6 of the 25 respondents requesting a theme relating to the *'environment', 'biodiversity', 'human rights issues', 'global educational issues and issues of poverty alleviation'*. The second most cited issue could be classed as transitions relating to *'education and employability'* and the *'cross over between education and work'*. Other foci included transitioning between settings *'preparing students to leave second level education', 'preparing pupils to leave formal education', 'adult education with reference to accessing the employment market'*.

Another concern was teacher education (2), *'international continuous professional development for teachers and other education staff in literacy and numeracy approaches for all learners', 'the role of self-evaluation of school' and 'self evaluation in education teacher well-being'*. Finally, school centred issues such as cooperative learning, coordinated curriculums and *'something maths related'* were suggested and an awareness of access issues including *'education and training in rural areas', 'access to education and training' and 'adult education with reference to the employment market'*. *'Addressing bullying/cyberbullying in schools'* was also suggested (1).

### **SEN (23)**

In recent years, our understanding of the inclusive classroom and the diagnosis and support for learners with special educational needs has improved due to earlier and more comprehensive testing for SENs and the changing demographics of the Irish classroom. It is clear from the respondents to this section that inclusion is of some importance with 9 out of 24 suggestions including the word *'inclusion'* or *'inclusive education'*. These practices are extended to a variety of settings including *'prison education'* (2), *'inclusive practice in adult education', 'supporting children with diverse needs in educational and health settings', 'differentiated learning in the classroom for mixed abilities' and 'inclusion of people with special education needs in education including exceptionally able students'*. *'Addressing the needs of students with special needs'* (4) is key as well as access for people with disabilities *'assistive technologies for people with disabilities in the context of access to education and training'* (2).

### **Language (17)**

The promotion and importance of *'Language learning'* (4) and *'learning a European language'* (2) were highlighted in the context of *'bi-lingualism'* and *'pluri-lingualism'* as themes for the mini-conference. The *'importance of teaching and learning languages'* was supported by suggestions for a focus on *'language in primary education'* (2) and the need for training and resources for language learning in different contexts *'developing language skills – training for Assistants', 'language resources and training for teachers', 'the use of technology in the teaching of a modern language' and 'foreign language learning for children with special needs in mainstream education'*. Additional requests including *'communicating with non-native speakers of English'* and *'how to teach your language abroad – a practical guide'*.

### **Information and Communications Technologies (ICT)/Future (17)**

*'Technology in Education'* (9) was highlighted in a variety of settings including *'technology in education, digital techniques in the classroom. Creative and innovative learning'* as well as in terms of training for teachers *'ICT supported pedagogic skills for teachers', 'ICT learning' and '21<sup>st</sup> century pre-primary and primary schools'*. The transnational dimension was also suggested with 2 respondents focusing on *'using ICT to encourage trans-European educational collaboration' and 'transnational e-learning provision, intercultural and international competencies and skills' as well as 'how about Web 2 tools and the readwrite web for supporting transnational collaboration?'*

ICT such as *'cloud resources'* were also highlighted along with suggestions for *'incorporating ICT into the teaching of adult literacy'* and the *'training for a high quality web presence and/or digital identity in the context of employability and self-advertisement'*.

### **Cultural Issues (14)**

*'Culture'* on its own or as part of identity or multiculturalism was specifically suggested by 7 respondents. Themes such as *'cultural exchange programme for staff and or students'* and *'experiencing cultural diversity'* as well as *'intercultural education'* were presented. The related idea of *'heritage'* was also suggested (2) in terms of *'heritage sites in Western Europe'* and a *'Common European heritage'*. *'Integration'* was also submitted along with *'racism'* and *'anti-racism work'* as well as *'human rights'* and *'rights and responsibilities'*.

**Lifelong learning (11)** for the active retired, in communities, in later life in subjects such as *'nature and the environment'*, *'drama'* and *'creativity'* (2) were highlighted along with the need for *'the continuum of teaching education from initial to induction to continuing professional development'*.

**Learning as pedagogy (10)** is an umbrella term to cluster ideas and suggestions around learning strategies and policy. There are requests for *'using different learning approaches to encourage active learning'*, *'21<sup>st</sup> century learning'*, *'innovation teaching and learning strategies'* and *'transformative education'*. There is also an emphasis on the learner in terms of *'non-formal learning and the pressure on the traditional community education sector'*, *'tapping into the learning styles of adult learners'* and *'best practice in adult education'*.

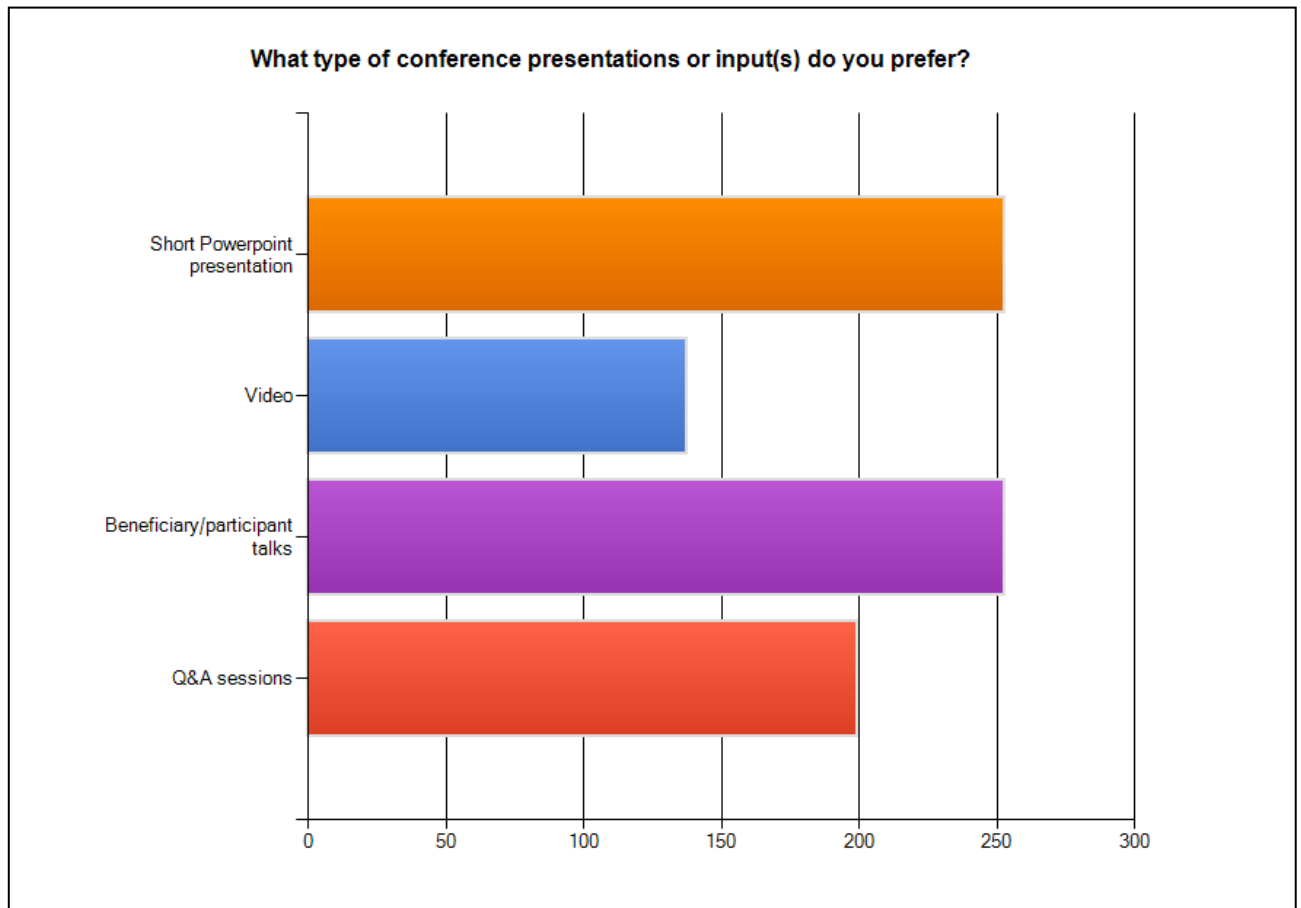
**Employability/Crisis (8)** is also forefront in respondent's minds in terms of *'making one more employable in a recession'* and how education can help in terms of *'innovative learning in a time of crisis'*. Suggestions include *'integration of generic/transferable/employability skills within education and vocational training provision'* and *'learner directed education for young entrepreneurs'* and *'recession and regeneration – how we as educators can help in dealing with recession how to reenergise?'*.

**Literacy (7)** is highlighted in terms of *'promoting literacy and numeracy in primary education'* and the general *'increasing of literacy and numeracy levels'* through motivation (1) and *'family learning/literacy area of literacy learning'*. There is a need for *'assessment in adult literacy'* and the *'integration of disadvantaged groups into basic adult education'*.

**Mainstreaming (3)** highlighted evaluation, writing strategies and *'ways to continue developing and use what we have learned during our project in the future'*. **Children's rights** and *'in particular the rights of children of prisoners'* was suggested as well as a focus on the *'impact of early schooling'*. **ESL/Upskilling (3)** highlighted the need for *'workplace upskilling for older employees who had been early school leavers'* as well as the needs of early school leavers and *'early school leaving anti-bullying measures'*. The **Miscellaneous** theme clustered a range of suggestions including *'educational research'* *'educational management'* *'exchange of professional practice'* as well as an emphasis on disadvantage in society (3) Another request was for *'upcoming inservice available'* (2) and *'Latin for education'*.

## Question Five

Question five asked respondents to indicate from a choice of four what type of conference presentation or input would they prefer. 392 people answered this question with 55 leaving additional comments and suggestions either clarifying their answers or suggesting new approaches.



As indicated by the above bar chart, 64.3% of respondents (252) each chose short Powerpoint presentation and Beneficiary/participant talks as their preferred conference input type. 50.8% (199) of respondents indicated that Q&A sessions would be their next preference with 34.9% (137) respondents choosing Video as their least preferred input type from the provided choices.

It is presumed that the 55 respondents who provided additional suggestions also indicated their preferred choice from the provided list. These 55 responses have been clustered under nine headings: Interactive – groupwork (11), Combination of Approaches (11), Presentation of Projects (9), Workshops (8); Speaker Focused (4); ICT Options (4); Not Powerpoint (2); Lectures (2) and Miscellaneous (4)

**Combination of Approaches and Groupwork** were the most preferred options for conference inputs with 11 respondents each.

A **combination of approaches** including a *'combination of the above, to appeal to all participants and to provide variety'* was welcomed by 9 of the respondents indicating *'I think a mix of different styles is good and like Pecha Kucha (<http://en.wikipedia.org/wiki/PechaKucha>) is a presentation methodology in which 20 slides are shown for 20 seconds each'*. One respondent stated *'multi-faceted. We have all become more sophisticated. Sophia. Wisdom.'* While another emphasised that *'a combination of presentation and workshop style event to allow for discussion of project practices and best practice models'*.

It is presumed that respondents to the survey answering the questions in sequence did not realise that workshops would be highlighted in the next section or else took the opportunity of the 'input' question to reinforce their commitment to **Groupwork**. Respondents took the time to specify what they meant by groupwork, *'small working groups to learn from others' either with 'roundtable discussion' (1), 'brainstorming/groupwork' (1) and or 'paper exercise included' (1)*. It was suggested that *'small roundtable discussions on topics presented with a rapporteur report back to conference followed by general discussion –presenters to be included' or 'breakout sessions for sharing information and reporting back to general meeting'*. One respondent stated that *'I like sessions that are participatory to discuss and learn together. I also find short theoretical or factual inputs by dynamic presenters'*. One respondent commented on the previous Lifelong Learning Programme Conference in 2011 stating *'Group work – the island exercise used previously in **Marino** was an interesting way of encouraging participation'*.

**Presentation of projects** was highlighted in 9 suggestions indication that *'Q&S after a short presentation is my own preferred option'*. The idea of sharing of best practice through presentation of *'examples of projects', 'beneficiary it is interesting – where someone explains how they did their project' and 'observation of best practice in schools'* was indicated as well as the opportunity to discuss what was presented through *'discussion type sessions', 'discussion groups with feedback' and 'small group discussions perhaps following a speaker-audience talk'*.

**Workshops** was suggested by 8 respondents with 2 emphasising *'practical workshops' and 'participatory workshops' (2)*. *'Workshops led by knowledgeable, experienced people'* was suggested as well as *'workshops to develop new avenues for lifelong learning'*.

The main thrust of the remainder of the suggestions focused on **Speaker focused** presentations (4) *'find a dynamic, charismatic speaker who can present alternative viewpoints to stimulate thought/discussion' or 'sharing from a client/service user e.g. if theme is about disability I would like to hear a person with disability speak'*. **Lectures** were suggested by 2 respondents but no clarification given on speaker or duration. The use of **ICT** was suggested by 4 respondents including *'Teachmeet' <http://en.wikipedia.org/wiki/TeachMeet> - Participants volunteer (via the TeachMeet website) to demonstrate good practice they've delivered over the past year using technology, or discuss a product that enhances classroom practice or the use of 'virtual' technologies such as a 'VLE' or 'Webinar'*. Lastly, suggestions for *'opportunities for inclusion of field trips, 'short, non-technical focus on the human dimensions' and a 'showcase of projects' including 'dissemination of student's ideas and feedback'* were given.

**Not Powerpoint** (3) was very clearly instructed by a few respondents stating *'definitely not Powerpoint. Have yet to remember anything from a Powerpoint presentation, interactive is good' and 'I prefer Prezi to Powerpoint and would think that collaborative platforms like 'illuminate' could also be considered'*.

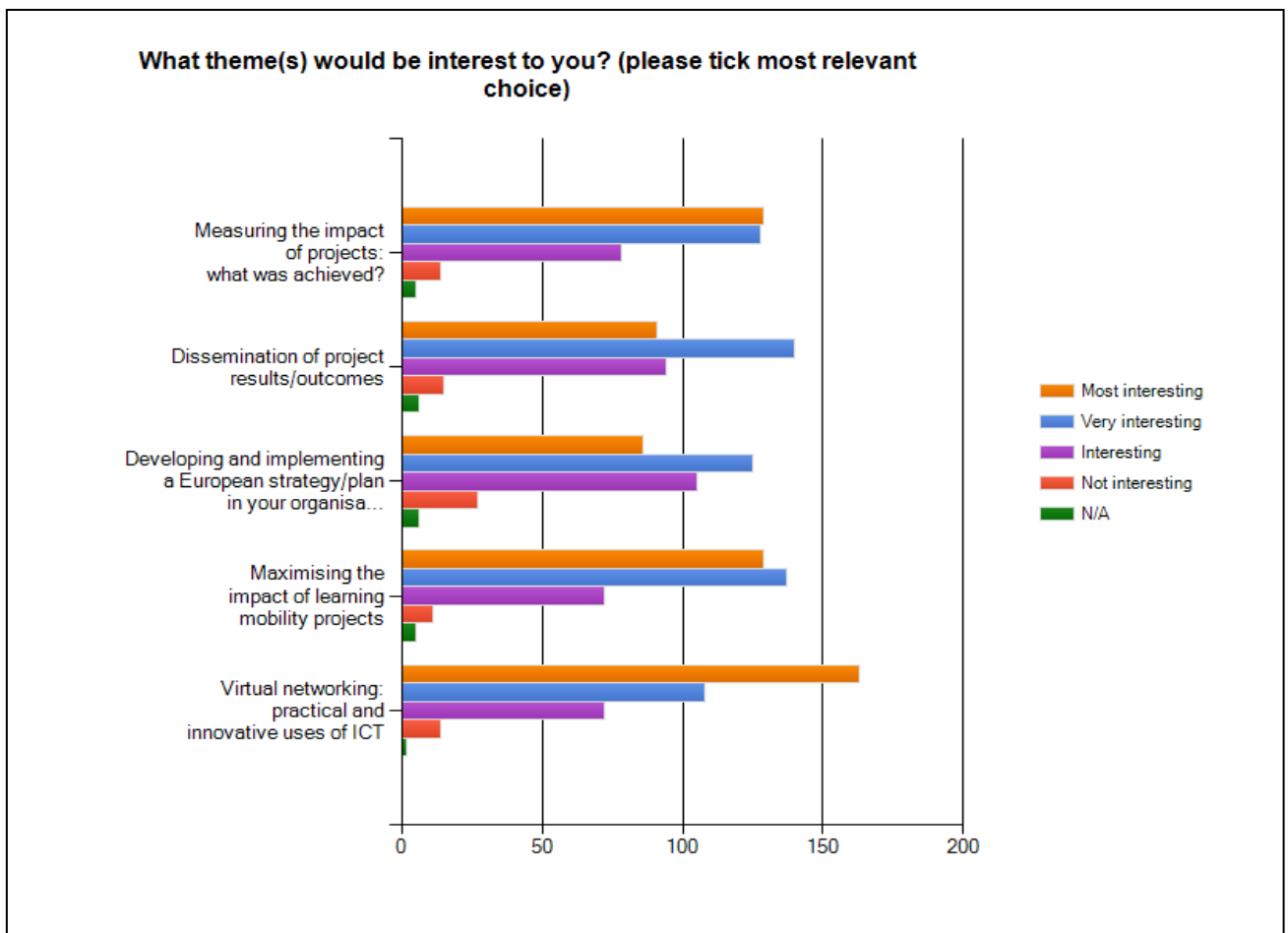


**Thematic Workshops (3 to 4 parallel half-day workshops with 20 persons each): an opportunity to communicate, collaborate and contribute to the effectiveness of the Lifelong Learning Programme.**

**Question Six**

Question Six of the questionnaire was designed to encourage respondents to tick one of five provided themes for the half-day workshops which would be interest and most relevant to the respondent’s organisation. They were asked to indicate their level of interest on a decreasing likert scale of 5 choices from Most Interesting to Not Applicable.

- What theme(s) would be interest to you? (please tick most relevant choice)*
- Measuring the impact of projects: what was achieved?*
  - Dissemination of project results/outcomes*
  - Developing and implementing a European strategy/plan in your organisation*
  - Maximising the impact of learning mobility projects*
  - Virtual networking: practical and innovative uses of ICT*



Of the five themes **Virtual networking: practical and innovative uses of ICT** was deemed most interesting with 45.4% (163) respondents, with 36.4% (129) finding the theme ‘Measuring the impact of projects: what was achieved’ the second most interesting theme.

Of the rest of the projects, 40.5% found the theme 'Dissemination of project results/outcomes' as Very Interesting, with 'Maximising the impact of learning projects' Very Interesting with 38.7% (137) respondents replying. 'Developing and Implementing a European strategy/plan in your organisation' was regarded as the least interesting theme in comparison with the other four themes although 35.8% (125) of respondents designated Very Interesting. Of all 394 responses, there was a reasonably even split between interest in themes with an overall 81 respondents finding the overall five themes Not Interesting and 24 respondents finding the themes Not Applicable.

### **Question Seven**

Question 7 asked respondents to suggest another theme of their choosing for the thematic workshops.

In terms of question seven in which respondents were requested to *Please suggest another theme of your choosing for the Thematic Workshops*, 273 people decided to skip this question. It is presumed that they were satisfied with the themes presented in question six. Interestingly, 122 people chose to provide clear suggestions for themes of importance to them. For the purpose of efficiency and clarity these themes have been grouped under a number of headings. (Please see appendix 3 for the full list of themes and groupings.)

The 122 responses have been allocated to 10 main themes that loosely cluster the suggestions and questions. These are as follows: Europe/partnership (51); Formal Education (14); Project Management (12); Learning (10); Adult Education/VET (9); General (8), ICT (6); Workplace/employability (5) and Community Groups (5).

#### **Europe/Partnership (51)**

This theme is by far the most of interest to respondents and can be sub-categorised into a number of topics. Dissemination and raising awareness of projects and their outcomes was of interest to 8 respondents '*maximising the dissemination and spread of developed project material*', '*maximising the impact of learning mobility projects*' (2) and '*exploitation of project results: potential to influence policy and implement best practices at local, regional, national and EU level*'. Partnerships (4) and how to establish and maintain them was also of interest as well as '*how to build on successful partnership and how to continue working with partners: what supports may be available for this?*' Elements of project management are linked in with requests for '*networking skills and opportunities*' and '*sustainability – what makes a project last? What are the key ingredients/qualities of a long lasting partnership / programme?*'

Other concerns included the topic of the **European project** '*Europe and its workings*', '*strategies for encouraging European integration*', '*importance of EU for cultural exchange, Euro and economic development*' and even '*understanding Europe: A guide to how we got there from the Greeks, Romans and Medieval thinkers*'.

The issue of **best practice** (3) was also a priority with respondents asking for examples and samples to illustrate how to share and build best practice '*best practice samples – how to develop best practice?*' and '*experiences of Leargas programmes from participants in secondary education – practical examples of how students have benefitted*'. This linked in with requests for practical assistance '*practical organisation of joint projects*', '*agreeing evaluation plans, tools, techniques etc*' and '*evaluation and future input*'.

Some questions were asked around **funding and applications** (4) *'funding available to sponsor hosting organisation for further training/exchange in Ireland'* and *'what works in terms of good applications? How to prepare for being a host/coordinating partner?'* Topics move from *'linking results to future initiatives'* through the *'the next step after your project is completed, how to extend it?'* One respondent asked *'the value for money of these programmes. The quality of the courses funding – are they value for money?'*

There was interest expressed in the **programmes themselves** and other **subjects** of interest including the need for *'contact seminars for study visits and assistantships for Grundtvig'* *'face to face mini study visits'*, *'Comenius and disability'*, *'School twinning'* and *'how the lifelong programme addresses the six priority areas in the White paper. Participants share ideas on lifelong learning from their countries'*. Example of topics for programmes to address included *'language learning in the EU'*, *'French culture'* and *'promotion of foreign language learning by teachers of subjects other than languages and how it would impact on European citizenship'*. This was underpinned by the need for *'improving comprehension skills in oral language and literacy in any language'*.

**Broader areas** included *'Open Tools and open data – the way forward for Europe'*, *'maximising education management in Europe'*, *'Early education – common European themes and divergence'* and *'developing a European charter against cyberbullying'*. A final suggestion related to the variety of courses on offer *'maximising awareness of programmes and having more participants with perhaps more courses geared towards mathematics, literacy as opposed to drama etc.'*

### **Formal Education (14)**

Suggestions from respondents relating to formal education cover a wide variety of topic headings including assessment (2) for *'15/16 year old students'* and *'moderation practices in school based assessment'*. The *'teaching of language'* and *'impact of withdrawal of foreign language teaching in Primary schools'* was highlighted by 2 respondents. Topics relating to teachers included *'training for head teachers only'*, *'teacher care'* and *'literacy teaching all kinds of literacy'* as well as *'linking in Curriculum areas'* to the programmes. Broader topics included *'educational benefits to project participants'* and *'sharing evolving best practice: A European teacher in 21<sup>st</sup> Century the meaning of life'*. Suggestions for a *'multi-disciplinary Symposium'*, *'outdoor education'* and *'Citizen Science for children's involvement'* were also proposed.

### **Project Management (12)**

Project management and the micro questions that arise from the need for practicalities between partners accounted for 12 suggestions including *'how to find partners?'* and *'networking and partnership building'*, *'international coordination'* and *'improving communication links between partners to strengthen the project process (2)'*. The project process from inception through to completion was raised including *'resource development'*, *'making an application for a project'*, *'budgeting the Comenius grant!'*, *'project management'* and *'exploitation of results'*. A specific query related to study visits *'for study visits a week long course on a specific subject or methodology e.g. cooperative learning, behaviour management etc.'*

### **Learning (10)**

Learning priorities were generally learner-centred focusing on *'the learner's voice – how best to incorporate this?'*, *'sharing skills sets and ideas'*, *'student participation'* and *'evaluating children's points of view as regards the project'*.

The idea of *'continuous learning and assessment'* was complemented by an interest in effective strategies from *'sharing skill sets and ideas'* such as *'methodologies in adult learning'*, *'group dynamics'*, *'innovation teaching and learning strategies'* and *'transformative education'*. It was also suggested that another theme could look at *'e-portfolios charting learner's journey'*.

### **Adult Education/VET (9)**

These themes relate primarily to the adult education context including *'addressing migration and labour mobility'*, *'developing sustainability'* and *'embedding innovation'*. Specific topics highlighted include *'developing and implementing a training plan for adult educators to ensure that current best practices are always used'*, *'inclusive practice in adult education'* and *'second chance education with relation to adults'*. Literacy was also a priority with interest expressed in *'literacy and numeracy approaches of other countries to improving both'* and *'family literacy/family learning – engaging hard to reach groups that are / will be very marginalised if they don't come back to education'*.

**General themes**(8) not covered in other themes included *'early school leaving'*, *'building relationship between school and business'*, *'enterprise and innovation'* and *'big data in health'*. **Workplace/employability** (5) focused specifically on *'workplace education: workable solutions that encourage hard-to-reach learners with regards to improving functional skills'*. Respondents (2) emphasised the need for *'developing strategies that challenge long term unemployment'* and help *'progression to the workplace'*. A direct question asked *'what is available for me and my organisation? Exhibition and presentations and information stands'*.

**Information and Communication Technologies** (6) highlighted *'the role of social media in education'* and looked for *'innovative project outputs moving beyond websites and CDs'*. This was reinforced with the suggestion of a *'VLE creating a blog, creating a virtual online audiovisual leaf turning book'* and *'workshops for pupils to showcase project ideas to them and show them techniques and ways of communicating using modern technologies'* as well as *'videoconferencing'* and *'collaborative tools'*.

**Community groups** (5) highlighted the *'developing and sustaining of professional learning communities'* and the *'sharing of good practice in maths, science and technology – sharing and developing resources'*. These might include *'intergenerational activities'* and *'use of film making to promote social skills'*.

### **Question Eight**

Question 8 asked respondents to add any other comments on these events for 2013.

322 people decided to skip this question. It is presumed that they had expressed their points of views and suggestions for themes in the two previous open ended questions. 73 people provided their opinions and additional comments relating to the proposed events, Léargas, themes and their experience of programmes. Once again these responses have been clustered under group headings in an effort to group individual points of view. (Please see appendix 3 for the full list of themes and groupings.)

The 73 responses have been allocated to 10 main themes that loosely cluster the suggestions and questions. These are as follows: Participation/Timing (17); Commendations (16); Sharing of best practice (15); Léargas (7); Themes (5); Location/Venue (3); Finance/Resources (3); Future events (1); Continuous Professional Development (1); Dissemination (2).

### **Participation/Timing (17)**

Respondents (4) emphasised that it was *'very important to maximise involvement of as many schools as possible'* and the *'relevance of programmes for secondary schools needs to be outlined again as technology and new Junior Certificate advance'* as well as *'the opportunity to discuss and share ideas with other schools as regards a project would be valuable'*.

The need for **'valuing participation'** was raised in addition to *'more time to hear from other participant teachers/educators. More time share ideas, successes etc.'*(2) Another emphasised *'please make sure that priority of participants are people at grass roots level and not ALL at policy level'* and *'I would like if more of our colleagues would access them. Perhaps they need to be advertised more widely'*.

**Timing and duration** of the events was highlighted as a challenge in times of recession. The need for plenty of notice beforehand (2) and *'ample notification is given on these events to ensure greater participation'* was raised. One response elaborated

*'It is not easy to justify taking a half day off work to attend any meetings now. If Léargas are really sincere about contacting and attracting teachers, meetings shouldn't be held during school hours. The larger towns/city may be different but for rural schools it proves difficult as we also factor in travel time to the destination again eroding the teaching day and DES incentivising the project for principals'*.

Others requested *'please have the workshops in the afternoon as opposed to mornings. This saves an entire day being lost if one is based in Dublin'* (2). One suggested *'a few different dates for same course so a choice made to make at least one of them'*.

### **Commendations (16)**

Respondents also took the time to praise the work of Léargas and the Lifelong Learning Programmes and actions. Congratulations and expressions of *'well done'* (3), *'good luck'* (2) and *'thank you'* (4) reflected the interest of respondents in the event and their appreciation of the opportunities events provide *'Léargas lifelong learning programmes and conferences are essential to afford businesses and individuals the opportunities through which we can acquire knowledge, skills and improve our product offering to locals and visitors alike'*.

Previous participants and beneficiaries (4) also expressed their appreciation for the opportunities they had received *'I attended a contact seminar in Seville recently and this was such a positive experience. It was wonderful to meet other participants with common goals and interest – thank you Grundtvig'* and *'I have benefitted so much from the Study visits I was on (two) and have a thirst for more knowledge. The networks created from the visits are on-going and have resulted in a greater understanding and support on issues such as environmental education pan Europe'*. These expressions of appreciation are not only individual in nature but also organisational *'The opportunity to participate in these programmes has been of utmost importance to our organisation and schools. The benefits are on-going and self-sustaining. I hope to see the programme continue in some guise'*.

Individual respondents also took time to refer to the survey as a positive action *'thanks for the opportunity to have an input into the process'*. Others referred to the conference and their attendance *'good luck with your planning. I look forward to attending'* and *'I think this mini conference is a good idea as it will allow for dissemination and networking with like minded professionals'*.

### **Sharing of Best Practice (15)**

One of the key themes of the comments here was around sharing results and learning from others *'I often feel that I am just starting to learn from and share professional stories with a visiting teacher on a mobility when the visit comes to an end. I would be very interested in learning from Irish teachers who have long-term professional partnerships with teachers and schools in other European countries'* and *'learning from each other's experiences of coordinating EU funded projects – whats the added value?'*. This was echoed by others stating *'being able to see the results of the European cooperation and collaboration would be very beneficial to those taking part in study visits for the first time'*.

The feeling that networking and contributing to debate both nationally and European-wide was important came through *'I would love to participate and contribute as all Léargas and EU partnerships and initiatives are so worthwhile especially now it's a time of global uncertainty and challenges to professionalism and the foundation of the EU'* and *'generally I'm very pleased with the opportunities to network with professionals in other countries; it is so worthwhile in an ever developing states of Europe'*.

Focused comments relating to specific sectors emphasised further useful action needed in the community sector and disadvantaged areas *'many community groups have little understanding of LLP and study visits, access to community development practitioners could be beneficial'* and *'European wide approach to best practice in regard to educational disadvantaged could be very beneficial because of the similarities in respect of disengagement in education that is realised across the board'*. Another respondent remarked *'excellent resource and opportunity especially for small disadvantaged schools'*.

It was also suggested that *'students who have participated could give their viewpoint on mobility projects and perhaps suggest improvements from their perspective'*. This was also reflected in the comment *'examining concrete results is more valuable than abstract speculations'*.

### **Léargas (7)**

Some respondents made specific requests in terms of Léargas support and in particular Comenius (2) *'For Comenius in-service language training please remove the requirement for courses to have a pedagogic/methodology component. These courses are different to source. What teachers need is total immersion in the language. We have enough methodology courses within our subject areas at home'* as well as a wish for *'a practical seminar for Comenius students on teaching your language abroad would be very useful. Also if we were put in contact with natives of the country we are staying in who are doing an assistantship in Ireland (e.g. I'm in France. If I was paired with a French person working in Ireland) that would be great and would cultivate better bilingual projects'*.

Some practical comments included: *'I would like more personal support with queries. It can be difficult to access personnel by phone'* and *'it would be worthwhile knowing the structure of the combined programmes going forward'*. One respondent said that they *'have found all seminars by Léargas very beneficial and professional so far, keep up the good work'*.

A particular query remarked *'In 2012, Innovation presentation a run down on the application eform was very helpful. Although familiar with eforms, I learned a lot as I have experience of mistakes (not saving a copy, closing the eform before printing it etc.) and management through the pages – did not know about tools to page down or copy a page. Easier management can help with the quality of the application. Also to see a complex eform filled in reduces the hesitation to move on or to more challenging projects'*.

### **Themes (5)**

Some respondents provided additional comments on themes to reinforce previous suggestions relating to the current economic crisis and resource issues *'The above themes are similar in many ways. There is a lot of really good inclusive projects that are taking place at European level that are worthy of dissemination and might give educators food for thought regarding practice that works as many educators are challenged by the squeeze on resources – just a thought. Good luck with this years planning.'* And *'need for a fresh and dynamic approach to innovative learning. Focus on youth engagement is critical so use of media enhanced learning is worthwhile. Reality of impact of crisis must be addressed in terms of creating perspectives informed by viable innovation and creativity.'*

The desire for examples and sharing of best practice emphasised in previous suggestions is reiterated as *'case study examples of different types of projects and activities would be useful'* as well as the previously mentioned focus on literacy *'as there is renewed government interest in Ireland on literacy and numeracy strategy across all strands of education at present'*. A lone respondent also emphasised the need for *'solidarity among European citizens'*.

### **Location/Venue (3)**

It was pointed out that *'the location and venue is very important'* with a further suggestion that *'perhaps you could look at a venue outside of Dublin in the Midlands to make it more accessible'*. This was echoed by another respondent *'I hope some of the events / workshops take place outside of Dublin – Limerick, Cork, Galway, Waterford and Letterkenny are all cities with adult learning projects or services and lifelong learning initiatives'*.

### **Finance/Resources (3)**

The issue of funding for individuals to travel or attend events in terms of travel, substitution and time was raised by some *'given the poor rural transport options in Ireland, some financial assistance to attend these planned seminars would be beneficial'* and *'it is becoming increasingly more difficult for our head office to commit to projects because of lack of resource personnel'*.

Another respondent explained further *'I think people find it difficult to get time off work to attend seminars – the costs, the time involved in travelling etc can be expensive for organisations. Many people also now have reduced working hours, therefore a half day seminar may be considered too much time away from work. I would suggest running some online webinars on different themes, this may facilitate more people to become involved and to get first-hand information. I have listened to a number of live webinar events, asked questions, joined in online discussion and have found them extremely useful'*. This idea is supported by another (1) who asked that Léargas *'please support the conference with material and forums on website and use social media (Twitter) to disseminate discussions and conference material.'*

### **Further comments (2)**

One respondent suggested for the future that they *'would be very interested to see further arts based workshops and conferences to raise awareness of the arts in aiding school inclusion and self-expression skills and in learning new ways to use ICT to further creative projects and using creative projects to increase ICT skills and interest (including film making skills) while another commented that 'this European wide programme is well worth the effort and a great type of continuous professional development'*.

Mini-Conference (80 to 100 persons for a half-day event):

Please indicate which programme(s) and which action(s) you have been involved in since 2007:

**\*1. Programme name(s):**

- Leonardo da Vinci
- Comenius
- Grundtvig
- Study Visits

**\*2. Action:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> LDV Mobility                   | <input type="checkbox"/> Comenius Networks             | <input type="checkbox"/> Grundtvig Learning Partnerships |
| <input type="checkbox"/> LDV Transfer of Innovation     | <input type="checkbox"/> Comenius Preparatory Visits   | <input type="checkbox"/> Grundtvig Multilateral Projects |
| <input type="checkbox"/> LDV Partnership                | <input type="checkbox"/> Comenius Regio Partnerships   | <input type="checkbox"/> Grundtvig Preparatory Visits    |
| <input type="checkbox"/> LDV Preparatory Visits         | <input type="checkbox"/> Comenius School Partnerships  | <input type="checkbox"/> Grundtvig Senior Volunteering   |
| <input type="checkbox"/> Comenius Assistantships        | <input type="checkbox"/> eTwinning                     | <input type="checkbox"/> Grundtvig Thematic Networks     |
| <input type="checkbox"/> Comenius Contact Seminars      | <input type="checkbox"/> Grundtvig Assistantships      | <input type="checkbox"/> Grundtvig Visits and Exchanges  |
| <input type="checkbox"/> Comenius Inservice Training    | <input type="checkbox"/> Grundtvig Contact Seminars    | <input type="checkbox"/> Grundtvig Workshops             |
| <input type="checkbox"/> Comenius Multilateral Projects | <input type="checkbox"/> Grundtvig In-service Training | <input type="checkbox"/> Study Visits                    |

**3. What theme(s) would be of interest to you and relevant to your organisation (Please tick the most relevant circle):**

	Most interesting	Very interesting	Interesting	Not interesting	N/A
European Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality and Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Education and Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuous training for education and VET professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please suggest another theme of your choosing for the Mini-Conference:**

**5. What type of conference presentations or input(s) do you prefer?**

- Short Powerpoint presentation
- Video
- Beneficiary/participant talks
- Q&A sessions

Other (please specify)



Thematic Workshops (3 to 4 parallel half-day workshops with 20 persons each): an opportunity to communicate, collaborate and contribute to the effectiveness of the Lifelong Learning Programme.


### 6. What theme(s) would be interest to you? (please tick most relevant choice)





	Most interesting	Very interesting	Interesting	Not interesting	N/A
Measuring the impact of projects: what was achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissemination of project results/outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and implementing a European strategy/plan in your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximising the impact of learning mobility projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual networking: practical and innovative uses of ICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 7. Please suggest another theme of your choosing for the Thematic Workshops?
























### 8. Please add any other comments on these events for 2013:

Thank you for taking the time to complete this questionnaire. Your answers and comments will contribute directly to the design and development of the next Léargas Lifelong Learning Programme Mini-Conference and Thematic Workshops.

**LIFELONG LEARNING PROGRAMMEA survey to  SurveyMonkey help identify the themes of a Mini-Conference and a series of Thematic Workshops to be held by Léargas in 2013.**

1. Programme name(s):		ResponsePercent	ResponseCount
Leonardo da Vinci		14.7%	58
<b>Comenius</b>		<b>57.0%</b>	<b>225</b>
Grundtvig		23.8%	94
Study Visits		18.7%	74
		<b>AnsweredQuestion</b>	<b>395</b>
		<b>SkippedQuestion</b>	<b>0</b>

## 2. Action:

		ResponsePercent	ResponseCount
LDV Mobility		8.9%	35
LDV Transfer of Innovation		6.3%	25
LDV Partnership		7.3%	29
LDV Preparatory Visits		4.1%	16
Comenius Assistantships		9.1%	36
Comenius Contact Seminars		13.7%	54
<b>Comenius Inservice Training</b>		<b>20.5%</b>	<b>81</b>
Comenius Multilateral Projects		12.2%	48
Comenius Networks		2.0%	8
Comenius Preparatory Visits		8.9%	35
Comenius Regio Partnerships		1.8%	7
Comenius School Partnerships		18.0%	71
eTwinning		8.6%	34
Grundtvig Assistantships		2.0%	8
Grundtvig Contact Seminars		4.6%	18
Grundtvig In-service Training		7.1%	28
Grundtvig Learning Partnerships		11.6%	46
Grundtvig Multilateral Projects		2.0%	8
Grundtvig Preparatory Visits		4.1%	16
Grundtvig Senior Volunteering		0.8%	3
Grundtvig Thematic Networks		0.0%	0
Grundtvig Visits and Exchanges		3.8%	15
Grundtvig Workshops		3.3%	13
Study Visits		18.7%	74
<b>AnsweredQuestion</b>			<b>395</b>





### 3. What theme(s) would be of interest to you and relevant to your organisation (Please tick relevant circle):

	Most interesting	Very interesting	Interesting	Not interesting	N/A	RatingAverage
European Citizenship	29.4% (98)	27.9% (93)	<b>30.9%</b> <b>(103)</b>	8.7% (29)	3.0% (10)	2.20
Quality and Equity	25.4% (81)	31.0% (99)	<b>34.2%</b> <b>(109)</b>	6.9% (22)	2.5% (8)	2.23
Access to Education and Training	<b>51.5%</b> <b>(190)</b>	28.7% (106)	15.4% (57)	3.0% (11)	1.4% (5)	1.70
Continuous training for education and VET professionals	<b>56.2%</b> <b>(196)</b>	20.6% (72)	17.2% (60)	4.3% (15)	1.7% (6)	1.69
<b>AnsweredQuestion</b>						
<b>SkippedQuestion</b>						

### 4. Please suggest another theme of your choosing for the Mini-Conference:

	ResponseCount
	176
<b>AnsweredQuestion</b>	<b>176</b>
<b>SkippedQuestion</b>	<b>219</b>

## 5. What type of conference presentations or input(s) do you prefer?

		ResponsePercent	ResponseCount
Short Powerpoint presentation		64.3%	252
Video		34.9%	137
Beneficiary/participant talks		64.3%	252
Q&A sessions		50.8%	199
	Other (please specify)		55
			<b>AnsweredQuestion</b>
			<b>392</b>
			<b>SkippedQuestion</b>
			<b>3</b>

## 6. What theme(s) would be interest to you? (please tick most relevant choice)

	Most interesting	Very interesting	Interesting	Not interesting	N/A	RatingAverage
Measuring the impact of projects: what was achieved?	<b>36.4%</b> (129)	36.2% (128)	22.0% (78)	4.0% (14)	1.4% (5)	1.98
Dissemination of project results/outcomes	26.3% (91)	<b>40.5%</b> (140)	27.2% (94)	4.3% (15)	1.7% (6)	2.15
Developing and implementing a European strategy/plan in your organisation	24.6% (86)	<b>35.8%</b> (125)	30.1% (105)	7.7% (27)	1.7% (6)	2.26
Maximising the impact of learning mobility projects	36.4% (129)	<b>38.7%</b> (137)	20.3% (72)	3.1% (11)	1.4% (5)	1.94
Virtual networking: practical and innovative uses of ICT	<b>45.4%</b> (163)	30.1% (108)	20.1% (72)	3.9% (14)	0.6% (2)	1.84
						<b>AnsweredQuestion</b>
						<b>SkippedQuestion</b>

## 7. Please suggest another theme of your choosing for the Thematic Workshops?

	ResponseCount
	122
AnsweredQuestion	122
SkippedQuestion	273

## 8. Please add any other comments on these events for 2013:

	ResponseCount
	73
AnsweredQuestion	73
SkippedQuestion	322



**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

1	Cultural Exchange	Jan 3, 2013 3:56 AM
2	Learning a European language	Dec 19, 2012 4:51 AM
3	Childrens Rights in particular the rights of children of prisoners	Dec 18, 2012 7:49 AM
4	Workplace upskilling for older employees who had been early school leavers	Dec 17, 2012 2:45 PM
5	Building Collegiality	Dec 16, 2012 9:22 AM
6	Technology in Education	Dec 14, 2012 11:15 AM
7	Using ICT to encourage trans-European educational collaboration	Dec 14, 2012 6:13 AM
8	Resources	Dec 13, 2012 4:02 PM
9	Heritage Sites in Western Europe	Dec 13, 2012 6:27 AM
10	Global Network	Dec 13, 2012 4:34 AM
11	21st century pre-primary and primary schools	Dec 13, 2012 1:30 AM
12	Art & Creativity for The Active Retired	Dec 12, 2012 8:54 AM
13	Euroepan mobility, networking and partneships	Dec 12, 2012 4:58 AM
14	Communicating with non native speakers of English	Dec 12, 2012 4:51 AM
15	Racism	Dec 12, 2012 2:43 AM
16	Educational Research	Dec 12, 2012 2:28 AM
17	na	Dec 11, 2012 3:39 PM
18	Access to funding and better ways of networking. How target groups and participants could be better engaged	Dec 11, 2012 7:54 AM
19	GRADUATE opportunity in EU	Dec 11, 2012 6:19 AM
20	Creativity and personal Development	Dec 11, 2012 5:14 AM
21	Using different learning approaches to encourage active learning	Dec 11, 2012 2:36 AM
22	Sharing Good Practice	Dec 11, 2012 1:26 AM
23	Bilingualism	Dec 11, 2012 1:26 AM
24	IT	Dec 10, 2012 2:34 PM
25	Human rights	Dec 10, 2012 1:42 PM
26	anti racism work	Dec 10, 2012 6:57 AM
27	Storytelling in educative activities	Dec 10, 2012 6:53 AM
28	Transnational E-learning provision, Intercultural and International competencies and skills	Dec 10, 2012 2:48 AM



**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

29	Promoting literacy and numeracy in primary education	Dec 10, 2012 2:44 AM
30	use of ICT in education	Dec 10, 2012 2:21 AM
31	Foreign language learning for children with special needs in mainstream education	Dec 9, 2012 2:29 PM
32	Special needs	Dec 9, 2012 8:43 AM
33	Languages of the EU	Dec 9, 2012 4:09 AM
34	ICT in the educational environment	Dec 8, 2012 3:05 PM
35	?	Dec 8, 2012 3:24 AM
36	Cultural exchange programmes for staff and or students	Dec 7, 2012 2:38 PM
37	How Lifelong Learning in communities can create a better quality of social and economic health.	Dec 7, 2012 11:42 AM
38	How about Web 2 tools and the read write web for supporting transnational collaboration	Dec 7, 2012 9:45 AM
39	School self evaluation	Dec 7, 2012 9:03 AM
40	Lifelong Learning for all	Dec 7, 2012 8:29 AM
41	Employability	Dec 7, 2012 8:09 AM
42	Development of volunteering for 50+	Dec 7, 2012 7:21 AM
43	The use of technology in the teaching of a modern language	Dec 7, 2012 6:43 AM
44	The Continuum of Teacher Education from Initial to induction to CoOntinuing Professional Development	Dec 7, 2012 3:49 AM
45	Education policy and trends across the EU	Dec 7, 2012 2:43 AM
46	Opportunities / Participation for candidate countries	Dec 7, 2012 1:22 AM
47	Importance of teaching and learning languages	Dec 6, 2012 2:03 PM
48	making one more employable in a recession	Dec 6, 2012 12:59 PM
49	Cloud Resources	Dec 6, 2012 9:56 AM
50	rights and responsibilities	Dec 6, 2012 6:27 AM
51	I am not sure if this applies here - Grundtvig Thematic Networks and workshops	Dec 6, 2012 6:14 AM
52	Educational management	Dec 6, 2012 5:30 AM
53	literacy and numeracy motivation	Dec 6, 2012 3:08 AM
54	inclusion and useful practices	Dec 6, 2012 12:58 AM
55	Exchange of professional practice	Dec 5, 2012 3:26 PM

**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

56	Integration of generic / transferable/ employability skills within education and vocational training provision	Dec 5, 2012 2:11 PM
57	Successful inclusive practice Making the most of assessment techniques in educational settings Supporting children with diverse needs in educational and health settings	Dec 5, 2012 1:00 PM
58	Best practices Working with disadvantage: literacy, multi-lingual environments, mental health & special needs	Dec 5, 2012 11:39 AM
59	Common themes in Education across Europe--finding areas where we can work together	Dec 5, 2012 11:35 AM
60	Taking advantage of the experience and insight of retirees in the field of Adult Learning	Dec 5, 2012 9:36 AM
61	IT	Dec 5, 2012 8:00 AM
62	learner-directed education for young entrepreneurs	Dec 5, 2012 6:53 AM
63	Delivering learner-centred, culturally-relevant, policy-aware, quality programmes for those who are socially and economically marginalised in society.	Dec 5, 2012 6:00 AM
64	maybe literacy or numerca	Dec 5, 2012 5:37 AM
65	Disadvantage Education	Dec 5, 2012 5:34 AM
66	Access to Education and Training	Dec 5, 2012 4:12 AM
67	Education for Life long Learning. or Latin for Education	Dec 5, 2012 3:41 AM
68	Technology in education. Digital techniques in the classroom. Creative and innovative learning	Dec 5, 2012 2:46 AM
69	our common European Heritage	Dec 5, 2012 2:28 AM
70	supporting mature graduates into employment	Dec 5, 2012 1:34 AM
71	Developing language skills - training for Assistants	Dec 4, 2012 4:42 PM
72	Intercultural Education	Dec 4, 2012 3:56 PM
73	The Importance and Relevance of Education and Training even in a Recession	Dec 4, 2012 3:12 PM
74	Communications and media - maintaining links and access to resources	Dec 4, 2012 3:11 PM
75	Language resources and training for teachers	Dec 4, 2012 3:09 PM
76	Examining management systems in European schools	Dec 4, 2012 2:51 PM
77	Information about leargas services	Dec 4, 2012 2:29 PM
78	Innovative learning in a time of crisis Meaningful inclusion ICT supported pedagogic skills for teachers	Dec 4, 2012 1:57 PM
79	Ways to continue developing and use what we have learned during our	Dec 4, 2012 1:38 PM

**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

	project in the future.	
80	Subject-specific areas in primary education	Dec 4, 2012 12:30 PM
81	Best practice in adult education	Dec 4, 2012 12:29 PM
82	Evaluating volunteerism	Dec 4, 2012 11:32 AM
83	promotion in language learning	Dec 4, 2012 10:55 AM
84	accessing work for people with disabilities	Dec 4, 2012 10:54 AM
85	ict training	Dec 4, 2012 10:48 AM
86	Special Educational needs at European level - what works?	Dec 4, 2012 10:46 AM
87	Basic Skills. Prison education. Rehabilitation and education.	Dec 4, 2012 10:36 AM
88	Languages and inservice teacher training	Dec 4, 2012 10:21 AM
89	Working within the Prison System	Dec 4, 2012 10:04 AM
90	Up coming in service available.	Dec 4, 2012 9:56 AM
91	21st Century Learning	Dec 4, 2012 9:36 AM
92	Best practice in education - a comparative study across Europe	Dec 4, 2012 9:03 AM
93	Policy themes and trends - key ideas in Europe coming our way	Dec 4, 2012 8:55 AM
94	inclusive practice in adult education Innovation teaching and learning strategies Transformative education	Dec 4, 2012 8:49 AM
95	Language in Primary Education	Dec 4, 2012 8:23 AM
96	non formal learning and the pressure on traditional community education sector	Dec 4, 2012 8:21 AM
97	Nature and the Environment	Dec 4, 2012 8:16 AM
98	drama, language teaching	Dec 4, 2012 8:10 AM
99	Tapping into the learning styles of adult learners	Dec 4, 2012 7:57 AM
100	arts across Europe	Dec 4, 2012 7:56 AM
101	Leading and managing European partnerships	Dec 4, 2012 7:49 AM
102	Facilitating Inclusion	Dec 4, 2012 7:48 AM
103	Effects of EU policy on adult education/lifelong learning; the results of the demand for 're-skilling'.	Dec 4, 2012 7:39 AM
104	Addressing bullying/cyber bullying in schools	Dec 4, 2012 7:37 AM
105	nclusion of people with special educational needs in education incl. exceptionally able students	Dec 4, 2012 7:34 AM

**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

106	Managing diversity in the classroom	Dec 4, 2012 7:32 AM
107	Differentiating learning in the classroom for mixed abilities	Dec 4, 2012 6:15 AM
108	Education and Employability	Dec 4, 2012 6:09 AM
109	social inclusion	Dec 4, 2012 5:56 AM
110	International Continuous Professional Development for Teachers and Other Education Staff in Literacy and Numeracy Approaches for All Learners.	Dec 4, 2012 4:27 AM
111	Recession and Regeneration - How we as educators can help in dealing with recession ... How to re-energise ....	Dec 4, 2012 4:06 AM
112	Languages in primary Schools	Dec 4, 2012 3:58 AM
113	how does your organisation benefits from European projects	Dec 4, 2012 3:36 AM
114	Educational Guidance to long term unemployed and other disadvantaged groups	Dec 4, 2012 3:27 AM
115	Environmental Education	Dec 4, 2012 2:43 AM
116	Intergration	Dec 4, 2012 2:36 AM
117	Music across Europe	Dec 4, 2012 2:17 AM
118	Environmental issue in education adn outdoor learning	Dec 4, 2012 1:40 AM
119	Language in Education	Dec 4, 2012 1:29 AM
120	Plurilingualism	Dec 4, 2012 1:19 AM
121	How to evaluate a project.	Dec 4, 2012 12:23 AM
122	Writing strategies Biodiversity	Dec 3, 2012 3:27 PM
123	Learning mobility	Dec 3, 2012 2:19 PM
124	Social Inclusion - in times of recession	Dec 3, 2012 1:52 PM
125	e-Twinning in Multi-lateral projects	Dec 3, 2012 12:57 PM
126	Education and training in rural areas	Dec 3, 2012 12:37 PM
127	Me and the Wider World (SPHE) as strand in Early Education Curriculum	Dec 3, 2012 12:32 PM
128	Something maths related	Dec 3, 2012 12:18 PM
129	The whole week was about Cooperative Learning and that was my focus for the week.	Dec 3, 2012 12:06 PM
130	Developing international partnerships	Dec 3, 2012 12:06 PM
131	Adult education with reference to accessing the employment market	Dec 3, 2012 11:47 AM
132	Special needs education	Dec 3, 2012 11:42 AM

**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

133	European Migration and its effect on Education	Dec 3, 2012 10:03 AM
134	Culture	Dec 3, 2012 9:55 AM
135	Early Years Education a european priority and preventive approach...	Dec 3, 2012 9:45 AM
136	Building Bridges between our EU Neighbours	Dec 3, 2012 9:13 AM
137	Coordinated curriculums	Dec 3, 2012 8:35 AM
138	Sharing of Best Practice	Dec 3, 2012 8:25 AM
139	How to teach your language abroad; a practical guide	Dec 3, 2012 8:23 AM
140	Multi-culturalism	Dec 3, 2012 8:05 AM
141	Experiencing cultural diversity	Dec 3, 2012 7:58 AM
142	Self Evaluation in Education Teacher well-being	Dec 3, 2012 7:40 AM
143	Inclusive education - challenges and rewards	Dec 3, 2012 7:11 AM
144	e- Learning	Dec 3, 2012 6:40 AM
145	Learning in Laterlife	Dec 3, 2012 6:37 AM
146	Increasing literacy and numeracy levels, incorporating ICT into the teaching of adult literacy, assessment in adult literacy, integration of disadvantaged groups into adult basic education.	Dec 3, 2012 6:27 AM
147	Addressing the needs of students with special needs.	Dec 3, 2012 6:26 AM
148	Management of Change in 21 Century EU	Dec 3, 2012 5:46 AM
149	Family Learning/Literacy area of Literacy Learning	Dec 3, 2012 5:39 AM
150	Comparative educational systems and approaches in member states of the European Union.	Dec 3, 2012 5:35 AM
151	Language learning,	Dec 3, 2012 5:35 AM
152	teacher education	Dec 3, 2012 5:33 AM
153	Maximising cooperation with European partners. Aligning educational research across Europe.	Dec 3, 2012 5:27 AM
154	Environmental issues or Human Rights issues	Dec 3, 2012 5:20 AM
155	The role of self-evaluation of school	Dec 3, 2012 5:16 AM
156	Preparing students to leave second level education.	Dec 3, 2012 5:15 AM
157	Assistive Technologies for People with Disabilities in the context of access to education and training. Training for a High Quality Web Presence and/or Digital Identity in the context of employability and self advertisement/.	Dec 3, 2012 5:15 AM
158	Management in Education from an interpersonal perspective	Dec 3, 2012 4:17 AM

**Q4. Please suggest another theme of your choosing for the Mini-Conference:**

159	Global Educational issues and issues of poverty elevation	Dec 2, 2012 1:11 PM
160	Increasing the role of the business community in supporting education	Dec 2, 2012 4:48 AM
161	Promotion of mobility to Irish participants	Dec 1, 2012 3:59 PM
162	Partnerships - creating & sustaining	Nov 30, 2012 6:57 PM
163	The cross over between education and work	Nov 30, 2012 9:00 AM
164	Preparing pupils to leave formal education-the end of secondary or post primary education.	Nov 30, 2012 7:13 AM
165	Impact of Early Schooling	Nov 30, 2012 6:37 AM
166	VET in rural areas	Nov 30, 2012 6:29 AM
167	technology enhanced learning	Nov 30, 2012 6:27 AM
168	Culture and Identity	Nov 30, 2012 5:18 AM
169	Impact of projects - integration of Lifelong Learning (EU)	Nov 30, 2012 4:16 AM
170	Access to Employment Abroad	Nov 30, 2012 3:49 AM
171	Something involving Turkey	Nov 30, 2012 2:12 AM
172	Development and Maintenance of Professional Standards among Education Practitioners.	Nov 29, 2012 2:51 PM
173	Access to education and training	Nov 29, 2012 12:18 PM
174	teacher education	Nov 29, 2012 9:59 AM
175	1. Early School Leavers 2. Mobility between European schools (for staff and students)	Nov 29, 2012 8:52 AM
176	Early School Leaving Anti-Bullying Measures	Nov 29, 2012 6:38 AM



**Q5. What type of conference presentations or input(s) do you prefer?**

1	Opportunities for inclusion of field trips	Dec 17, 2012 2:45 PM
2	Small round-table discussions on topics presented with rapporteur report-back to conference followed by general discussion - presenters to be included	Dec 14, 2012 6:13 AM
3	Brain storming/group work	Dec 13, 2012 4:34 AM
4	small group activities	Dec 12, 2012 4:51 AM
5	Definitely not powerpoint. Have yet to remember anything from powerpoint presentation. Interactive is good.	Dec 11, 2012 1:26 AM
6	A combination of the above, to appeal to all participants, and to provide variety.	Dec 11, 2012 1:26 AM
7	Presentations of examples of projects and workshops to develop new avenues for lifelong learning	Dec 7, 2012 11:42 AM
8	I prefer Prezi to powerpoint, and would think that collaborative platforms like illuminate could also be considered	Dec 7, 2012 9:45 AM
9	Small working groups to learn from others	Dec 7, 2012 7:21 AM
10	I believe a multifaceted approach captures participants' attention	Dec 7, 2012 3:49 AM
11	Workshops	Dec 7, 2012 3:03 AM
12	lectures	Dec 6, 2012 2:06 PM
13	lectures	Dec 6, 2012 2:03 PM
14	Beneficiary it is interesting- where someone explains how they did their project	Dec 6, 2012 6:14 AM
15	A combination of presentation and workshop style event to allow for discussion of project practices and best practice models	Dec 6, 2012 6:03 AM
16	I think a mix of different styles is good and like Pecha Kucha is a presentation methodology in which 20 slides are shown for 20 seconds each	Dec 5, 2012 11:39 AM
17	Workshop	Dec 5, 2012 11:07 AM
18	Q&S afer a short presentaion is my own preferred option	Dec 5, 2012 6:40 AM
19	Find a dynamic, charismatic speaker who can present alternative viewpoints to stimulate thought /discussion.	Dec 5, 2012 6:00 AM
20	Combinations of the above	Dec 5, 2012 5:55 AM
21	Multi faceted. We have all become more sophisticated..Sophia..Wisdom	Dec 5, 2012 3:41 AM
22	Discussion type sessions	Dec 5, 2012 2:46 AM
23	Discussion groups with feedback	Dec 4, 2012 3:56 PM
24	Small group discussions perhaps following a speaker-audience talk	Dec 4, 2012 3:11 PM



**Q5. What type of conference presentations or input(s) do you prefer?**

25	I enjoy a mixture of the above	Dec 4, 2012 1:38 PM
26	Speaker input is fine and can be beneficial, but please not PPT-presentations	Dec 4, 2012 10:22 AM
27	Teachmeet	Dec 4, 2012 9:36 AM
28	practical workshops	Dec 4, 2012 9:03 AM
29	Group work - the island exercise used previously in Marino was interesting way of encouraging participation	Dec 4, 2012 8:55 AM
30	I like sessions that are participatory to discuss and learn together. I also find short theoretical or factual inputs by dynamic presenters	Dec 4, 2012 8:49 AM
31	Groups - where people would get a chance to share experience, ideas	Dec 4, 2012 8:23 AM
32	Webinar	Dec 4, 2012 8:17 AM
33	a variety of presentations, all power point gets boring.	Dec 4, 2012 7:34 AM
34	Workshops lead by knowledgeable, experienced people	Dec 4, 2012 7:34 AM
35	Diddiemination of students ideas and feed back	Dec 4, 2012 6:07 AM
36	Virtual	Dec 4, 2012 5:56 AM
37	Short - non technical . Focus on the human dimensions ...	Dec 4, 2012 4:06 AM
38	paper exercise included	Dec 4, 2012 2:43 AM
39	Group work sessions	Dec 4, 2012 2:18 AM
40	Observation of best practice in schools	Dec 4, 2012 1:29 AM
41	VLE	Dec 3, 2012 3:27 PM
42	Participatory workshops	Dec 3, 2012 11:42 AM
43	include short workshop session and a plenary session	Dec 3, 2012 9:45 AM
44	Love the notion of 3/4 workshops per day	Dec 3, 2012 9:13 AM
45	Combination of the above	Dec 3, 2012 6:40 AM
46	Active engagement with participants gathering their knowledge and opportunities for sharing (if numbers are low e.g. in workshops)	Dec 3, 2012 5:39 AM
47	Mixture of above	Dec 3, 2012 5:35 AM
48	a combination of the above	Dec 3, 2012 5:33 AM
49	Workshops - active participation	Dec 3, 2012 5:16 AM
50	Sharing from a client/service user-e.g. if theme is about disability I like to hear a person with a disability speak	Dec 3, 2012 5:15 AM
51	Workshops	Dec 3, 2012 3:06 AM

**Q5. What type of conference presentations or input(s) do you prefer?**

52	Rond table discussion	Nov 30, 2012 6:37 AM
53	Breakout sessions for sharing information and reporting back to general meeting	Nov 30, 2012 4:55 AM
54	showcase of projects	Nov 30, 2012 4:36 AM
55	combination of above	Nov 29, 2012 9:59 AM



**Q7. Please suggest another theme of your choosing for the Thematic Workshops?**

1	As BOVE	Dec 18, 2012 7:49 AM
2	Workplace Education: Workable solutions that encourage hard to reach learners with regards to improving functional skills	Dec 17, 2012 2:45 PM
3	Lessons learned feedback	Dec 16, 2012 2:42 PM
4	Linking in Curriculum Areas	Dec 16, 2012 9:22 AM
5	Multi-Disciplinary Symposium	Dec 14, 2012 6:46 AM
6	Exploring ways of communicating the activities and outcomes of the LLL programmes to those engaged in education and, (important) to the general public.	Dec 14, 2012 6:13 AM
7	Outdoor education	Dec 13, 2012 4:02 PM
8	Europe and its workings?	Dec 13, 2012 6:27 AM
9	Community	Dec 13, 2012 4:34 AM
10	Student participation ?	Dec 12, 2012 1:40 PM
11	Funding available to sponsor hosting organisation for further trainings/exchanges in Ireland	Dec 12, 2012 4:58 AM
12	Intergenerational activities	Dec 12, 2012 4:51 AM
13	Teaching Language	Dec 12, 2012 2:28 AM
14	Best Practise - Samples, How to develop best practise	Dec 11, 2012 3:39 PM
15	participant feedback on experience	Dec 11, 2012 6:19 AM
16	Use of film-making to promote social skills	Dec 11, 2012 5:14 AM
17	Developing and implementing a training plan for adult educators to ensure that current best practices are always used.	Dec 11, 2012 2:36 AM
18	Evaluation and Future input	Dec 11, 2012 1:26 AM
19	How to best create genuine and lasting professional links with partner schools and teachers.	Dec 11, 2012 1:26 AM
20	Group Dynamics	Dec 10, 2012 2:34 PM
21	Current and relevant trends to be aware of for future project development, Maximising the dissemination and "spread" of developed project material	Dec 10, 2012 2:48 AM
22	The learners voice, how best to incorporate this	Dec 10, 2012 2:44 AM
23	Impact of withdrawal of foreign language teaching in Primary schools	Dec 9, 2012 2:29 PM
24	Workshops encouraging creativity, authentic tasks and critical thinking	Dec 8, 2012 3:05 PM
25	Contact seminars for study visits and assistantships for Grundvig	Dec 7, 2012 11:42 AM
26	Open Tools and open data the way forward for europe	Dec 7, 2012 9:45 AM

**Q7. Please suggest another theme of your choosing for the Thematic Workshops?**

27	Language Learning in the EU	Dec 7, 2012 3:49 AM
28	Dissemination of project results/outcomes	Dec 7, 2012 2:43 AM
29	continuous learning and education	Dec 6, 2012 12:59 PM
30	Using Cloud technologies	Dec 6, 2012 9:56 AM
31	sharing skill sets and ideas	Dec 6, 2012 6:27 AM
32	methodologies in Adult learning	Dec 6, 2012 6:14 AM
33	Face to face mini study visit	Dec 6, 2012 5:30 AM
34	as above	Dec 6, 2012 3:08 AM
35	Establishing and maintaining partnerships with host countries.	Dec 6, 2012 1:39 AM
36	enterprise and innovation	Dec 5, 2012 3:45 PM
37	Practical organisation of joint projects	Dec 5, 2012 3:26 PM
38	Agreeing evaluation plans, tools, techniques, etc.	Dec 5, 2012 2:11 PM
39	Three themes given above	Dec 5, 2012 1:00 PM
40	What is available to me & my organisation - exhibition & presentations & information stands. Experiential learning Opportunity for peer learning Professional development networks for tutors	Dec 5, 2012 11:39 AM
41	Utilising the experience of retired individuals in LLP	Dec 5, 2012 9:36 AM
42	Training for Head Teachers only	Dec 5, 2012 8:00 AM
43	Re-examining the shared, core values of European Citizenship.	Dec 5, 2012 6:00 AM
44	Maximising the impact of learning mobility projects	Dec 5, 2012 4:12 AM
45	Understanding Europe.A guide to how we got here from the Greeks, Romans and Medieval thinkers.	Dec 5, 2012 3:41 AM
46	eportfolios, charting learner journey	Dec 5, 2012 2:46 AM
47	Experiences of Leargas programmes from participants in Secondary Education - practical examples of how students have benefitted.	Dec 4, 2012 4:42 PM
48	Strategies for encouraging European integration	Dec 4, 2012 3:56 PM
49	French culture	Dec 4, 2012 3:09 PM
50	Promotion of foreign language learning for teachers of subjects other than languages and how it would impact on European Citizenship .	Dec 4, 2012 2:51 PM
51	How to develop literacy skills through comenius project	Dec 4, 2012 2:29 PM
52	Trouble-shooting difficulties arising	Dec 4, 2012 2:06 PM
53	Developing sustainability Embedding innovation Diversity and equality in	Dec 4, 2012 1:57 PM

**Q7. Please suggest another theme of your choosing for the Thematic Workshops?**

	vocational training Addressing migration and labor mobility	
54	Dissemination of professional development initiatives. Developing and sustaining professional learning communities	Dec 4, 2012 1:07 PM
55	Teacher care	Dec 4, 2012 12:30 PM
56	evaluating childrens points of view as regards the project.	Dec 4, 2012 10:48 AM
57	Sharing good practice in maths, science and technology. Sharing and developing resources.	Dec 4, 2012 10:36 AM
58	Examples of previous successful applications.	Dec 4, 2012 9:56 AM
59	The role of social media in education	Dec 4, 2012 9:03 AM
60	Innovative project outputs - moving beyond websites and CDs....	Dec 4, 2012 8:55 AM
61	inclusive practice in adult education Innovation teaching and learning strategies Transformative education	Dec 4, 2012 8:49 AM
62	Citizen Science for children's involmment	Dec 4, 2012 8:40 AM
63	The Value for Money of these Programmes, The Quality of the courses funded- value for money? Maximising awarness of programmes and having more participants with perhaps more courses geared towards mathematics, literacy as opposed to drama etc.	Dec 4, 2012 8:26 AM
64	Maximising benefits on participants	Dec 4, 2012 8:23 AM
65	planning for additionality and multiplier effects	Dec 4, 2012 8:21 AM
66	Managing intercultural relationships and processes within European projects	Dec 4, 2012 7:49 AM
67	Improving comprehension skills in oral language and literacy in any language	Dec 4, 2012 7:34 AM
68	Improving communication links between partners to atrengthen the project process	Dec 4, 2012 7:32 AM
69	What works in terms of good applications How to prepare for being a host/ coordinating partner	Dec 4, 2012 7:30 AM
70	Assessment and moderation practices in school-based assessment	Dec 4, 2012 6:15 AM
71	Inclusive approach to teaching and the development of such a theme on a pan European scale.	Dec 4, 2012 6:09 AM
72	Comenius/disability	Dec 4, 2012 6:07 AM
73	Networking skills and opportunities	Dec 4, 2012 5:56 AM
74	Using European Projects Strategically to Achieve School Improvement Plans.	Dec 4, 2012 4:27 AM
75	Sustainability ---- what make a project last ..... what are the key ingredients/qualities of a long lasting partnership/programme	Dec 4, 2012 4:06 AM
76	none	Dec 4, 2012 3:27 AM

**Q7. Please suggest another theme of your choosing for the Thematic Workshops?**

77	Literacy teaching - all kinds of literacy	Dec 4, 2012 2:43 AM
78	International Co-ordination	Dec 4, 2012 2:18 AM
79	Resource development	Dec 4, 2012 1:29 AM
80	How to find partners.	Dec 4, 2012 12:23 AM
81	VLE Creating a Blog Creating a virtual on line audiovisual leaf turning book	Dec 3, 2012 3:27 PM
82	Building relationships between schools and business	Dec 3, 2012 1:52 PM
83	Workshops for pupils to showcase project ideas to them and show them techniques and ways of communicating using modern technologies	Dec 3, 2012 12:57 PM
84	Educational benefits to project participants	Dec 3, 2012 12:37 PM
85	Budgeting the Comenius grant!	Dec 3, 2012 12:32 PM
86	For study visits, a week long course on a specific subject or methodology e.g. cooperative learning, Behaviour management etc..	Dec 3, 2012 12:06 PM
87	Networking and partnership building	Dec 3, 2012 12:06 PM
88	Second chance education in relation to adults	Dec 3, 2012 11:47 AM
89	Making an application for project	Dec 3, 2012 11:42 AM
90	School twinning	Dec 3, 2012 10:40 AM
91	Importance of EU for Cultural Exchange. Euro and Economic Development.	Dec 3, 2012 10:03 AM
92	Maximising Education Management in Europe	Dec 3, 2012 9:55 AM
93	Early education common european themes and divergence	Dec 3, 2012 9:45 AM
94	Best Practice with Projects to date!	Dec 3, 2012 9:13 AM
95	Linking results to future initiatives	Dec 3, 2012 8:35 AM
96	Prevention of Early School Leaving	Dec 3, 2012 8:25 AM
97	Effective communication through various media	Dec 3, 2012 8:05 AM
98	Exploitation of results	Dec 3, 2012 7:58 AM
99	Project management	Dec 3, 2012 6:37 AM
100	study visits.	Dec 3, 2012 6:26 AM
101	Sharing Evolving best practice A European Teacher in 21 Century..The Meaning of life?	Dec 3, 2012 5:46 AM
102	Family Literacy/ Family Learning Engaging hard to reach groups that are/will be very marginalised if they don't come back to education	Dec 3, 2012 5:39 AM
103	Literacy and Numeracy-approaches of other countries to improving both	Dec 3, 2012 5:35 AM

**Q7. Please suggest another theme of your choosing for the Thematic Workshops?**

104	developing an evidence based practice approach to programme design and development	Dec 3, 2012 5:33 AM
105	I like your suggestions above.	Dec 3, 2012 5:27 AM
106	Modes of assessment of 15/16 year old students	Dec 3, 2012 5:16 AM
107	Working with Parents in a meaningful way.	Dec 3, 2012 5:15 AM
108	Plese see suggestions in 4 above which could provide intersting perspectives on a main theme?	Dec 3, 2012 5:15 AM
109	Video conference of the group you were with to discuss the follow uo	Dec 3, 2012 4:17 AM
110	Collaborative tools	Nov 30, 2012 9:00 AM
111	How the Lifelong Learning Programme addresses the six priority areas in the White Paper. Participants share ideas on Lifelong Learning from their countries.	Nov 30, 2012 7:13 AM
112	Developing strategies that challenges long term unemployment	Nov 30, 2012 6:37 AM
113	Examples of Collaboration on Eusropean projects	Nov 30, 2012 6:29 AM
114	Big Data in Health	Nov 30, 2012 6:27 AM
115	Ho w to build on successful partnerships and how to continue working with partners; what supports may be available for this.	Nov 30, 2012 5:18 AM
116	Working with partners: dividing work tasks, ensuring compliance, etc.	Nov 30, 2012 4:55 AM
117	Exploitation of project results - potentail to influence policy and implement best practices at local, regional, national and EU level	Nov 30, 2012 4:36 AM
118	Progression to the workplace	Nov 30, 2012 3:49 AM
119	Maximising the impact of learning mobility projects	Nov 29, 2012 12:18 PM
120	can't think of any	Nov 29, 2012 9:59 AM
121	The next step (after your project is completed, how to extend it)	Nov 29, 2012 8:52 AM
122	Developing a European Charter against CYBERBULLYING	Nov 29, 2012 6:38 AM





**Q8. Please add any other comments on these events for 2013:**

1	Good Luck	Dec 16, 2012 9:22 AM
2	Video record for wide dissemination	Dec 14, 2012 6:13 AM
3	Leargas Lifelong Learning Programmes and Conferences are essential to afford businesses and individuals the opportunities through which we can acquire knowledge, skills and improve our product offering to locals and visitors alike.	Dec 13, 2012 6:27 AM
4	Very important to maximise involvement of as many schools as possible	Dec 12, 2012 2:43 AM
5	The location and venue is very important.	Dec 12, 2012 2:28 AM
6	Keep doing the good work, I found very interesting visiting other project in Europe and to apply it in my on context. Continuous exchange of ideas it is extremely helpful.	Dec 11, 2012 7:54 AM
7	valuing participation	Dec 11, 2012 6:19 AM
8	I would be very interested to see further Arts- based workshops and conferences to raise awareness of the benefits of the Arts in aiding social inclusion and self expression skills, and in learning new ways to use ICT to further creative projects, and using creative projects to increase ICT skills and interest (including film-making skills).	Dec 11, 2012 5:14 AM
9	I attended a contact seminar in Seville recently and this was such a positive experience. It was wonderful to meet with other participants with a common goal and interest - thank you Grundtvig.	Dec 11, 2012 2:36 AM
10	I would more personal support with queries.It can be difficult to access personel by phone.	Dec 11, 2012 1:26 AM
11	I often feel that I am just starting to learn from and share professional stories with a visiting teacher on a mobility when the visit comes to an end. I would be very interested in learning from Irish teachers who have long-term professional partnerships with teachers and schools in other European countries.	Dec 11, 2012 1:26 AM
12	Many community groups have little understanding of LLp and study visits, access to community development practitioners to explain could be beneficial.	Dec 7, 2012 11:42 AM
13	Thanks for the opportunity to have an input into the process.	Dec 7, 2012 9:45 AM
14	It would be worthwhile knowing the structure of the combined programmes going forward.	Dec 7, 2012 8:19 AM
15	Perhaps you could look at a venue outside of Dublin in the Midlands to make it more accessible.	Dec 7, 2012 3:03 AM
16	Given the poor rural transport options in Ireland, some financial assistance to attend these planned seminars would be beneficial	Dec 6, 2012 12:59 PM
17	in 2012, Innovation presentation a run down on the application eform was very helpful Although familiar with eforms, I learned alot as I have experience of mistakes (not saving a copy, closing the e form before printing it etc) and management tho the pages- did not know about tools to page down or copy a page .Easier management can help with the quality of the application. Also	Dec 6, 2012 6:14 AM

**Q8. Please add any other comments on these events for 2013:**

	to see a complex eform filled in reduces the hesitation to move on to more challenging projects	
18	keep it relevant to the classroom	Dec 6, 2012 3:08 AM
19	The above themes are similiar in many ways. There is alot of really good inclusive projects that are taking place at a European level that are worthy of deseminatation and make give educators food for thought regarding practice that works as many educators are challenged by the squeeze on resources...just a thought. Good luck with this year's planning.	Dec 5, 2012 1:00 PM
20	Looking forward more information	Dec 5, 2012 11:39 AM
21	Leargas has opened windows to children who may never have opportunities to become involved in projects.	Dec 5, 2012 8:00 AM
22	It is bewcoming increasingly more difficult for our head office to committ to project s because of lack of resource personnel.	Dec 5, 2012 6:40 AM
23	Our BRIDGE Grundtvig project was brilliant. Both learners and staff benefited greatly. We kept our theme and our processes as simple and as clear as possible.	Dec 5, 2012 6:00 AM
24	European-wide approach to best practice in regard to educational disadvantage could be very beneficial because of the similarities in respect of disengagement in education that is realised across the board.	Dec 5, 2012 5:34 AM
25	Relevance of programmes for Secondary Schools needs to be outlined again as technology and new JC advance.	Dec 4, 2012 4:42 PM
26	feedback on how LLP & mobility projects can be sold to educators and to encourage new applicants for the various projects	Dec 4, 2012 3:56 PM
27	For Comenius In-service language training please remove the requirement for courses to have a pedagogical/methodology component. These courses are difficult to source. What teachers need is total immersion in the language. We have enough methodology courses within our subject areas at home!	Dec 4, 2012 2:51 PM
28	Please give plenty of notice beforehand	Dec 4, 2012 2:29 PM
29	Need for a fresh and dynamic approach to innovative learning. Focus on youth engagement is critical so use of media enhanced learning is worthwhile. Reality of impact of crisis must be addressed in erms of creating perspectives informed by viable inovation and creativity	Dec 4, 2012 1:57 PM
30	Thank you so much for everything!	Dec 4, 2012 1:38 PM
31	It is not easy to justify taking a half day off work to attend any meetings now. If Léargas are really sincere about contacting and attracting teachers, meetings shouldn't be held during school hours, The larger towns/city may be different. But for rural schools it proves difficult as we also factor in travel time to the destination again eroding the teaching day and des incentivising the project for principals.	Dec 4, 2012 1:28 PM
32	Thank you for always having the workshops in English as I am such a pleb without any other language skills.	Dec 4, 2012 11:32 AM

**Q8. Please add any other comments on these events for 2013:**

33	the opportunity to discuss and share idead with other schools as regards as projecr would be valuable.	Dec 4, 2012 10:48 AM
34	Workshops and events are a great source of support and inspiration to adult educators. It would be ideal if we could maintain virtual links with educators throughout Europe after we meet.	Dec 4, 2012 10:36 AM
35	Good luck with your planning - I look forward to attending.	Dec 4, 2012 8:55 AM
36	I have found Léargas to be a very effective and efficient organisation and I look forward to the conference and workshops.	Dec 4, 2012 8:21 AM
37	Case study examples of different types of projects and activities would be very useful	Dec 4, 2012 7:49 AM
38	I think increasingly people find it difficult to get time off work to attend seminars-the costs, the time involved in travelling etc can be expensive for organisations. Many people also now have reduced working hours, therefore a half day seminar may be considered too much time away from work. I would suggest running some online webinars on different themes, this may facilitate more people to become involved & to get first hand information. I have listened to a number of live webinar events, asked questions, joined in online discussions & have found them extremely useful.	Dec 4, 2012 5:48 AM
39	Short half day conferences would also be beneficial to attract specific groups e.g. special education schools.	Dec 4, 2012 4:27 AM
40	More time to hear from other participant teachers / educators . More time to share ideas , successes etc .	Dec 4, 2012 4:06 AM
41	I hope some of the events/ workshops take place outside of Dublin- Limerick, Cork, Galway, Waterford and Letterkenny are all cities with adult learning projects or services and lifelong learning initiatives.	Dec 4, 2012 3:27 AM
42	I have benefited so much from the Study Visits I was on (two) and have a thirst for more knowledge. The networks created from the visits are ongoing and have resulted in a greater understanding and support on issues such as environmental education pan Europe.	Dec 4, 2012 2:43 AM
43	Workshops and Conferences are ideal for networking Some ice breaker activities are good as they force people to talk to each other	Dec 4, 2012 2:18 AM
44	The experience of othes is always very interesting, time for networking at events is vital.	Dec 4, 2012 1:40 AM
45	Excellent resource and opportunity especially for small disadvantaged schools	Dec 3, 2012 3:27 PM
46	This European wide programme is well worth the effort and a great type of continuous professional development	Dec 3, 2012 1:52 PM
47	Examining concrete results is more valuable than abstract speculations.	Dec 3, 2012 12:37 PM
48	Have found all seminars by Leargas very beneficial and professional so far - keep up the good work!	Dec 3, 2012 12:32 PM
49	a few different dates for same course so a choice to make at least one of them..	Dec 3, 2012 10:11 AM

**Q8. Please add any other comments on these events for 2013:**

50	Solidarity among European Citizens.	Dec 3, 2012 10:03 AM
51	Please make sure that the priority of participants are people at grass roots level and not ALL at policy level	Dec 3, 2012 9:45 AM
52	Please have the workshops in the afternoon as opposed to the mornings. This saves an entire day being lost if one is based in Dublin	Dec 3, 2012 9:33 AM
53	It is great to meet our colleagues in other EU countries.	Dec 3, 2012 9:13 AM
54	The opportunity to participate in these programmes has been of utmost importance to our organisation and schools. The benefits are on-going and self sustaining. I hope to see the programme continue in some guise.	Dec 3, 2012 8:25 AM
55	A practical seminar for Comenius students on teaching your language abroad would be very useful. Also, if we were put in contact with natives of the country we are staying in who are doing an assistantship in Ireland (e.g. I'm in France. If I was paired with a French person working in Ireland) that would be great and would cultivate better bilingual projects	Dec 3, 2012 8:23 AM
56	That email did not explain what this is about at all, so I don't really know what this is referring to...	Dec 3, 2012 6:53 AM
57	n/a	Dec 3, 2012 6:37 AM
58	Looking forward to being able to participate in one of the workshops.	Dec 3, 2012 6:26 AM
59	I would love to participate and contribute as all Léargas and EU partnerships and initiatives are so worth while especially now in a time of global uncertainty and challenges to professionalism and the foundation of the EU. DR. Daithí O Murchú domurchu1@gmail.com Ladyswell NS D 15	Dec 3, 2012 5:46 AM
60	Literacy focus as there is renewed government interest in Ireland on Literacy and Numeracy Strategy across all strands of education at present	Dec 3, 2012 5:39 AM
61	I would like if more of our colleagues would access them. Perhaps they need to be advertised more widely.	Dec 3, 2012 5:35 AM
62	I think this mini conference is a good idea as it will allow for dissemination and networking with like minded professionals.	Dec 3, 2012 5:27 AM
63	Well done, good variety.	Dec 3, 2012 5:15 AM
64	Thank you!	Dec 3, 2012 5:15 AM
65	Sometimes the timing is difficult. Short morning sessions are good or afternoon sessions beginning after lunch. I realise this is my perspective from Dublin. But afternoons are easier, workwise.	Dec 2, 2012 1:11 PM
66	Well done, I am looking forward to it.	Nov 30, 2012 7:13 AM
67	I think it is very important that ample notification is given on these events to ensure greater participation.	Nov 30, 2012 6:37 AM
68	Being able to see the results of European cooperation and collaboration would be very beneficial to those taking part in study visits for the first time.	Nov 30, 2012 6:29 AM
69	Learning from each others experiences of co-ordinating EU funded project -	Nov 30, 2012 4:36 AM

**Q8. Please add any other comments on these events for 2013:**

	whats the added value	
70	Pls support the conferences with material and founs on website and use social media (twitter) to disseminate discussions and conference material	Nov 30, 2012 4:16 AM
71	Students who have participated could give their viewpoint on mobility projects and perhaps suggest improvements from their perspective	Nov 30, 2012 3:49 AM
72	Generally I'm very pleased with the opportuniyies to network with professionals in other countries; it is so worthwhile in an ever developing states of Europe	Nov 30, 2012 2:12 AM
73	These programmes have been of huge benefit and I would like to see them continue in some guise into the future.	Nov 29, 2012 8:52 AM

**QUESTION 4 PLEASE SUGGEST ANOTHER THEME OF YOUR CHOOSING FOR THE MINI-CONFERENCE:**

**Cultural Issues**

Culture  
Heritage sites in Western Europe  
Racism  
Human rights  
Anti-racism work  
Cultural exchange programme for staff and or students  
Rights and responsibilities  
Common European heritage  
Intercultural education  
Integration  
Culture  
Multiculturalism  
Experiencing cultural diversity  
Culture and identity

**Language**

Learning a European language  
Communicating with non native speakers of English  
Bi lingualism  
Foreign language learning for children with special needs in mainstream education  
Languages of the EU  
The use of technology in the teaching of a modern language  
Importance of teaching and learning languages  
Developing language skills – training for Assistants  
Language resources and training for teachers  
Promotion in language learning  
Languages  
Language in primary education  
Language teaching  
Languages in primary schools  
Plurilingualism  
How to teach your language abroad a practical guide  
Language learning

**Children's rights**

Childrens rights in particular the rights of children of prisoners  
Impact of early schooling

**Employability/Crisis**

Workplace upskilling for older employees who had been early school leavers  
Early school leavers  
Early school leaving anti-bullying measures  
Employability  
Educational guidance to long term unemployed and other disadvantaged groups

**Networking/Communication**

Building Collegiality  
Global network  
European mobility, networking and partnerships  
Access to funding and better ways of networking. How target groups and participants could be better engaged.  
Sharing good practice  
Opportunities/participation for candidate countries

## **ICT/Future**

Technology in education

Using ICT to encourage trans-European educational collaboration

21<sup>st</sup> century pre-primary and primary schools

IT

Transnational e-learning provision, intercultural and international competencies and skills

Use of ICT in education

ICT in the educational environment

How about Web 2 tools and the readwrite web for supporting transnational collaboration?

Cloud resources

IT

Technology in education, digital techniques in the classroom. Creative and innovative learning.

ICT supported pedagogic skills for teachers

ICT training

E-learning

Incorporating ICT into the teaching of adult literacy

Training for a high quality web presence and/or digital identity in the context of employability and self-advertisement

Technology enhanced learning

## **Mainstreaming**

Ways to continue developing and use what we have learned during our project in the future.

How to evaluate a project

Writing strategies

## **Miscellaneous/Unclear**

Resources

Educational research

School self-evaluation

Making one more employable in a recession

Educational management

Exchange of professional practice

Integration of generic/transferrable/employability skills within education and vocational training provision

Learner directed education for young entrepreneurs

Delivering learner centred culturally relevant policy aware quality programmes for those who are socially and economically marginalised in society

Disadvantage education

Access to education and training

Education for lifelong learning or learning for education

Supporting mature graduates into employment

The importance and relevance of education and training even in a recession

Communications and media –maintaining links and access to resources

Innovative learning in a time of crisis

Inservice teacher training

Upcoming inservice available

Recession and regeneration: How we as educators can help in dealing with recession – how to reenergise?

VET in rural areas

## **Lifelong Learning**

Art and Creativity for the Active Retired

Creativity and personal development

How lifelong learning in communities can create a better quality of social and economic health.

Lifelong learning for all

Development of volunteering for 50+

The continuum of teacher education from initial to induction to continuing professional development



Best practice: working with disadvantage: literacy, multi-lingual environments, mental health and SEN  
Taking advantage of the experience and insight of retirees in the field of adult learning.  
Nature and the Environment  
Drama  
Learning in later life

### **Europe**

Grundtvig thematic networks and workshops  
Graduate opportunity in EU  
Arts across Europe  
Leading and managing European partnership  
Best practice in education – a comparative study across Europe  
Policy themes and trends - key ideas in Europe coming our way  
Best practice in education – a comparative study across Europe  
Policy themes and trends - key ideas in Europe coming our way  
Common themes in education across Europe – finding areas where we can work together  
Education policy and trends across the EU  
Examining management systems in European schools  
Information about Leargas services  
Effects of EU policy on adult education / lifelong learning: the results of the demand for ‘re-skilling’  
How does your organisation benefit from European projects?  
Music across Europe  
Learning mobility  
E-twinning in multilateral projects  
Developing international projects  
European migration and its effect on education  
Early years education: a European priority and preventative approach  
Building bridges between our EU neighbours  
Sharing of best practice  
Management of change in 21<sup>st</sup> century EU  
Comparative educational systems and approaches in member states of the European Union  
Maximising cooperation with European partners  
Aligning educational research across Europe  
Management in education from an international perspective  
Promotion of mobility to Irish participants  
Partnerships – creating and sustaining  
Impact of projects – integration of lifelong learning (EU)  
Access to employment abroad  
Something involving Turkey  
Development and maintenance of professional standards among Education practitioners  
Mobility between European schools (for staff and students)

### **Education policies and practice**

Addressing bullying/cyber bullying in schools  
Education and employability  
International continuous professional development for teachers and other education staff in literacy and numeracy approaches for all learners  
Environmental education  
Environmental issue in education and outdoor learning  
Language in education  
Biodiversity  
Education and training in rural areas  
Me and the Wider World (SPHE) as strand in Early Education Curriculum  
Something Maths related  
Co-operative learning

Adult education with reference to accessing the employment market  
Coordinated curriculums  
Self evaluation in education teacher well-being  
Teacher education  
Environmental issues or Human Rights issues  
The role of self-evaluation of school  
Preparing students to leave second level education  
Global educational issues and issues of poverty alleviation  
Increasing the role of the business community in supporting education  
The cross over between education and work  
Preparing pupils to leave formal education – the end of secondary or post primary education  
Access to education and training  
Teacher education

### **Learning as pedagogy**

Using different learning approaches to encourage active learning  
Storytelling in educative activities  
Subject specific areas in primary education  
Best practice in adult education  
Evaluating volunteerism  
21<sup>st</sup> century learning  
Innovation teaching and learning strategies  
Transformative education  
Non formal learning and the pressure on traditional community education sector  
Tapping into the learning styles of adult learners

### **Literacy**

Promoting literacy and numeracy in primary education  
Literacy and numeracy motivation  
Maybe literacy and numeracy  
Increasing literacy and numeracy levels  
Assessment in adult literacy  
Integration of disadvantaged groups into basic adult education  
Family learning/literacy area of literacy learning

### **SEN**

Special needs  
Inclusion and useful practices  
Successful inclusive practice  
Making the most of assessment techniques in educational settings  
Supporting children with diverse needs in educational and health settings  
Meaningful inclusion  
Accessing work for people with disabilities  
Special educational needs at European level – what works?  
Basic skills  
Prison education  
Rehabilitation an education  
Working within the prison system  
Inclusive practice in adult education  
Facilitating inclusion  
Inclusion of people with special education needs in education including exceptionally able students  
Managing diversity in the classroom  
Differentiating learning in the classroom for mixed abilities  
Social inclusion  
Social inclusion in times of recession

Special needs education  
Inclusive education – challenges and rewards  
Addressing the needs of students with special needs  
Assistive technologies for people with disabilities in the context of access to education and training.

(176 comments)

#### **Q5. WHAT TYPE OF CONFERENCE PRESENTATIONS OR INPUTS DO YOU PREFER?**

##### **Misc**

Opportunities for inclusion of field trips  
Teachmeet  
Dissemination of student's ideas and feedback  
Short, non technical focus on the human dimensions  
Showcase of projects

##### **Interactive - groupwork**

Small working groups to learn from others  
Small group activities  
Group work – the island exercise used previously in Marino was an interesting way of encouraging participation  
Groups where people get a chance to share experience, ideas  
I like sessions that are participatory to discuss and learn together. I also find short theoretical or factual inputs by dynamic presenters  
Paper exercise included  
Group work sessions  
Small round table discussions on topics presented with a rapporteur report back to conference followed by general discussion – presenters to be included.  
Roundtable discussion  
Brainstorming / group work  
Break out sessions for sharing information and reporting back to general meeting

##### **Not Powerpoint**

Definitely not Powerpoint. Have yet to remember anything from Powerpoint presentation, Interactive is good. I prefer Prezi to Powerpoint and would think that collaborative platforms like Illuminate could also be considered.

##### **Combination of approaches**

A combination of the above, to appeal to all participants and to provide variety  
I believe a multifaceted approach captures participant's attention.  
A combination of presentation and workshop style event to allow for discussion of project practices and best practice models.  
Include a short workshop session and a plenary session  
Love the notion of 3 or 4 workshops per day  
I think a mix of different styles is good and like Pecha Kucha is a presentation methodology in which 20 slides are shown for 20 seconds each.  
Combinations of the above  
Multi-faceted. We have all become more sophisticated. Sophia. Wisdom.  
I enjoy a mixture of the above  
Combination of the above  
Combination of above

## **Workshops**

Workshops to develop new avenues for lifelong learning.

Workshops

Workshop

Practical workshops

Workshops led by knowledgeable, experienced people

Participatory workshops

Workshops – active participation

Workshops

## **Lectures**

Lectures

Lectures

## **Presentation of projects**

Presentations of examples of projects

Beneficiary it is interesting – where someone explains how they did their project

Presentation

Q&S after a short presentation is my own preferred option.

Discussion type sessions

Discussion groups with feedback

Small group discussions perhaps following a speaker-audience talk

A variety of presentations, all Powerpoint gets boring

Observation of best practice in schools

## **Speaker focused**

Find a dynamic, charismatic speaker who can present alternative viewpoints to stimulate thought/discussion.

Speaker input is fine and can be beneficial but please not PPT presentations

Short theoretical or factual inputs by dynamic presenters

Sharing from a client/service user e.g. if theme is about disability I would like to hear a person with a disability speak

## **ICT**

Virtual

Webinar

VLE

Teachmeet

## **Q7 PLEASE SUGGEST ANOTHER THEME OF YOUR CHOOSING FOR THE THEMATIC WORKSHOPS?**

### **Workplace / employability**

Workplace Education: workable solutions that encourage hard to reach learners with regards to improving functional skills

What is available for me and my organisation? Exhibition and presentations and information stands.

Experiential learning. Opportunity for peer learning. Professional development networks for tutors.

Developing strategies that challenge long term unemployment

Progression to the workplace

### **General**

Lessons learned feedback

Participant feedback on experience

Workshops encouraging creativity, authentic tasks and critical thinking

Enterprise and innovation

Building relationships between school and business

Utilising the experience of retired individuals in LLP

Prevention of early school leaving

Big data in health

### **Learning**

Continuous learning and education

Sharing skill sets and ideas

Methodologies in adult learning

Student participation

Group Dynamics

The learner's voice – how best to incorporate this?

e-portfolios charting learner's journey

Evaluating children's points of view as regards the project

Innovation teaching and learning strategies

Transformative education

### **Formal Education**

Linking in Curriculum Areas

Multi-disciplinary Symposium

Outdoor education

Teaching language

Impact of withdrawal of foreign language teaching in Primary schools

Training for head teachers only

Teacher care

Citizen Science for children's involvement

Assessment and moderation practices in school based assessment

Literacy teaching all kinds of literacy

Educational benefits to project participants

Sharing evolving best practice: A European Teacher in 21 Century the meaning of life?

Modes of assessment of 15/16 year old students

Working with parents in a meaningful way

### **Language**

Improving comprehension skills in oral language and literacy in any language

## **ICT**

The role of social media in education

Innovative project outputs moving beyond websites and CDs

VLE creating a blog, creating a virtual on line audiovisual leaf turning book

Workshops for pupils to showcase project ideas to them and show them techniques and ways of communicating using modern technologies

Video conference of the group you were with to discuss the follow up

Collaborative tools

## **Adult Education / VET**

Developing and implementing a training plan for adult educators to ensure that current best practices are always used.

Developing sustainability

Embedding Innovation

Diversity and equality in vocational training

Addressing migration and labour mobility

Inclusive practice in adult education

Second chance education with relation to adults

Family literacy / family learning – engaging hard to reach groups that are / will be very marginalised if they don't come back to education

Literacy and numeracy approaches of other countries to improving both

## **Community Groups**

Community

Intergenerational activities

Use of film making to promote social skills

Developing and sustaining professional learning communities

Sharing good practice in maths, science and technology. Sharing and developing resources.

## **Project Management**

Trouble shooting difficulties arising

Improving communication links between partners to strengthen the project process

International coordination

Resource development

Budgeting the Comenius grant!

For study visits a week long course on a specific subject or methodology e.g. cooperative learning, behaviour management etc

How to find partners?

Networking and partnership building

Making an application for a project

Effective communication through various media

Exploitation of results

Project management

## **Europe / partnership**

Funding available to sponsor hosting organisation for further training/exchange in Ireland

Exploring ways of communicating the activities and outcomes of the LLL programmes to those engaged in education and (important) to the general public

Europe and its workings

Best practice samples – how to develop best practice?

Evaluation and future input

How to best create genuine and lasting professional links with partner schools and teachers

Current and relevant trends to be aware of for future project development. Maximising the dissemination and spread of developed project material.

Contact seminars for study visits and assistantships for Grundtvig

Open Tools and open data – the way forward for Europe

Language learning in the EU

Dissemination of project results / outcomes

Face to face mini study visit

Establishing and maintaining partnerships with host countries

Practical organisation of joint projects

Agreeing evaluation plans, tools, techniques etc

Re-examining the shared, core values of European citizenship

Maximising the impact of learning mobility projects

Understanding Europe. A guide to how we got there from the Greeks, Romans and Medieval thinkers.

Experiences of Leargas programmes from participants in Secondary Education – practical examples of how students have benefitted.

Strategies for encouraging European integration

French culture

Promotion of foreign language learning by teachers of subjects other than languages and how it would impact on European Citizenship.

How to develop literacy skills through Comenius project

Examples of previous successful applications

The value for money of these programmes. The quality of the courses funding – are they value for money?

Maximising awareness of programmes and having more participants with perhaps more courses geared towards mathematics, literacy as opposed to drama etc.

Maximising benefits on participants

Planning for additionality and multiplier effects

Managing intercultural relationships and processes within European projects

What works in terms of good applications? How to prepare for being a host/coordinating partner?

Inclusive teaching and the development of such a theme on a pan European scale

Comenius / disability

Networking skills and opportunities

Using European projects strategically to achieve school improvement plans

Sustainability – what makes a project last? What are the key ingredients/qualities of a long lasting partnership / programme?

School twinning

Importance of EU for cultural exchange, euro and economic development

Maximising education management in Europe

Early education – common European themes and divergence

Best practice with projects to date

Linking results to future initiatives

Developing an evidence based practice approach to programme design and development

How the lifelong programme addresses the six priority areas in the White paper. Participants share ideas on Lifelong Learning from their countries.

Examples of collaboration on European projects

How to build on successful partnership and how to continue working with partners: what supports may be available for this?

Working with partners: dividing work tasks, ensuring compliance etc.

Exploration of project results: potential to influence policy and implement best practices at local, regional, national and EU level.

Maximising the impact of learning mobility projects

The next step (after your project is completed, how to extend it?)

Developing a European Charter against Cyberbullying

**Q. 8 PLEASE ADD ANY OTHER COMMENTS ON THESE EVENTS FOR 2013:**

Good luck

**Dissemination**

Video record for wide dissemination

Workshops and events are a great source of support and inspiration to adult educators. It would be ideal if we could maintain virtual links with educators throughout Europe after we meet.

**Commendations**

Leargas lifelong learning programmes and conferences are essential to afford businesses and individuals the opportunities through which we can acquire knowledge, skills and improve our product offering to locals and visitors alike.

Keep doing the good work I found it very interesting visiting other projects in Europe and to apply it to my own context. Continuous exchange of ideas is extremely helpful.

I attended a contact seminar in Seville recently and this was such a positive experience. It was wonderful to meet other participants with common goals and interest – thank you Grundtvig.

Thanks for the opportunity to have an input into the process.

Leargas has opened windows to children who may never have opportunities to become involved in projects.

Thank you so much for everything!

Thank you for always having the workshops in English as I am such a pleb without any other language skills.

Good luck with your planning. I look forward to attending.

I have found Leargas to be a very effective and efficient organisation and I look forward to the conference and workshops.

I have benefitted so much from the Study visits I was on (two) and have a thirst for more knowledge. The networks created from the visits are ongoing and have resulted in a greater understanding and support on issues such as environmental education pan Europe.

The opportunity to participate in these programmes has been of utmost importance to our organisation and schools. The benefits are on-going and self-sustaining. I hope to see the programme continue in some guise.

These programmes have been of huge benefit and I would like to see them continue in some guise into the future.

I think this mini conference is a good idea as it will allow for dissemination and networking with like minded professionals.

Well done, good variety.

Well done, I am looking forward to it.

Thank you!



## **Participation / Timing**

Very important to maximise involvement of as many schools as possible  
Relevance of programmes for secondary schools needs to be outlined again as technology and new Junior Certificate advance.

Valuing participation

Feedback on how LLP and mobility projects can be sold to educators and to encourage new applicants for the various projects.

Please give plenty of notice beforehand!

More time to hear from other participant teachers /educators. More time share ideas, successes etc.

It is not easy to justify taking a half day off work to attend any meetings now. If Leargas are really sincere about contacting and attracting teachers, meetings shouldn't be held during school hours. The larger towns/city may be different but for rural schools it proves difficult as we also factor in travel time to the destination again eroding the teaching day and DES incentivising the project for principals.

The opportunity to discuss and share ideas with other schools as regards a project would be valuable.

Short half day conferences would also be beneficial to attract specific groups e.g. special education schools.

Workshops and conferences are ideal for networking. Some ice breaker activities are good as they force people to talk to each other.

The experiences of others is always very interesting, time for networking at events is vital.

A few different dates for same course so a choice made to make at least one of them.

Please make sure that priority of participants are people at grass roots level and not ALL at policy level.

Please have the workshops in the afternoon as opposed to mornings. This saves an entire day being lost if one is based in Dublin

I would like if more of our colleagues would access them. Perhaps they need to be advertised more widely.

Sometimes the timing is difficult. Short morning sessions are good or afternoon sessions beginning after lunch. I realise this is my perspective from Dublin but afternoons are easier, workwise.

It think that it is very important that ample notification is given on these events to ensure greater participation.

## **Themes**

The above themes are similar in many ways. There is a lot of really good inclusive projects that are taking place a European level that are worthy of dissemination and might give educators food for thought regarding practice that works as many educators are challenged by the squeeze on resources – just a thought. Good luck with this years planning.

Need for a fresh and dynamic approach to innovative learning. Focus on youth engagement is critical so use of media enhanced learning is worthwhile. Reality of impact of crisis must be addressed in terms of creating perspectives informed by viable innovation and creativity.

Case study examples of different types of projects and activities would be very useful.

Solidarity among European Citizens

Literacy focus as there is renewed government interest in Ireland on literacy and numeracy strategy across all strands of education at present.

### **Location/Venue**

The location and venue is very important.

Perhaps you could look at a venue outside of Dublin in the Midlands to make it more accessible.

I hope some of the events /workshops take place outside of Dublin – Limerick, Cork, Galway, Waterford and Letterkenny are all cities with adult learning projects or services and lifelong learning initiatives.

### **Finance/resources**

Given the poor rural transport options in Ireland, some financial assistance to attend these planned seminars would be beneficial.

It is becoming increasingly more difficult for our head office to commit to projects because of lack of resource personnel.

I think increasingly people find it difficult to get time off work to attend seminars – the costs, the time involved in travelling etc can be expensive for organisations. Many people also now have reduced working hours, therefore a half day seminar may be considered too much time away from work. I would suggest running some online webinars on different themes, this may facilitate more people to become involved and to get first hand information. I have listened to a number of live webinar events, asked questions, joined in online discussions and have found them extremely useful.

Please support the conference with material and forums on website and use social media (Twitter) to disseminate discussions and conference material.

### **Future events**

I would be very interested to see further arts based workshops and conferences to raise awareness of the arts in aiding school inclusion and self expression skills and in learning new ways to use ICT to further creative projects and using creative projects to increase ICT skills and interest (including film making skills)

### **Leargas**

I would like more personal support with queries. It can be difficult to access personnel by phone.

It would be worthwhile knowing the structure of the combined programmes going forward.

In 2012, Innovation presentation a run down on the application eform was very helpful. Although familiar with eforms, I learned a lot as I have experience of mistakes (not saving a copy, closing the eform before printing it etc) and management through the pages – did not know about tools to page down or copy a page. Easier management can help with the quality of the application. Also to see a complex eform filled in reduces the hesitation to move on or to more challenging projects.

For Comenius in-service language training please remove the requirement for courses to have a pedagogical /methodology component. These courses are difficult to sources. What teachers need is total immersion in the language. We have enough methodology courses within our subject areas at home

Have found all seminars by Leargas very beneficial and professional so far, keep up the good work.

A practical seminar for Comenius students on teaching your language abroad would be very useful. Also if we were put in contact with natives of the country we are staying in who are doing an assistantship in Ireland (e.g. I'm in France. If I was paired with a French person working in Ireland) that would be great and would cultivate better bilingual projects.

### **Sharing of best practice**

I often feel that I am just starting to learn from and share professional stories with a visiting teacher on a mobility when the visit comes to an end. I would be very interested in learning from Irish teachers who have long-term professional partnerships with teachers and schools in other European countries.

Many community groups have little understanding of LLP and study visits, access to community development practitioners to explain could be beneficial.

Keep it relevant to the classroom

Looking forward to more information

Our Bridge Grundtvig project was brilliant. Both learners and staff benefitted greatly. We kept our theme and our processes as simple and as clear as possible.

European wide approach to best practice in regard to educational disadvantage could be very beneficial because of the similarities in respect of disengagement in education that is realised across the board.

Excellent resource and opportunity especially for small disadvantaged schools.

Examining concrete results is more valuable than abstract speculations.

It is great to meet our colleagues in other EU countries.

Looking forward to being able to participate in one of the workshops

I would love to participate and contribute as all Leargas and EU partnerships and initiatives are so worthwhile especially now it a time of global uncertainty and challenges to professionalism and the foundation of the EU.

Being able to see the results of the European cooperation and collaboration would be very beneficial to those taking part in study visits for the first time.

Learning from each other's experiences of coordinating EU funded projects – whats the added value?

Students who have participated could give their viewpoint on mobility projects and perhaps suggest improvements from their perspective.

Generally I'm very pleased with the opportunities to network with professionals in other countries: it is so worthwhile in an ever developing states of Europe.

### **CPD**

This European wide programme is well worth the effort and a great type of continuous professional development.

### **Misc**

That email did not explain what this is all about at all so I don't really know what this is referring to....