**ERASMUS + PROPOSED PROJECT PROFILES**

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| **PROJECT IDENTIFICATION** | |
| **Project Title** | Using Community Assets to Promote Plurilingualism and Raise Aspirations |
| **Project Acronym** | ASPIRE |
| **Project Start Date** | 1st September 2014 |
| **Total Project Duration (in months)** | 36 months |
| **Project End Date** | 31st August 2017 |
| **Lead Organisation** | Kent County Council |

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| **DESCRIPTION OF PROJECT** | | |
| **What is the rationale, issues and needs to be addressed by this project?** | | Changing patterns of migration and settlement mean that schools in Gravesham, Thanet, Shepway and Dover in particular have an increasing range of linguistic diversity in the school population. These developments can be viewed positively, in particular given that plurilingualism (competence in more than one language) has been recognized by the Council of Europe, among other international bodies, as a desirable educational goal for all, benefiting both the individual who can speak several languages and wider society. However, to reap these benefits, there is a need to build the educational aspirations of young people from new communities and promote the acquisition of additional languages for the established community.  This project provides the opportunity to learn existing best practice in Europe e.g. the Kopp1 project linking a German school with Serbia <http://nellip.pixel-online.org/files/best_practice/ELL%20Best%20Practice%20Projects%20in%20School%20Education.pdf>  The project represents a successful example of promoting both the pupils’ mother tongue (Bosnian/Croatian/Serbian), the teaching language (German) and another modern language (English). |
| **In what way is the project innovative and/or complementary to other projects already carried out?** | | The project will link the learning of languages to opportunities within the local labour market e.g. linking with local businesses that are part of larger multinational organisations and offering work shadowing / work placement opportunities in other European offices or headquarters. For example, in the UK, Kent County Council’s Skills and Employability Team provide data on future labour market trends and the local employment opportunities requiring plurilingual skills are increasing.  The project will also map the community languages and engage young people as co-producers of a peer mentoring scheme to support those newly arrived in ‘host country’ and create Young Language Ambassadors who are able link schools to new communities e.g. by providing translation services for parents/carers, producing multilingual materials, advising on community cohesion. Due care will be taken to safeguard children young people and the families who are beneficiaries of the programme. For example, this will not be used as a substitute for KCC translation standards as defined by public sector equality duties.  Exchange opportunities: Young people will conduct a transEuropean virtual exchange with young people from other EU countries to share ideas about language learning and labour market information. Young people will take part in work experience placements in other countries linked to their home area local employers. The EU countries to be selected will be based on evidence of good practice through literature search/ other Erasmus or ESF projects.  Exchange opportunities: Young Language Ambassadors to conduct a trans-European virtual exchange to share ideas through a web-based learning platform. At the end of the project a transEuropean conference for both young people and teaching/youth work staff will be held to disseminate best practice. |
| **What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier evens or learning, training, teaching activities).** | | 1. increase the number of young people from new communities who continue in education post 16 2. increase the take up of accredited and informal learning of additional languages in the established community 3. young people to be more aware of the links between pluralingualism and employability 4. learning from transEuropean work experience to be disseminated by young people to their peers |
| **PROJECT MANAGEMENT** | | |
| **How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.** | Procedures for work experience trips will be established through a project working group to include risk assessments, guidelines for employer visits, arrangements for accommodation. All employers will be visited by our staff and premises are inspected for Health & Safety and compliance with local insurance, fire and employment regulations.  All young people undertaking work experience visits will require parental permission as appropriate and will be accompanied by an appropriately qualified member of school staff or youth support staff.  A set of standards will be produced for Young Language Ambassadors’ peer mentoring programme.  The project will be monitored and evaluated through a framework providing clear hypotheses, research methodologies and reporting framework. A UK university will be used to advise on the framework and act as an independent project evaluator. | |
| **Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?** | Clear project plan will be put in place before the start of the project with measureable milestones. This will be regularly monitored by the trans-European steering group with representation from each country involved who will also have the authority to undertake any actions necessary to keep the project to deadlines.  Activities include: agreement of clear hypothese and framework, clear project plan, structured work experience visits by young people accompanied by appropriate qualified staff, production of work experience reports and local dissemination of learning.  Young Language Ambassadors to share learning on virtual learning platform.  A conference for final dissemination of learning from Young Ambassador programme. | |

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| **IMPLEMENTATION** | |
| **Please describe briefly how you intend to organise your project's activities.** | Through a steering committee. Detailed project plan for both work experience and Young Ambassador programme |
| **What target groups do you address in your activities plan?** | Young people from new communities, young people from ‘host countries’, employers, youth work and school staff. |

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| **INVOLVEMENT OF PARTICIPANTS WITH FEWER OPPORTUNITIES** | |
| **Does your project involve participants facing situations that make their participation more difficult?** | Yes, young people from new communities |
| **How many participants (out of the total number) would fall into this category?** | Not yet known |
| **How will you support these participants so that they will fully engage in the foreseen activities?** | This will be developed as part of the project plan. Due regard will be made to cultural, religious sensitivities and a commitment to acknowledging the cultural identity of each group participating in the project. |
| **Which types of situations are these participants facing ?** | Some new communities are facing discrimination and a lack of integration into the ‘host’ community. Language and lack of understanding of civic systems may be a barrier. |

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| **LEARNING / TEACHING / TRAINING ACTIVITIES** | |
| **Do you foresee the inclusion of learning, teaching or training activities in your project?** | Yes, young people will be learning from work experience exchanges, peer learning when reporting back from work experience placements. Young Ambassadors will conduct peer-learning through the virtual learning platform. |
| **What is the added value of these learning, teaching or training activities with regards to the achievement of the project objectives?** | See above |

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| **IMPACT** | |
| **What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?** | Increased number of young people from new communities who wish to continue in education post 16 and demonstrate raised aspirations.  Increased awareness for young people from ‘host countries’ of the value of pluralingualism as part of the skills needed in a global economy. |
| **What is the desired impact of the project at the local, regional, national, European and/or international levels?** | Best practice advice in setting up Young Language Ambassador projects and to add to knowledge of trans-European work experience practice |
| **How will you measure the previously mentioned impacts?** | A UK university will independently evaluate the projects impacts. |

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| **SUSTAINABILITY** | |
| **What are the activities and results that are planned to be maintained after the end of the EU funding including the needed resources to sustain them?** | Following evaluation, the Young Language Ambassador programme to revised in the light of best practice and continued in Kent schools. This will require on-going funding to resource the education/youth work staff time to co-ordinate the activity. |