Lifelong Learning Programme
Infodays

GRUNDTVIG

Education and Culture DG

EACEA
Education, Audiovisual & Culture
Executive Agency

Content

- Grundtvig aims and actions;
- Grundtvig 2011 policy priorities;
- Previous selections;
- Call 2011;
- Award criteria;
- Tips;
- De-centralised actions;
- Useful links.

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Grundtvig Aims

- To **help provide** adults with **pathways** to improving their **knowledge and competences**;
- To respond to the **educational challenge** of an **ageing population** in Europe.

Grundtvig Actions

- Mobility of individuals;
- Partnerships;
- Assistantships;
- Visits and exchanges;
- Senior volunteering;
- Workshops;
- **Multilateral projects;**
- **Thematic networks;**
- **Accompanying measures.**

De-centralised

Centralised

Access to the Grundtvig programme Centralised actions

These are aimed at (Art. 28):

Institutions or organisations providing learning opportunities in adult education:

(a)   Establishments involved in the initial or further training of adult education staff;
(b)   Associations and representatives of those involved in adult education;
(c)   Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning;
(d)   Bodies responsible for systems and policies concerning any aspects of adult education at local, regional and national level;
(e)   Research centres and bodies concerned with lifelong learning issues;
(f)   Enterprises;
(g)   Non-profit organisations, voluntary bodies, NGOs;
(h)   Higher education institutions.

Multilateral Projects

Grundtvig Multilateral Projects are undertaken by institutions/organisations from **different** participating countries working together, pooling **knowledge and experience**, in order to achieve **concrete and innovative results/products** with indisputable **European value**. In many cases, this will involve **piloting** experiences in strategic areas and **producing** teaching **products** of **high quality**. These projects also seek to **strengthen** the **European dimension** in the field of **adult learning**.

Multilateral Projects

Projects are encouraged to **involve adult learners** in their activities, and to take **learners' needs** and **experiences** into account. To this end, learners may take part in project meetings and all other appropriate events and activities within the project.

All projects **must** include **plans** for the **evaluation** and **dissemination** of project results.

Applicants may include the organisation of **Grundtvig Training Courses** in their proposal wherever appropriate as a means of **disseminating the results** of the project.

Grundtvig Networks

The Grundtvig networks are large-scale networks providing a forum or a common platform for discussion/analysis, exchange of information on key issues, policy shaping and research in the area of adult learning.

Each Grundtvig network should seek to:

- Further **debate on** important aspects of **policy and practice**;

- Provide an **overview** of a **field** (through comparative studies and analyses) within a **European context**;

- Contributing to the **construction** of a **shared terminology** at **European level** in the **key areas of adult learning**;

- Identify **present**, **emergent** and **future needs for European co-operation**;

- Promote the **dissemination** of **findings** and **recommendations** and their **implementation** in **relevant fields**;

- Make a major contribution to the **dissemination** of **good practice** available.

Grundtvig Accompanying measures

- "Shorter action" aiming at supporting those activities which, though not eligible under the main actions of the Grundtvig programme (MP and NW), will clearly contribute to achieving its objectives.

Accompanying measures will be aiming at:

- **raising awareness** of relevant target groups or the general public on the importance of European cooperation in the field of adult education;

- improve the **implementation** of the Grundtvig programme, in particular through training activities and analysis;

- maximising the impact of European cooperation in the field of adult education, through **dissemination and exploitation;**

- fostering **trans-sectoral synergies** between the Actions of the LLP programme;

- implementing activities concerning aspects of transversal policies such as **equality between women and men**, **integration of disabled persons** and other people with special educational needs and the promotion of intercultural education and the **fight against racism;**

Grundtvig Accompanying measures

Example of activities that might be supported:

– organisation of conferences and seminars concerning European cooperation in adult learning;

– setting up and consolidating European bodies such as associations;

– developing, publishing, disseminating products and processes resulting from cooperation;

– teaching with materials concerning European themes;

– organisation of training activities for persons responsible at their respective institutions for European cooperation;

– publications relating to European educational cooperation in adult learning.

Note: Research activities can not be funded

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Priorities for Multilateral Projects

Priority 1: Key competences (1)

- widening access to basic skills: literacy, foreign languages, mathematical competence, basic competence in science and technology and digital competence, civic and entrepreneurial competences

- provision of quality second chance education and training for young adults and adults, including migrants, needing to improve their basic skills. Innovative approaches to the teaching and learning of host country languages for immigrants;

- recognising skills acquired through volunteering, community activities and family-related activities;

Priorities for Multilateral Projects

Priority 1: Key competences (2)

- using the workplace as the setting to acquire key competences, and developing innovative approaches to upgrade the general education level of the staff of enterprises as distinct from their specific vocational competence;

- improving assessment of key competences based on learning outcomes and incorporating the validation of non-formal and informal learning for low-skilled and low-qualified individuals;

- assessing the impact of National Qualifications Frameworks on increasing their access to educational opportunities.

Priorities for Multilateral Projects

Priority 2: The role of adult education in strengthening social inclusion and gender equality (1)

- Improving the attractiveness of and access to adult learning, especially for low-skilled adults, disadvantaged and marginalised citizens and migrants;

- Promoting gender equality in adult learning, notably by developing attractive methods to encourage more participation of men in areas of adult learning where they are under-represented;

Priorities for Multilateral Projects

Priority 2: The role of adult education in strengthening social inclusion and gender equality (2)

- motivating individual learners to commit to learning, through guidance services, out-reach strategies, awareness raising campaigns, validation of non-formal and informal learning, appropriate teaching and learning approaches and partnerships with enterprises;

- using ICT, e-learning and the media to widen access to adult learning;

- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market.

Priorities for Multilateral Projects

Priority 3: Intergenerational learning; Learning for senior citizens; Family learning:

- transferring knowledge, methods and good practice for senior citizen education;

- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;

- strengthening the contribution of older people to the learning of others, including young adults;

- developing innovative approaches to inter-generational and family learning;

- developing innovative models for senior volunteering as a form of informal learning (2011 being the European Year of Volunteering).

Priorities for Multilateral Projects

Priority 4: Quality assurance of adult learning, including the professional development of staff (1)

- developing the competences of teachers, trainers and other staff, through initial or in-service training and the development of suitable qualifications and by exploiting the framework of key competences for adult learning staff;

- developing the profession of adult educator, including career pathways for adult learning practitioners;

- analysing the cost-benefits of (and returns on investment in) adult learning provision;

Priority 4: Quality assurance of adult learning, including the professional development of staff (2)

- improving the quality assurance of services and institutions, including exploring how the European Quality Assurance Reference Framework for vocational training and the Standards and Guidelines for Quality Assurance in the European Higher Education Area can be applied to adult education;

- developing innovative European courses for in-service training and non-formal approaches to staff development such as job-shadowing;

- developing and improving validation-certification systems for upgrading qualifications of adult education staff (teachers, trainers etc.);

- improving management and structures of adult education organisations;

- developing standards and accreditation of providers.

Priorities for Grundtvig Networks

Promoting social cohesion through improved adult learning opportunities for specific social groups

Under this priority the networks to be created should focus on themes and target groups of particular importance for promoting social cohesion and inclusion, such networks should also involve persons from beyond the field of education with expert knowledge of the relevant area of social policy.

Priorities for Grundtvig Networks

Themes and target groups :

- Migrants and ethnic minorities on designing appropriate training schemes, including for the acquisition of the host country language;

- Prisoners and ex-offenders (network on the results of working groups of the European Conference on Prison Education, Budapest, February 2010);

- Senior citizens (on inter-generational learning);

- Developing strategies to address gaps in adult language learning, where provision is currently inadequate;

- Development of special needs adult education, for people with disabilities (network on the use of distance learning for this target group; the media in special needs education support, provision and awareness-raising; family learning in the context of disability).
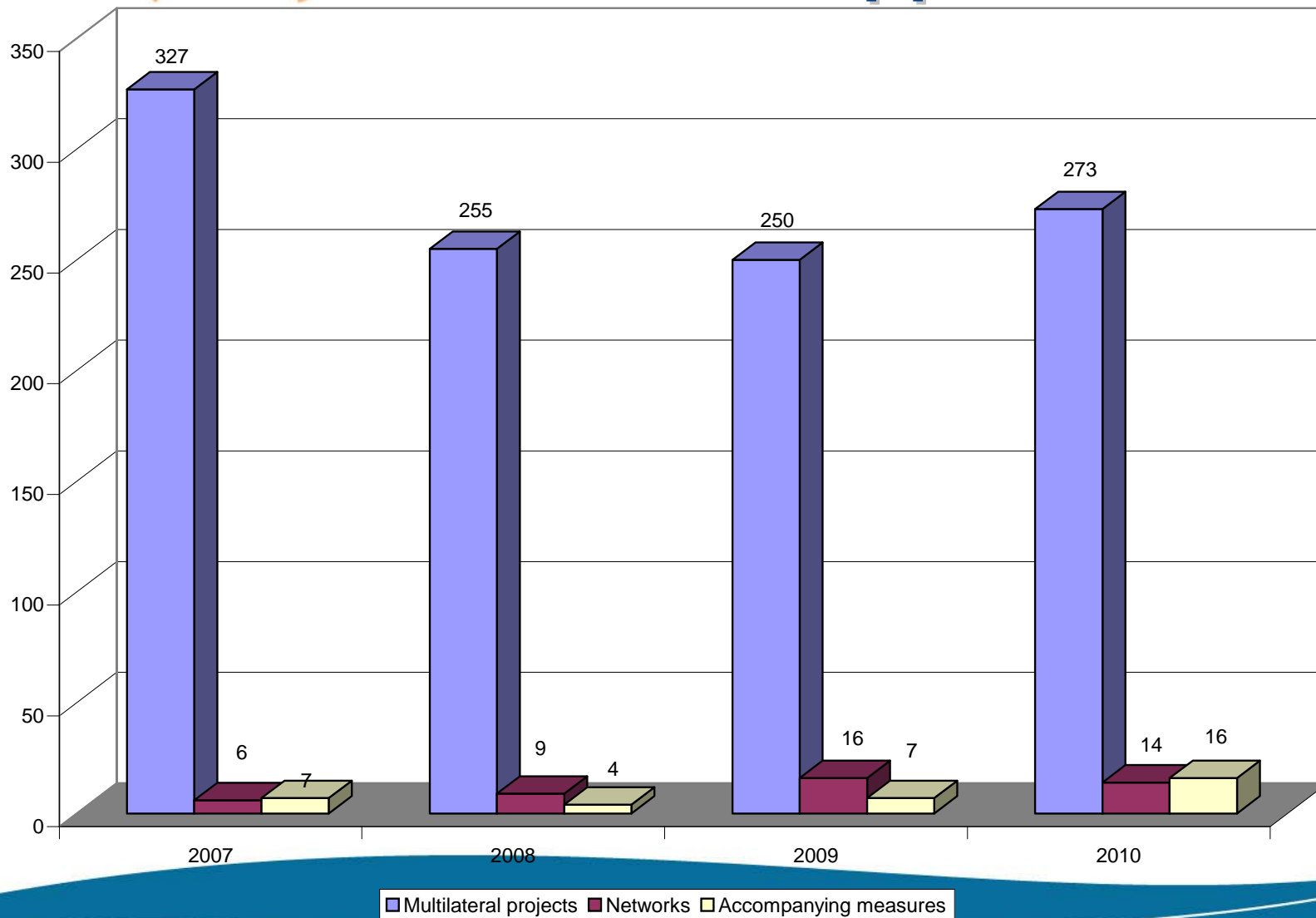
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Received applications

Chart data:

Year	Multilateral projects	Networks	Accompanying measures
2007	327	6	7
2008	255	9	4
2009	250	16	7
2010	273	14	16

Legend: ■ Multilateral projects ■ Networks □ Accompanying measures

Action	Number of projects	Total grant proposed (€)
GMP	50	14.085.355,00
GNW	3	1.315.906,00
GAM	1	82.808,00
Total	**54**	**15.484.069,00**

Selected applications

Legend: Multilateral projects (blue), Networks (red), Accompanying measures (green)

Year	Multilateral projects	Networks	Accompanying measures
2007	77	2	2
2008	69	2	2
2009	56	3	2
2010	50	3	1
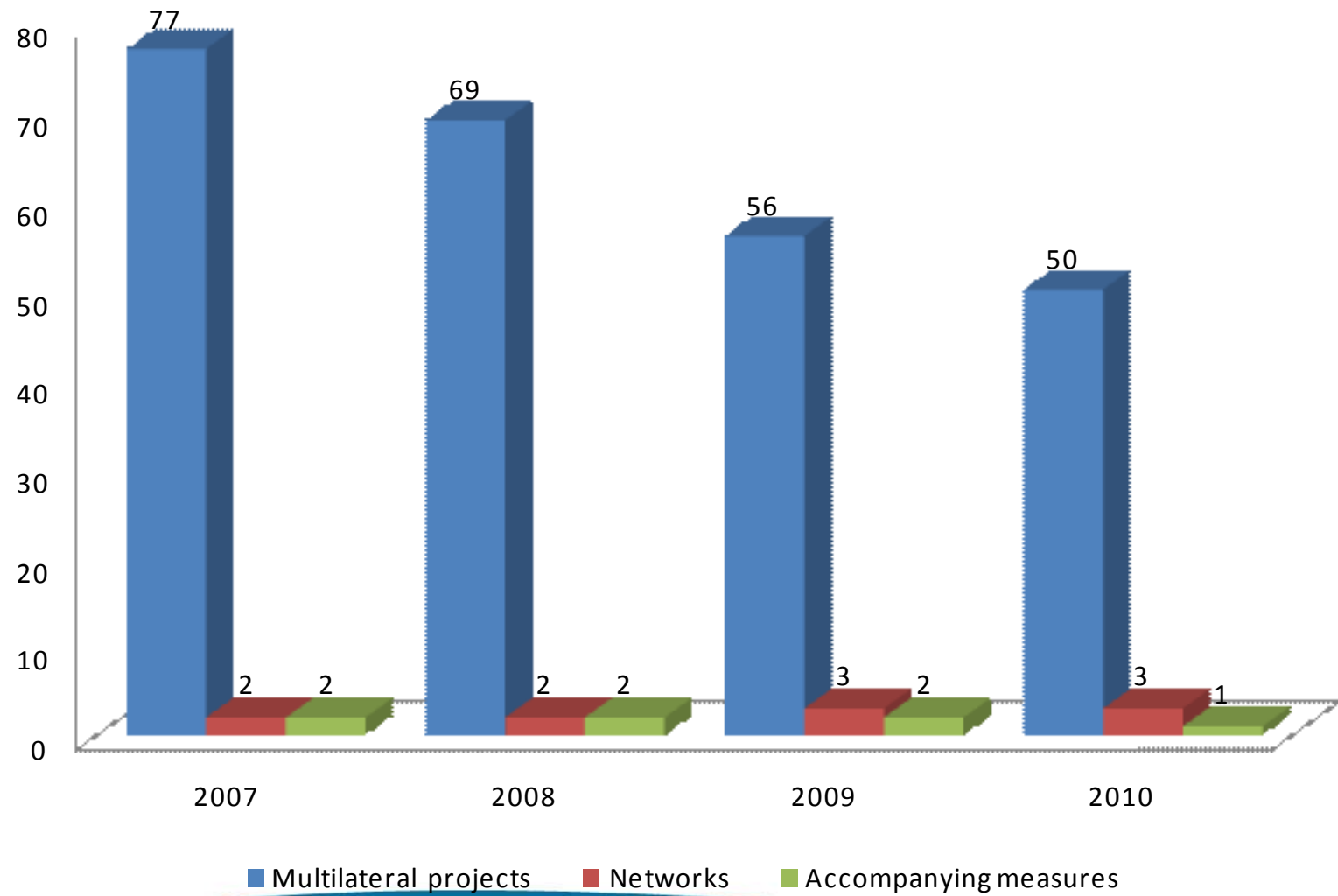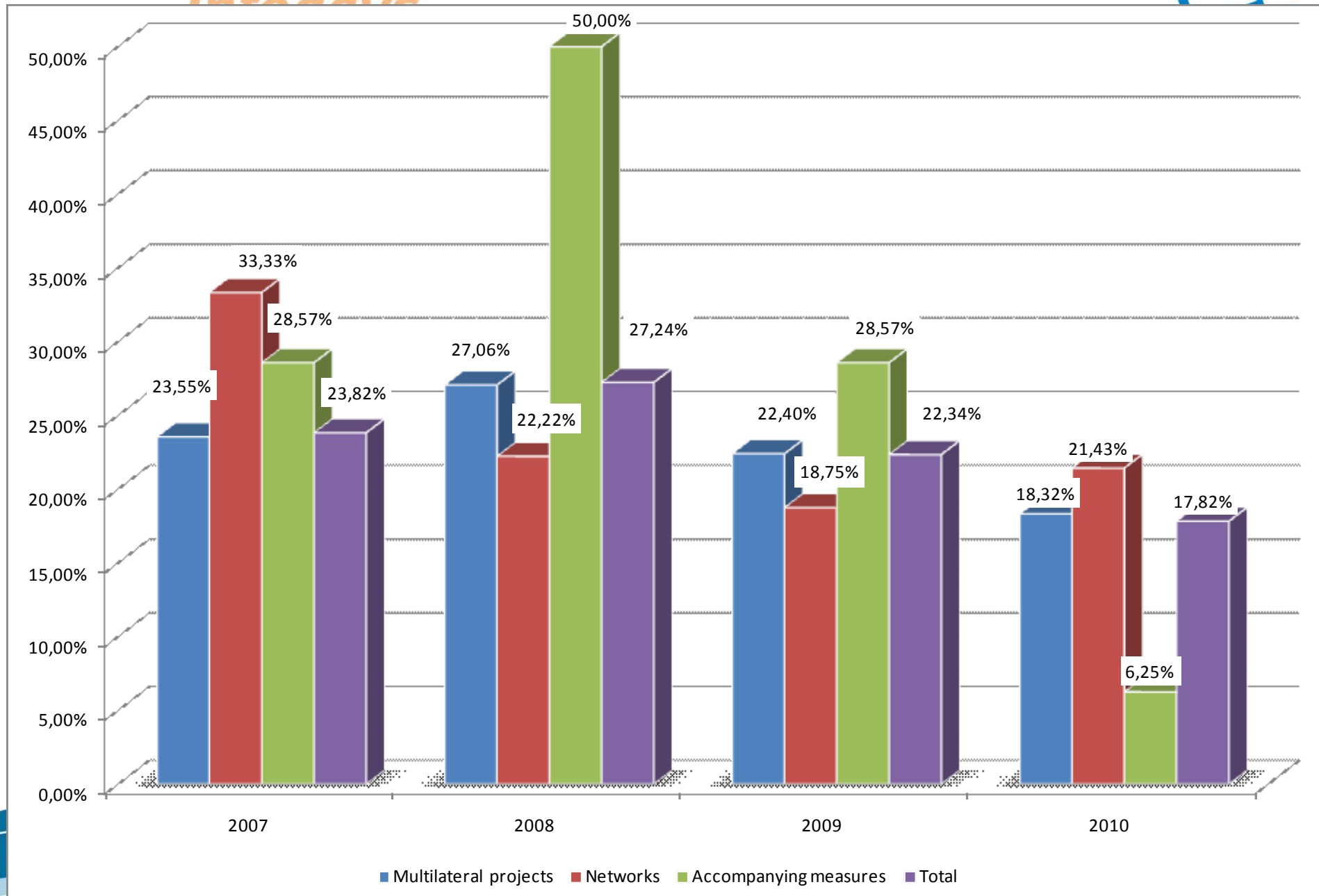
	Average partnership			
	2007	2008	2009	2010
GMP	6,86	6,61	7,04	5,92
GNW	22,5	24	21	20,3
GAM	5	4,5	5,5	2

Third country participation

- 22 applications including the participation of third countries, of these:

    – 6 applications with the participation of USA;

    – 4 applications with the participation of Croatia;

    – 2 applications with the participation of Australia and 2 with Israel;

    – Belarus, Brazil, Burkina Faso, Canada, China, India, Lebanon, Moldova and Mongolia were present in 1 application.

- 3 Multilateral projects involving partners from Israel, Belarus and USA and 1 Network that involves partner from USA were selected.

Financial Data

	Average grant (€)			
	2007	2008	2009	2010
GMP	262.051,40	267.152,50	280.531,38	281.707,10
GNW	411.371,00	387.592,00	448.699,33	438.635,33
GAM	86.202,50	100.259,00	148.998,00	82.808,00

2010 selected projects

Organisations with <u>low</u> participation in partnerships:

- Adult learners associations;
- Adult or continuing education providers;
- Libraries;
- Publishers;
- Social partners (trade unions, etc);
- Cultural organisations (art gallery, etc);
- Voluntary bodies.

Selection 2010: Grundtvig policy priorities

Based upon the 50 MLP and 3 NW applications funded*:

Specific priorities of the Grundtvig sub-programme

Well covered

- ☺ **MPs**: Key competencies (42%);
  Promoting adult learning for marginalised and disadvantaged citizens and migrants... (42%)
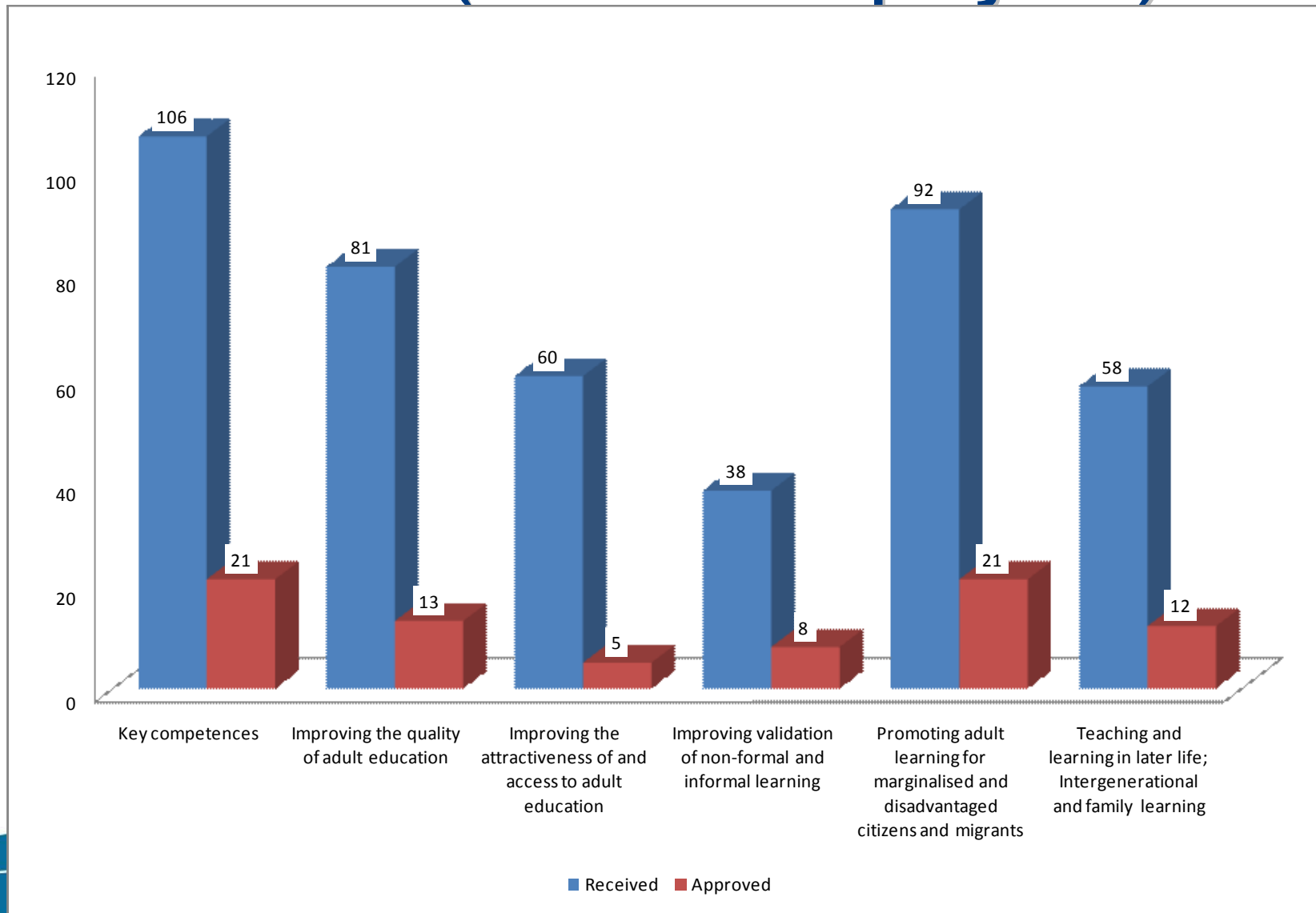- ☺ **NWs**: Stakeholder Networking in adult education (100%)

Less well covered

- ☹ **MPs**: Improving the attractiveness of and access to adult education (10%)
  Improving validation of non formal and informal learning (16%)
- ☹ **NWs**: One application selected under priority 'Academic Networking in Adult Education'

* applicants could choose more than 1 priority

Coverage of priorities (multilateral projects)

Chart: Coverage of priorities (multilateral projects), with Received (blue) and Approved (red) values.

Priority	Received	Approved
Key competences	106	21
Improving the quality of adult education	81	13
Improving the attractiveness of and access to adult education	60	5
Improving validation of non-formal and informal learning	38	8
Promoting adult learning for marginalised and disadvantaged citizens and migrants	92	21
Teaching and learning in later life; Intergenerational and family learning	58	12

■ Received ■ Approved

34

Selection 2010: Examples of selected projects (1)

GMP- Priority 1: Key competences

- Validation of Informal Learning in Mobility Actions
- IT supported training and coaching for cross-cultural competences
- 'Bridging the gap: Bilevel tutorial system for imprisoned persons' career growth (BRIDGE)

GMP- Priority 2: Improving the quality of adult education

- Co-creating a learning society; from improvement to innovation in adult education
- Improving Validation of Non-Formal learning in European Career Guidance Practitioners
- Development of Innovative Methods of Training the Trainers
- Volunteer Management in European Parks

Selection 2010: Examples of selected projects (2)

GMP – Priority 3: Improving the attractiveness of and access to adult education:

- Digital Education Through Adult Learners EU-Enlargement Stories
- Sharing Landscapes - Outdoor Experiential Learning for Adults
- Development of supportive packages for parents and children with cerebral Palsy (03-18 age group)

GMP – Priority 4: Improving validation of non-formal and informal learning:

- Informal and non-formal competences matching devise for migrants' employability and active citizenship
- Valuing older people's skills and experience: Training peer facilitators

Selection 2010: Examples of selected projects (3)

GMP – Priority 5: Promoting adult learning for marginalised and disadvantaged citizens and migrants

- Hidden Histories - Intercultural Dialogue and Learning
- Migrants' Integrating Kit - Basic Language for Dealing with Financial Matters – INTEGRA
- Adult Learning for Marginalised and Disadvantaged Citizens

GMP – Priority 6: Teaching and learning in later life; Inter-generational and family learning

- Big Foot. Crossing generations, crossing mountains
- Qualification of Seniors coming from Restructuring Sectors for the Intergenerational Knowledge Transfer

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Grundtvig 2011 selection: main facts

Actions	Maximum Community grant* (EUR/year)	Maximum duration	Minimum number of participating countries	2011 indicative budget (Mio EUR)	Estimated number of projects to be selected
Multilateral projects	150.000**	3 years	3***	15,57	52
Multilateral networks	150.000	3 years	10***	2,3	4
Accompanying measures	150.000	1 year	1	0,55	4

* Maximum Community contribution **75%** of total eligible costs.
** Maximum Community contribution to project will be **300.000€**.
*** At least **one** country must be an EU Member State.

Grundtvig 2011 selection: main indicative dates

- Deadline for applications – **28 February 2011, 12:00 PM (midday) CET**;

- Pre-information on the results of the selection process – **June 2011.** Issuing and sending grant agreements to the beneficiaries of selected projects – **September 2011**;

- Starting date for all types of projects – **October 2011.**

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RELEVANCE

The grant **application** and the **results** foreseen are **clearly positioned** in the **specific**, **operational** and **broader objectives** of the **Programme**. The **objectives** are **clear**, **realistic** and **address** a **relevant issue / target group**. Where relevant, at least **one** of the **priority** areas of the Call for Proposals for the action concerned is addressed.

☺ *The proposal concerns transferring experience and skills between generations through adult education. It is clearly positioned in the Grundtvig objectives, in particular Specific Objective 1 (responding to the challenge of an ageing population in Europe). The priorities are addressed convincingly, especially priority 6 (teaching and learning in later life). Furthermore, the project responds to the challenge of the European Year of for Volunteer (2011), addresses the communication "Adult Learning: It is Never too Late to Learn" (2006).*

☹ *The application aims to improve electronic communication in seminars and help end-users set up Webinars. Although these tools could be used in adult education, their relevance to the Grundtvig programme is not demonstrated. The intention is to support professional conferences at University level, rather than increasing the level and quality of provision of adult education in general. In addition, as an accompanying measure, the application fails to demonstrate how it would offer services to other projects or assist in the implementation of the Grundtvig programme.*

QUALITY OF THE WORK PROGRAMME

The **organisation** of the **work** is **clear** and **appropriate** to achieving the **objectives**; the **work programme defines** and **distributes tasks / activities** among the **partners** in such a way that the **results** will be **achieved** on **time** and to **budget**.

☺ *The organisation of the work is very clear, describing in concrete the work forms, approaches and contents of outputs. The distribution of tasks within the consortium is balanced. The milestones have been set for monitoring the progress of the project; the organisation model of the work is innovative in applying the method the consortium proposes to disseminate.*

☹ *There are several very important activities planned that have not been listed as deliverables (e.g. web-page production (WP4), kick-off meeting (WP1), external evaluation (WP2)) thus making project progress difficult to monitor. Furthermore, deliverables listed in WP2 are inconsistent with the WP's general tasks description.*

INNOVATIVE CHARACTER

The project will provide **innovative solutions** to clearly identified **needs** of the identified **target** groups. It will achieve this either by **adapting and transferring innovative** approaches which already **exist** in other **countries** or **sectors**, or by **developing** a brand new solution not yet available in any of the countries participating in the Lifelong Learning Programme.

☺ *The applicant proves that the field of operation has been explored and clearly emphasises the innovative contribution to adult learning. A good potential innovative character is provided by research activities in the intergenerational learning field, which could be used for various purposes. The application shows awareness of similar projects that have been carried out in the past.*

☹ *There is no indication of any innovative aspects related to adult education. The training concept aiming to change the individual lifestyles does not include innovative methods, but only uses ICT means as a support for the contents developed.*

QUALITY OF THE CONSORTIUM

The consortium includes all the **skills,** recognised **expertise** and **competences** required to carry out all aspects of the work programme, and there is an **appropriate distribution** of **tasks** across the partners.

☺ *The consortium consists of 8 partners from various regions of Europe. The partners represent different organizations with diverse experiences. The tasks allocated to each organization are in line with their strengths and qualifications. The partners experiences complement each other and the different competencies are taken into consideration in the implementation of the work programme.*

☹ *There are doubts whether this consortium is well positioned to make a significant contribution to the defined objectives since the partners mainly have a regional character and do not have clear potential to reach the identified target groups on a national and European level. Links to policy makers, educational institutions, associations and existing networks are very limited.*

EUROPEAN ADDED VALUE

The **benefits** and **need** for **European cooperation** (as opposed to national, regional or local approaches) are clearly demonstrated.

☺ *The proposal demonstrates a clear need for the European-level approach and there are significant benefits accruing from the collaboration of organisations across national borders. The identified sectoral and target groups' needs are common to all the partner countries and are present also at European level. The proposed training material is adaptable and easily used in partner countries and is also transferable to other countries.*

☹ *The proposal fails to demonstrate the need for and benefits of European cooperation in the context of the partnership's work. The networking of the current organisations does not represent networking of stakeholders in the sense implied in European policy documents, and there are no clear results planned that would be beneficial at European level.*

The grant application demonstrates **value for money** in terms of the activities planned relative to the budget foreseen

☺ *The budget is adequate for the proposed activities and demonstrates an efficient use of resources. There is consistency between the Work Programme and the budget, with all aspects of the budget justified and relevant for the proposed activities. The resources allocated are reasonable and sub-contracting is well documented. The distribution of the staff costs is fair, according to the input of each partner. The travel and translation costs are realistic.*

☹ *The budget is overestimated and, in general, does not demonstrate an efficient and effective use of resources to guarantee value for money. An existing eLearning platform will be used and it is not clear why so many staff days are required to adapt the platform. Too many resources are used for management.*

The foreseeable **impact** on the **approaches**, **target groups** and **systems** concerned is **clearly defined** and **measures** are in place to **ensure** that the **impact** can be **achieved**. The **results** of the activities are likely to be **significant**.

☺ *The expected impact is very well-defined in terms of specific results. The short-term target group is well-described in terms of numbers and origin / background of participants On a long-term basis the consortium has the network and the capability to disseminate the results and outcomes of the project.*

☹ *Target groups are identified and their training needs appropriately described, but the proposal does not concretely explain how the beneficiaries will use the results. The application does not describe how the impact on primary target group/sector will be evaluated and there are no impact indicators.*

QUALITY OF THE VALORISATION PLAN

The planned **dissemination** and **exploitation** activities will ensure **optimal** use of the **results beyond** the participants in the proposal, **during** and **beyond** the lifetime of the project.

☺ *The work programme includes a very precise dissemination and valorisation strategy and provides adequate resources for the identification of interested sectors, end users and their needs. Additionally, it ensures consultation and involvement of end users in the project life; it includes a clear exploitation package with different products such as training modules, in-service training courses for teachers, seminars and a valorisation symposium. Activities are planned throughout the project to ensure that the results will be spread within and beyond the consortium.*

☹ *There is no plan presented on how the institutions will be actively engaged in project dissemination processes. There is no clear and systematic exploitation plan that would involve potential end- users beyond the academic surroundings of the partner organisations.*

Participation of organisations from third countries

(applicable only for those applications which involve organisations from the third countries!)

Third country participation **adds value** to the grant application, the **activities** proposed for the third country partner(s) are **appropriate** and the **budget** required for this purpose represents **good value** for money.

☺ *The third country has established links to the consortium countries and can bring relevant input for the selected target group of the project. The organization has a good profile in languages teaching programmes, teachers training and is member of an international network. The expertise of the third country is complementary to that of the consortium. Involvement in the project activities is adequate and cost efficient. The third country also brings added dissemination value to the consortium.*

☹ *The real added value for Europe of the third country participation is described only in general level. Although the partner brings in relevant knowledge and experience it has not been demonstrated to what extent this knowledge is complementary and needed as an added value with regard to a European product. A knowledge transfer from the third partner to Europe is not evident.*

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Useful tips

- Respond to the policy priorities.
- Most communications are sent to the co-ordinator's address: make sure that you indicate the right person and the right address (both e-mail and postal) on the application form.
- Strong proposal is:
  - **Coherent:** problems, solutions, target groups, activities, budget, objectives/resources/competences;
  - **Simple** and **Circumscribed:** a proposal is not about solving the worlds' problems, but about solving a specific issue however complex this might be;
  - **Evidence based:** ex-ante needs analysis, state of the art;
  - **Clear:** identifying the need for such proposal, the solutions, and the outputs;
  - **Rigorous in its planning:** which activities, when, for how long, and with what resources;
  - **Explicit:** do not give for granted any information, if it is not in the application it cannot be taken into account.

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Grundtvig Decentralised Actions

Actions managed at national level by NAs

- Learning Partnerships
- Inservice training
- New Actions since 2009-Mobility of individuals
    - **Workshops**
    - **Senior Volunteering (= informal learning)**
    - **New type of learner-intensive Partnerships**
    - **Visits & Exchanges**
    - **Assistantships**
- Preparatory visits

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More information:

- **LLP programme**:
  http://eacea.ec.europa.eu/llp/index_en.htm
- **LLP 2010 Call for proposals** :
  http://eacea.ec.europa.eu/llp/funding/2011/index_en.php
- **Grundtvig programme in LLP**:
  http://ec.europa.eu/education/programmes/llp/guide/structure/grundtvig_en.html
- **Grundtvig project compendia**:
  http://eacea.ec.europa.eu/static/en/Bots/condocs.htm#compendia
  http://eacea.ec.europa.eu/llp/grundvig/grundvig_en.htm
- **Communication on Adult Learning**:
  http://eurlex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf
- **The Action plan on Adult Learning**:
  http://ec.europa.eu/education/policies/adult/com558_en.pdf
- **Recommendation** 2006/962/EC of the **European Parliament** and of the **Council** of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006
- **E-mail**: EACEA-LLPGRUNDTVIG@ec.europa.eu