

# Lifelong Learning Programme *Info Days*

Brussels, January 18<sup>th</sup> and 21<sup>st</sup>, 2008

## GRUNDTVIG Centralised Actions



Education and Culture DG

**EAC**  
**EA**  
Education, Audiovisual & Culture  
Executive Agency



## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- Call 2008;
- Award criteria;
- Tips;
- Useful links.





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- Call 2008;
- Award criteria;
- Tips;
- Useful links.





## Grundtvig Aims

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





## Priorities for Multilateral Projects

- Priority 1: Key competences;
- Priority 2: Improving the quality, attractiveness of an access to adult education;
- Priority 3: Promoting adult learning for marginalised and disadvantaged citizens and migrants;
- Priority 4: Learning in later life; Inter-generational and family learning.





## Priorities for Grundtvig Networks

- Priority 1: Language learning in adult education;
- Priority 2: Academic Networking in adult education;
- Priority 3: Stakeholder Networking in adult education.
- The Commission will also consider applications from partnerships which received co-funding for a Grundtvig thematic seminar in 2004, 2005 or 2006 and wish to create a network.





## Content

- Grundtvig aims and policy priorities;
- ➔ Grundtvig actions;
- Selection 2007;
- Call 2008;
- Award criteria;
- Tips;
- Useful links.





## Grundtvig Actions

- Mobility of individuals;
- Partnerships;
- Multilateral projects;
- Thematic networks;
- Accompanying measures.



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, including learners' and teachers' associations;
- (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

These are aimed at improving adult education systems through the development and transfer of innovation and good practice between different parts of Europe.





## Multilateral Projects

Examples of activities that might be supported:

- Improving the content and delivery of adult education;
  - Improving adult education at a system/policy level;
  - Improving the accessibility of learning opportunities for adults;
  - Improving the management of adult learning.
- 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.





## 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
- Consider the various definitions used in different countries in terms of content and methodology, thereby contributing to the construction of a shared terminology at European level in the key areas of adult learning
- Identify present, emergent and future needs, and in particular to pinpoint aspects where European co-operation could be especially beneficial
- Promote the dissemination of findings and recommendations and their implementation in relevant fields
- Make a major contribution to the dissemination of good practice available at national or European level.





## 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 more generally;
- helping to 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, by **disseminating** and giving a **high profile** to the results and methods of such cooperation;
- fostering **trans-sectoral synergies** between the Actions of the LLP programme, for example around activities bringing together projects supported under Grundtvig, Comenius, Erasmus, Lingua, e-learning, etc. on precise themes;
- implementing activities specifically concerning aspects of transversal policies in which the Grundtvig programme is called on to play a part, including in particular, the promotion of **equality between women and men**, the integration of disabled persons and other people with **special educational needs**, and the promotion of intercultural education and the **fight against racism**;
- carrying out **other activities** focussing on specific themes, target groups or contexts, as justified by the needs of the current educational situation in adult learning in the participating countries.





## Grundtvig Accompanying measures

- Support communication activities in relation to the Grundtvig programme;
- Events for dissemination and exploitation of results.





## Grundtvig Accompanying measures

Example of activities that might be supported:

- organisation of conferences and seminars concerning European cooperation in adult learning;
- awareness-raising activities,
- 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, action-research in the field of adult education.





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- ➔ Selection 2007;
- Call 2008;
- Award criteria;
- Tips;
- Useful links.





## Overview of Grundtvig selection 2007

Action	Received proposals*	Expected number of funded projects	Selected proposals**	Average grant awarded (EUR)	Average size of partnership
Multilateral projects	327	60	77	262.052	6,88
Multilateral networks	6	7	2	411.371	22,5
Accompanying measures	7	2	2	86.203	5
<b>Total:</b>	<b>340</b>	<b>69</b>	<b>81</b>		

\*Including ineligible proposals

\*\* Highest score - 90, lowest score - 71





## Selection 2007: Grundtvig organisations

Strong participation

- ☺ Non-profit organisations;
- ☺ NGOs

Weak participation

- ☹ Public authorities;
- ☹ Private enterprises





## Selection 2007: Grundtvig objectives

Based upon the 81 applications funded:

### Specific objectives of the Grundtvig sub-programme

Well covered

- ☺ To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others (47%)
- ☺ To help provide adults with pathways to improving their knowledge and competences (43%)
- ☺ To assist people from vulnerable social groups and in marginal social contexts, in particular older people ... (38%)

Less well covered

- ☹ To improve the quality and accessibility of mobility throughout Europe of people involved in adult education .... (9%)





## Selection 2007: Grundtvig policy priorities

Based upon the 77 MLP and 2 NW applications funded:

Specific priorities of the Grundtvig sub-programme

Well covered

- ☺ **MLPs:** Transferring knowledge, methods and good practice for senior citizens (16%);  
Helping learners to develop transversal competencies ...;  
Developing innovative training offers ...;  
Developing appropriate strategies ... (14%)

Less well covered

- ☹ **MLPs:** Improving the training of teachers involved in adult consumer education ...;  
Developing family learning (0%)
- ☹ **NWs:** All 3 priorities





## Selection 2007: Examples of selected projects (1/3)

### GMP - Priority 1: Integration of the common framework on key competences for lifelong learning

- Identification and recognition of informal learning outcomes
- Meeting learning needs of migrants using ICT
- Development of a model aimed at recognising and enhancing the value of the informal learning of the operators who work in the field of the education and assistance services for older people

### GMP - Priority 2: Ensuring the quality of adult education

- Improvement of quality in the field of self-training in entrepreneurship
- Development and support for new centres or sites for non-formal free adult learning in countries with weak adult education traditions
- Development of tools for diagnostic and impact evaluation in intergenerational learning





## Selection 2007: Examples of selected projects (2/3)

### GMP - Priority 3: Learning in later life; inter-generational learning

- Increase motivation and abilities of elderly people in ICT learning
- Intergenerational learning and transfer of transversal skills related to entrepreneurial management
- Student - people in retirement inter-generational learning circles

### GMP - Priority 4: Promoting multiculturalism

- Development of an integral (digital) tool to measure and develop intercultural and language competences for migrants in EU countries
- Use of multimedia education for dialogue and intercultural agreement
- Adult education activities in museums to improve intercultural dialogue

### GMP - Priority 5: Health and consumer education

- Promotion of healthy diet and lifestyles through adult education
- Education in the catering sector in remote rural areas (promotion of consumer education in remote and rural areas)





## Selection 2007: Examples of selected projects (3/3)

**GMP - Priority 6: AE for marginalised or disadvantaged citizens, including prisoners and ex-offenders**

- Use of virtual tools to increase the participation of prisoners in lifelong learning in order to enable their re-integration into society after release
- Assisting the needs of vulnerable social groups
- Innovative strategies for prevention of recidivism
- Introduction of an innovative conceptual framework for the development of alternative educational methods, approaches and tools for a successful reintegration of inmates into the society

**GMP - Priority 7: Parental and family learning**

- Development of an instrument for the assessment of family related skills and competences
- Helping parents to help their children excel in mathematics and sciences
- Reinforce the role of parents as educational advisers for their children





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- ➔ Call 2008;
- Award criteria;
- Tips;
- Useful links.





## Grundtvig 2008 selection: main facts

Actions	Maximum Community grant* (EUR/year)	Maximum duration	Minimum number of participating countries	2008 indicative budget (Mio EUR)	Estimated number of projects to be selected
Multilateral projects	150.000	2 years	3**	16,5	65
Multilateral networks	150.000	3 years	10**	2,5	7
Accompanying measures	150.000	1 year	1	0,5	2

\*Maximum Community contribution 75% of total eligible costs.

\*\*At least one country must be an EU Member State.





## Grundtvig 2008 selection: main indicative dates

- Deadline for applications - 29 February 2008;
- Pre-information on the results of the selection process (completion of Stage 1) - beginning of June 2008. 10 days to provide the requested documents in original;
- Notification of final results (completion of Stage 2) - end of July 2008;
- Issuing and sending grant agreements to the beneficiaries of selected projects - September 2008;
- Projects starting date:
  - October 2008 for the Multilateral Projects and Networks;
  - November 2008 for the Accompanying Measures.





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- Call 2008;
- ➔ Award criteria;
- Tips;
- Useful links.





## QUALITY OF THE WORK PROGRAMME

- The **objectives** are clear, realistic and address a relevant issue; the **methodology** is 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 rationale and background are extremely well documented. The objectives and results are clearly described. The methodology for achieving the objectives during the project lifetime is well planned. The methodology for the long-term implementation is theoretically sound.
- ☹ The content, working methodology and outputs of each work package are not distinct. The characteristics of the output are vague and whilst the dissemination publication and exploitation publications have been mentioned, the distinction between the two has not been made. The partner responsible for evaluation has been identified, however concrete success criteria and evaluation tool descriptions have not been provided.
- ☹ It does not optimize the competences of each organization, which does not guarantee effective management of the Project itself. The quality management plan is lacking a strategic dimension as well as information about possible indicators for output and process quality.





## 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 by **developing** a brand new solution not yet available in any of the countries participating in the Lifelong Learning Programme.
- ☺ The project does qualify as innovation transfer rather than innovation development as stated in the proposal, but in any case, it has the potential to create new solutions for the organisations and countries involved, as well as usable findings at European level.
- ☺ The project will provide rich opportunities to exchange know-how, new ways of delivery and materials for the training of trainers. There will be an exchange of these experiences that should prove innovative in each country.
- ☹ There has been no previous study on the experiences made in this sector.
- ☹ The whole description about the innovative potential is very brief and the sector and field of activity is not explored and presented sufficiently.





## QUALITY OF THE CONSORTIUM

- The consortium brings together all the **skills and competences** required to carry out the work programme, and there is an **appropriate distribution of tasks** across the partners.
- ☺ This is a strong consortium, well composed from various angles: geographically from different regions of Europe, there is good balance including 'old', 'new', and 'would be' EU countries.
- ☺ The consortium has been created through careful research aimed at putting together different competences for the objectives of the project. The partners seem to have complementary competencies (linguistic, social and economical) and to use them in the best way in the work programme.
- ☹ There is insufficient detail in the proposal to demonstrate clearly how two of the partners will play a significant role in the proposed project. As a consequence, the project appears to be driven and dominated by the co-ordinating institution and one of the partners.
- ☹ The number of organizations (8) is too high in relation to the low number of countries (5) represented. The applicant organisation has predominance, as it leads 12 of the 23 WP.





## EUROPEAN ADDED VALUE

- The benefits and need for European cooperation are clearly demonstrated.
- ☺ The identified curriculum could be a good example of how to work with large groups of people, how to prepare staff and how to raise awareness of the role of culture in the quality of life for each person.
- ☺ All the materials and tools will be produced in four European languages; the adaptation will not be only a linguistic adaptation but also a content and cultural adaptation.
- ☹ The European added value of this project is rather doubtful; there is a collection of experiences in this area in the partner countries, but the added value out of this is not transparent enough. Exploitation possibilities of the outputs in European countries are difficult to estimate as the target groups and the target group relevance of the outputs are not fully clear, and also the adaptation potential to national or local requirements is open.
- ☹ The project demonstrates limited trans-national co-operation. The experience of one country is to be exploited by the partner countries, though it is not clear to what extent mutual exchange and learning will take place. The added value is presented in terms of the results of the project which will be transferred to all EU countries. The weakness is that this concept has not been clearly described. There is no elaboration on the trans-national or trans-sectoral benefits of the project.





## THE COST-BENEFIT RATIO

- The grant application demonstrates value for money in terms of the activities planned relative to the budget foreseen.
- ☺ There is a clear consistency between the work programme and the budget, whilst all aspects are related to justified activities. The resources are adequately planned to ensure the success of the project and the budget is relevant for each group of activities.
- ☹ The cost benefit ratio is, due to the unclear relevance of the outputs and lack of impact, quite low.
- ☹ The total cost of the project, and the percentage requested from the European Commission, are hardly credible. In fact, it is strange that the percentage requested from the European Commission is so low, which could be due perhaps to the fact that the budgets have been overestimated. There is a great disproportion between the days of work of the leading organizations and those of the rest.





## RELEVANCE

- The grant application is clearly **positioned** in one of the **priority areas** of the Call for Proposals. The **results** foreseen are **relevant** to the specific, operational and broader **objectives** of the Programme.
- ☺ The proposal clearly addresses priority areas set out in the Call for Proposals. The proposal successfully manages to address the complex character of the problem and link it with several other priorities - adult education, lifelong learning, cultural issues, development of materials, involving people of various needs, various ages, co-operation of organizations involved in adult education etc.
- ☺ The project clearly addresses priority areas of the Lifelong Learning Programme and the Call for Proposals. The target group is well defined.
- ☹ The application has an interesting and important topic and approach; however the contribution to the Grundtvig programme and the chosen priority is not fully clear.
- ☹ This proposal is more suited to the priorities of national funding or Objectives 1 and 3 of the European Structural Funds.





## IMPACT

- The foreseeable **impact** on the approaches and systems concerned is **significant**.  
NB For the **renewal** of multilateral networks, the quality of **past performance** will also be taken into account.
- ☺ Relevance and possible impact on the target group are clearly described. The project methodology is appropriate for achieving the objectives. It is appreciable that an effort has been made to define concrete indicators, which are ambitious, yet achievable.
- ☹ There is no evidence of or clear link between the activities and strategies of this particular project that would ensure the long term impact.





## QUALITY OF THE VALORISATION PLAN (DISSEMINATION AND EXPLOITATION OF RESULTS)

- The planned dissemination and exploitation activities will ensure **optimal** use of the **results beyond** the participants in the action, **during** and **beyond** the lifetime of the action.
- ☺ The ideas and concepts of the dissemination and exploitation of results seem coherent and comprehensive. The interested sectors and end users are clearly defined, the involvement of the end users is particularly emphasized, and there is an obvious willingness to spread the results beyond the partner group. For each user group there is a clear indication of the type of products and number of users.
- ☹ The proposal includes a set of activities and work packages for dissemination and valorisation of the outputs; however a clear strategy and plan for the exploitation and dissemination of the results is missing. It is not clear why the single activities are planned and how are they embedded in a general exploitation strategy.
- ☹ There is no evidence to which countries, or which other groups the experience will be transferred to. The dissemination and exploitation plan, along with their timetable, have not been elaborated clearly.
- ☹ The European network which is mentioned as one of the project outputs would be an excellent possibility to reach long lasting effects and use of the outputs, but this is not explained sufficiently in the application.





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- Call 2008;
- Award criteria;
- ➔ Tips;
- Useful links.





## Tips

- Respond to the policy priorities.
- Ask the partners to send the Letters of Intent by fax before you submit the application and the originals as soon as you receive them.
- All 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.
- Budget tables:
  - should not contain *error* messages: these may lead to a very low scoring within the related award criterion;
  - all the columns in the expenditure and revenue sheet relating to the distribution of costs and revenue between the partners should be completed.





## Content

- Grundtvig aims and policy priorities;
- Grundtvig actions;
- Selection 2007;
- Call 2008;
- Award criteria;
- Tips;
- ➔ Useful links.





## More information:

- Grundtvig in EACEA:  
[http://eacea.ec.europa.eu/static/en/overview/grundtvig\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/grundtvig_overview.htm)
- LLP Call for proposals:  
[http://eacea.ec.europa.eu/static/en/llp/funding\\_en.htm](http://eacea.ec.europa.eu/static/en/llp/funding_en.htm)
- Grundtvig programme in LLP:  
[http://ec.europa.eu/education/programmes/llp/guide/structure/grundtvig\\_en.html](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>
- E-mail: [EACEA-LLPGRUNDTVIG@ec.europa.eu](mailto:EACEA-LLPGRUNDTVIG@ec.europa.eu)

