



GINCO TOOLS & TRAINING

GINCO is a European network of organizations and stakeholders involved in professional development and in-service training of adult education staff.

The aim of the network is to share expertise and to enhance communication and cooperation in order to improve the quality of international staff training courses, to enlarge the scope of provision and to improve the

visibility and success of the KA1 staff mobility action and related courses.

The GINCO team also presents GINCO Tools & Training as a follow up project in response to the needs revealed in GINCO surveys and research. GINCO T&T is a Grundtvig Multilateral Project to collect, create and share useful material in order to support course organisers

in their search for quality. GINCO T&T started off in the Lifelong Learning Programme but its outcomes also serve international KA1 training in an Erasmus+ context.

HOW DOES ERASMUS+ AFFECT THE ORGANISATION OF YOUR KA1 MOBILITY TRAINING COURSE ?

In the next seven years the new Erasmus+ programme will set the rules for the international in-service training and mobility action. Key Action 1 (KA 1) offers opportunities for individual learning mobility and in-service training (IST). This action is open for adult education and school staff.

New rules apply for course grant applicants and this will affect the organisation of international training courses and outreach strategies of course providers.

In short the following issues affect the organisation of your course

- Organisation based applications
- Free course market
- Minimum 2 full days (on site) instead of 5
- The COM and GRU IST database is no longer available
- No European dimension rules any more

- Smaller grant for beneficiaries, different composition
- Needs driven IST
- Closer relation to European objectives & priorities
- Competence driven approach, learning outcomes description, learning agreement
- Validation of learning outcomes
- Transfer and follow up

Organisation based applications.

All IST grant applications are 'organisation based'. This means that an individual teacher or trainer cannot apply for a grant anymore. All individuals have to apply via the organisation they work for. A school or adult education organisation will have to create a 'European Development Plan' including staff development

needs and international in-service training plans for a predefined number of staff and activities.

The plan should also include IST objectives, activities, course topics/themes, impact, exploitation It is not necessary to indicate a specific course name at application stage (but details about the future course(s) can add to the quality of the application) but the country of destination of the course must be indicated because this defines a part of the grant level.

This application (forms available on the website of each National Agency) must be sent to the National Agency in the country of the school or AE organisation (before the deadline).

When (if) the European Development Plan is approved by the NA the organisation can look for courses and decide who to send to which course. Grant holders can then contact course organisers and reserve a place at the course.

Free market and outreach

In the new programme there is no European training database anymore and there are no specific eligibility requirements as to the organisers of the course. It is a free market situation. This also means that at this stage the course organisers have to arrange the publicity for their courses themselves. In the future e-Twinning and EPALE may take over some tasks from the former database. The KA1 action is also conceived as 'demand driven' and not as 'offer driven'. Schools and adult education organisations create their continuing professional development (CPD) plans and apply for funding and then look 'on the market' for an appropriate course offer.

Grant holders will have to be able to find the courses they need. Course providers will have to make effective publicity for their courses.

Finances

The grant calculation has been changed considerably in the new programme. For a participant in a course the applicant (sending) organisation receives:

- Travel costs based on lump sums relative to the distance from home organisation to course venue (online distance calculator provided by the Commission).
- Daily allowances for accommodation & subsistence based on the country where the course takes place.
- Course fee at 70 Euro per (full) day (with a max. of 700 Euro).
- Organisational cost cover at 350 Euro lump sum (first 100 persons in the plan) or 200 Euro (over 100 persons in the plan) per person per course.

The daily allowances and course fee level are not set for covering the real costs. Course participants may have to contribute from own sources.

A course provider of course must consider real costs, related to quality and realistic costs, taking into account the grant level. These considerations may affect the number of trainers involved

in the course, the country where the course takes place, the level of provided accommodation and meals, the activities related to the course.

Course duration

Mobility Training can last from 2 days (2 full days on site) to 2 months.

Competence driven approach and validation

The European Development Plan (KA1 application form) contains a number of fields - to be filled in by the sending organisation - concerning the competences participants are going to develop when attending a course and what validation (of individual learning outcomes) and certification will be offered.

Course providers will have to describe their course(s) in terms of competence development and learning outcomes and, as a consequence, will have to conceive their courses as competence driven courses. In the next couple of years also a 'learning agreement' between organiser and participant must be described before the course takes place. While promoting the course an organiser should also pay attention to what competences and CPD needs are addressed by the course.

Validation of non-formal learning and certification will more and more play an important role in professional development (Europass is put forward in the application form). International IST will have to follow this trend in order to gain recognition on the course market.



European education objectives & priorities

The European development plan of the applicant organisation will have to give proof that the proposed IST not only meets the needs of the professional development of the organisation but also that it leads to an internationalization of the organisation meeting European objectives and priorities. Course provision therefore should also be based on these requirements. In Annex 5 the Erasmus+ Guide for Experts offers an overview of reference documents on policy priorities.

http://ec.europa.eu/programmes/erasmus-plus/documents/expert-guide_en.pdf

THIS GINCO T&T NEWSLETTER OFFERS EXTRACTS AND SUMMARIES OF TEXTS AND MATERIAL YOU CAN FIND IN FULL LENGTH ON THE PROJECT WEBSITE.

COMPETENCES FOR GRUNDTVIG COURSE ORGANISERS

GINCO Tools & Training has launched a survey amongst Grundtvig in-service training course organisers as to define and prioritise the competences needed to organise a quality Grundtvig IST course. They were also asked to define their training needs. Based on the results of this survey, the priorities set by the Lifelong Learning Programme and based on the principles of the EU Commission study on 'Key Competences for Adult Learning Professionals' the GINCO T&T team has come up with 41 competences spread over 8 competence areas.

In a next step the team created validation reference systems and assessment tools for a selection of these competences. The competences and the training needs are the basis for training material and course modules that are collected and/or created by the GINCO T&T team. In February 2014 a first pilot course for Grundtvig course organisers and trainers was organised in Alden Biesen, Belgium.

Below you can find an overview of the 8 competence areas, the competences involved and some exemplary activities related to each competence (in italics).

Full text on www.ginconet.eu

- 1 Application of innovative didactics and competence oriented approaches
- 2 Quality care and self-evaluation
- 3 Validation of learning outcomes
- 4 Promotion and marketing
- 5 Attention to EU dimension
- 6 ICT use
- 7 Providing social and professional support
- 8 Management and organisation

GINCO competence profile for Grundtvig course organisers

A) Organising competence oriented learning.

Involves the competences to:

- 1 define and formulate learning outcomes in terms of competences
To describe competences in terms of knowledge, activities and attitudes

LEVEL5 reference system and indicators to assess the competence to create an open learning space for adult training.

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
2	3	2	3	2	3
Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5 Know where else (knowledge for transfer)	To have the theoretical background to build appropriate open learning training conditions and help other people to do so as well.	Developing/ Constructing Transfer	To build knowledge and expertise, to construct related theory and practice. To help other trainers apply the right conditions. To develop and create new and independent learning environments.	Incorporated	To have an incorporated reflex to arrange your training in an open learning environment. To find it important that a competence oriented training offer is based on open learning formats. To feel the need to help other trainers applying it.
4 Know when (Implicit understanding)	To know when and how to create the appropriate open learning conditions to achieve the competences envisaged.	Discovering/acting independently	To create appropriate open learning opportunities with learning conditions related to the competence development as envisaged. To add new instruments to the given learning environment.	Self-regulation	To feel the need to explore the theory and practice of open learning environments. To find it important to be creative in this respect.
3 Know how	To theoretically know how to create open learning training conditions offering e.g. multiple perspectives and concrete individual experiences involving authentic problems ...	Deciding/ selecting	To systematically use existing open learning training formats for your courses or training offer. To select and try out appropriate formats.	appreciation	To value open learning environments as the ideal (an appropriate format for learners to develop competences.
2 Know why (Distant understanding)	To know that offering an open learning training involving e.g. multiple perspectives and concrete individual experiences, involving authentic problems ... leads to competence development. To know that open learning environments are a condition to help individuals develop all dimensions of a competence.	Application, Imitation	To occasionally adopt and adapt existing open learning formats for your own training offer.	Perspective taking	To be interested in using open learning training formats for your own courses
1 Know-what	To know what an open learning environment is.	Perceiving	To recognise open learning environments and perceive their usefulness for competence development (without taking other actions)	Self oriented	To feel that open learning environments challenge your own competence development. Not yet relating open learning environments to the own professional situation.

Cognitive Dimension: Learners knowledge ->skills

You selected the topic: Competence to create an open learning environment for adult training

1	2	3	4	5	6	7*
General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)	
5 Know where else (knowledge for Transfer)	To have the theoretical background to build appropriate open learning training conditions and help other people to do so as well.	Presents appropriate theory Can suggest relevant OLE formats to other people				
4 Know when (Implicit understanding)	To know when and how to create the appropriate open learning conditions to achieve the competences envisaged.	Explains how to set up particular OLE conditions to develop specific competences				
3 Know how	To theoretically know how to create open learning training conditions offering e.g. multiple perspectives and concrete individual experiences involving authentic problems ...	Explains how to set up OLE conditions				
2 Know why (Distant understanding)	To know that offering an open learning training involving e.g. multiple perspectives and concrete individual experiences, involving authentic problems ... leads to competence development. To know that open learning environments are a condition to help individuals develop all dimensions of a competence.	Talks about the appropriate requirements of OLE for leading to competence development.				
1 Know-what	To know what an open learning environment is.	Gives a definition of OLE Can use the concept correctly in the right context				

- 2 identify the needs of the learners
*To help learners articulate their needs/learning styles
To assess the needs of the participants*
- 3 translate competences into learning activities
*To design the course in terms of tasks, roles and actions
To relate the course to professional activities*
- 4 create an open learning environment
*To supply the necessary resources for an open educative setting
To create the open social environment for the course*
- 5 monitor learning
*To support interaction with other participants and trainers
To promote reflection on the learning*
- 6 moderate
*To distribute attention equally among participants
To acknowledge input from participants*

B) Quality care and evaluation

Involves the competences to:

- 1 design the evaluation process
*To define the goals for the evaluation of the course
To create a time schedule for the evaluation*
- 2 manage the evaluation process
To create the right atmosphere and conditions for evaluation
- 3 define the right indicators and gather the right information
*To describe performances linked to quality levels
To create instruments for collecting information*
- 4 analyse and interpret the data
*To process the collected data
To discuss the results, interpret the data*
- 5 act according to the outcomes of the evaluation
*To report correctly to all people involved
To create the right conditions for change*

C) Validation of the acquired competences

Involves the competences to:

- 1 describe the course and learning context
To describe content, methodology, context



- 2 create the inventory of competences to be acquired
*To sum up the competences related to the learning activities at the course
To characterize the competences*
- 3 create reference systems and instruments
*To describe the acquisition levels of the competences involved
To create assessment tools to gather information*
- 4 assess, to distinguish between stages of acquisition, to apply level indicators
To observe, interview, discuss, ask
- 5 evidence, communicate the result + consequences to the learner
*To create a certificate for the participants
To report on the acquired competences in the certificate*
- 6 relate to the wider system of qualification
To link with NQF, EQF or other official framework

D) Public relations and outreach

Involves competences to:

- 1 network at all levels
*To promote and advocate the course towards decision makers
To network (potential) course participants*
- 2 raise funds
*To broaden the target group for the course
To reach other financial sources*
- 3 promote and market the course

IT'S NEVER TOO LATE TO LEARN

The competence to define and formulate learning outcomes in terms of competences.

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
2	3	2	3	2	3
Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5 Know where else (knowledge for Transfer)	To know how to help colleagues describe learning outcomes in terms of competences. Strategic knowledge on competences.	Developing/ Constructing Transfer	To build knowledge and expertise, to construct related theory and practice.	Incorporated	To feel an incorporated reflex to formulate learning outcomes in terms of competences. To find it important that the sector adopts competence descriptions as descriptors of learning outcomes. To feel the need to help other people doing so.
4 Know when (Implicit understanding)	To know related theory. To know how to describe a learning outcome in terms of knowledge, attitude and activity dimensions.	Discovering/ acting independently	To search for related theory. To create appropriate competence descriptions related to the learning outcomes of your courses.	Self-regulation	To feel the need to be pro-active in this respect. To value your curiosity for competences and their value in society. To find it important to be creative in this respect.
3 Know how	To know how to relate learning outcomes to existing competence descriptions.	Deciding/ selecting	To systematically use existing competence descriptions for the learning outcomes in your courses. To try out appropriate descriptions.	Empathy/ appreciation	To value competence descriptions as appropriate descriptors of learning outcomes in your sector.
2 Know why (Distant understanding)	To know that competence descriptions offer a more complete holistic view on a person's capacity to act. To know that in present society a competence is a relevant concept in a person's portfolio.	Application, Imitation	To occasionally use existing competence descriptions for the learning outcomes in your courses.	Perspective taking	To be interested in competences and competence descriptions for your own courses and course participants
1 Know-what	To know what a competence is. To know that individual learning outcomes can be described in terms of competences.	Self oriented	To feel that competence descriptions can be useful for you.		



VALIDATION OF LEARNING OUTCOMES IN KA1 GRUNDTVIG TRAINING COURSES.

'Simply' defined one can say that validation is the process of identifying, assessing and recognising knowledge, skills and competences acquired in formal, non-formal and informal settings.

The CEDEFOP 2009 guidelines state that validation is: "The confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification."

Validation of learning outcomes is of particular importance in the non-formal adult education system since this sector focuses on adult learners who, at a possibly long distance from their original formal qualifications, need evidence of their further development of skills and social and personal competences.

This is also made clear in the Renewed European agenda for adult learning (Council resolution 2011/C 372/01) stating: "To encourage the development of effective lifelong guidance systems, as well as integrated systems for the validation of non-formal and informal learning" as an action point and "Putting in place fully functional systems for validating non-formal and informal learning and promoting their use by adults ..." as an element of priority.

Grundtvig mobility training

According to GINCO the international mobility training course system offers the ideal structure for an effective and useful introduction of mechanisms for validation of learning outcomes in the adult education sector. There are two reasons:

- There is an intrinsic reason for international course organisers to validate the learning outcomes of the participants at their course. Grundtvig courses are run in an international context and – from the perspective of the participant – always in a foreign country. How can a participant get evidence of what he/she has learned and acquired at this course and how can it be recognised in his/her home country? It is also clear that especially adult educators, proven to come from a variety of backgrounds, would benefit from evidenced professional development. A learning outcome validation system would therefore considerably increase the value of an international course for its participants.
- There is also a strategic argument. Grundtvig IST course participants are adult educators: teachers and trainers in a sector that is a major contributor to formal, non-formal and informal learning. Adult educators, participating in a Grundtvig course, will experience the mechanisms of validation and the value of evidenced competence development. They will be the most efficient multipliers/ambassadors and are best placed to help introduce these innovative systems in their own country and organisation.

KA1

Validation of learning outcomes is even a stronger priority element in the ET 2020 strategies than it was for Lisbon 2010. In Erasmus+ the rules for mobility training action KA1, including international courses for professional development of education staff, specifically mention that: "The sending and receiving organisations involved should agree on issuing a Europass mobility certificate at the end of the mobility. For more information on how to proceed, consult the Europass website: <http://europass.cedefop.europa.eu/en/home>."

Promoting and supporting the introduction of validation of learning outcomes in international courses therefore is one of the priorities of the GINCO T&T project. GINCO strives to improve the expertise of course organisers concerning certification, recognition and validation of learning outcomes of their courses and help them conceive and present their courses in the form of course learning outcomes and competences to acquire. This is the basis for a certification and validation approach and defines the value of e.g. a Europass certificate.

GINCO T&T also aims to promote validation tools for KA1 course learning outcomes. There are highly relevant approaches to validation, e.g. developed in the frame of the Grundtvig VIP and VILMA projects. These projects resulted in the LEVEL 5 system. LEVEL 5 offers an approach and instrument to document and visualise competence developments with a special focus on personal, social and organisational competences. The LEVEL 5 cube also emphasises the 3-D character of competences.



COMPETENCE ORIENTED TEACHING AND LEARNING

Competence based learning and competence based education do not consist of traditional teaching situations. They are based on the idea that the learners learn by experience and discovery. This concept has an impact on how learners may be educated. The idea is that adult learners need to be actively involved in the learning situation. They learn best in meaningful contexts, and in co-operation and interaction with others and with their environment. Thus they enable themselves to acquire knowledge, construe knowledge, and check and cross-check their newly constructed ideas with those of others. Of course this implies no denial of the importance of teaching; it emphasises the necessity of teaching in a highly responsive and learner-centred way without neglecting the obligation of showing learners new horizons and perspectives, and enthusiasm for things they may never yet have heard of.

Competence based learning requires an approach to education that differs from the traditional approaches to teaching. In competence based education we stress the importance of powerful or rich learning environments that enable learners to engage in meaningful learning processes.

Key features of a competence oriented approach

The most distinctive features of this approach may be summarized as follows:

• Meaningful contexts

For learning to take place it is recommended that educators create or look for meaningful contexts in which learners will experience the relevance and the meaning of the competences to be acquired in a natural way.

• Room for initiative and creativity

In order to acquire competence(s) it is required that the learners are given room to take initiatives. It is a vital condition since competence implies taking initiatives, being creative, seeking to fulfil ones own ambitions.

• Constructive learning

The philosophy of competence based education has its roots in the social constructivism that pervades our views on learning these days. Learning is conceived as a process of constructing one's own knowledge in interaction with one's environment, rather than as a process of absorbing the knowledge others try to transmit.

• Cooperative, interactive learning (with peers, teachers and other actors.)

The basic idea behind competence based education is to help learners develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their own learning itinerary. This is what social constructivism is about. Co-operation and interaction are both domains of learning, and vehicles of learning

• Discovery learning

Open learning processes require learning that may be characterized as active discovery as opposed to receptive learning. This does not imply that learning content should not be made available and accessible. It means that the way of acquiring this knowledge or these competences, cannot be just a process of providing information, but should always be embedded in a discovery based approach.

• Reflective learning

Competence based learning requires, apart from a focus on the key competences, also an emphasis on the learn-

ing processes as such. By reflecting on one's own needs, motivation, approach, progress, results etc. one develops learning competences/strategies that may be considered meta-competences.

• Personal learning

In the competence oriented theories learning is conceived as a process of constructing ones own personal knowledge and competences. Information, knowledge, strategies, only become meaningful for a person if they become an integral part of his/her own personal body of knowledge and competences. In education this implies that learners need to be able to identify with the contexts, the people, the situations and interests which are included in the learning domains involved.

Active learning in a realistic situation, in which you have a distinct and valuable role, makes the learning process a worthwhile event with personal results that will prove to be useful in many other contexts. The process which leads to competence acquisition involve five basic elements: motivation, room for initiative, action and reflection.

**FROM LEARNING TO ACT
TOWARDS
ACTING TO LEARN**

QUALITY OF COURSE

In February 2014 the GINCO Tools & Training team organised the first pilot course on competence development for international course organisers and trainers in Alden Biesen, Belgium. The course, attended by 22 people from 13 different countries, was based on the approach, methods and material created during the GINCO Tools & Training project (www.ginconet.eu).



What competences are required for a course provider to deliver a high quality course? This question led the GINCO team to the creation of a "competence profile of Grundtvig course organisers" as described elsewhere in this newsletter.

The pilot course programme covered these competences in an appropriate way. Since competence based teaching and learning is one of the key elements of a quality course the GINCO T&T course was conceived as a competence driven course. A number of working methods fostering competence development were used: open space, work on cases, exchange experiences, demonstrations of tools, tool market, peer learning, co-creation of tools and methods based on an issue/problem, learning by doing, self-assessment, feedback sessions, assignments, dilemma's ...

Input and presentations were reduced to a minimum. In view of the new European education programme a first presentation dealt with "How do ERASMUS+ rules and opportunities affect the organisation of your international training course?" Renilde Reynders (EPOS, Flemish National Agency) explained the new application rules for the 'sending organisations' and Guy Tilkin (Alden Biesen, BE) elaborated on the con-



"The genuinely positive atmosphere, the way the participants were treated as co-constructors of learning and the quality of a very knowledgeable team of facilitators. Thanks. Well done!"

sequences of these new rules for course organisers. Other topics for input were: quality care & evaluation by Christa Bauer (Evalitas, AT), Competence driven didactics and PR & marketing by Jaap Van Lakerveld (PLATO, NL), validation of learning outcomes by Tim Scholze (BupNet, DE) and the European dimension of international education staff training by Guy Tilkin.

As for the needs of the participants it became clear that quality care and self-evaluation seem to be rather well established in in-service training practice. On the other hand it turned out that courses are hardly ever described in terms of competences and learning outcomes, let go that they are structured as competence driven courses. Also validation of individual learning outcomes is unknown territory for most course organisers. There still is a long way to go before these elements will be common practice in European staff training courses. The pilot course paid special attention to these elements.



The course had a very high level of 'practice what you preach': all course elements were active examples, directly applicable in the course proposals of the participants. It was competence driven, Europe oriented, with a number of self-evaluation techniques and opportunities for validation of individual learning outcomes. From the start participants were asked to work 'on a case': a course they had been running in the past but wanted to improve, or a new course they planned to organise in the future. All input was to be applied on their 'case'. Trainers were available to some extent as trainers, but also as experts, moderators, mentors etc. Specific needs and demands were met in open spaces.

The 'hottest' item at the course was PR and marketing. The fact that the 'data base' is no longer active, places the course organisers for the problem of international outreach. Therefore a lot of course organisers opt for the creation of consortia or networks to bundle their outreach efforts. GINCO is a candidate to support this but definitely wants to link this to a quality label and, if possible to a suite of validation instruments.

"I found it particularly useful working in groups with professionals from other countries and I enjoyed also the presentations from the staff members."

SECOND PILOT COURSE + CONFERENCE (9 – 12/09/14) ALDEN BIESEN + LEUVEN (BE)

Organising European training for adult education staff

The GINCO Tools & Training team organises a second pilot course on competence development for international course organisers and trainers in Alden Biesen, Belgium. The pilot course programme elements are based on the competence areas in the profile as developed by GINCO.

The course programme starts in Alden Biesen on the 9th September. The next course day (10th Sept.) will consist of a series of sessions in which we go through the process of organising EU adult education staff courses. Related to that we offer sessions for developing competences to bring the process of organising IST courses to a high level of quality. These sessions will focus on validation of learning outcomes, evaluation and quality, PR, marketing and outreach as well as management and organisation.

On the 11th September at 11.00 the course participants will move to Leuven (Park Inn hotel) where they will join the international GINCO T&T conference as part of the course. 40 more people will join the group. This conference will include more presenta-

tions, workshops and networking opportunities and will end on the 12 September at 15.00.

Venue:

1) course: 9 – 11 Sept.: Landcommanderij ALDEN BIESEN, Kasteelstraat 6, B 3740 Bilzen, Belgium, Web page: www.Alden-Biesen.be

2) conference: 11 – 12 Sept.: Park Inn hotel, Leuven (Louvain), Belgium. (<http://www.parkinn.com/hotel-leuven>). The hotel is situated next to the railway station with a direct connection to Brussels international airport (15 minutes).

Participation: Only on the basis of an application approved by the GINCO T&T team.

Interested in joining course and/or conference for free?

Please download the application form on: www.ginconet.eu/pilot2candidate.doc and send to: guy.tilkin@alden-biesen.be.

This project builds on the experience of the partners in highly relevant previous projects and will contribute to the exploitation of the materials created in these projects:

- The SEALLL project: Self Evaluation in Adult Lifelong Learning: www.sealll.eu
- The VILMA and VIP projects: Validation of Learning Outcomes: <http://www.vip-eu.org/>, <http://www.vilma-eu.org/>
- The EU Commission study on Key competences for adult learning professionals: <http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf>
- ALPINE study, the EU study on local learning centres: http://ec.europa.eu/education/more-information/doc/adultprofreport_en.pdf.
- The ComNet project: www.networksineducation.eu
- The Survival kit project: www.european-project-management.eu

This project also builds on the needs of the Grundtvig IST field as reported in the EAC Grundtvig study on In-service training: "Analysis and exploitation of the results of Grundtvig in-service training activities 2000-2009": http://eacea.ec.europa.eu/lp/studies/studies_en.php

All GINCO T&T activities and material is published on www.ginconet.eu.

PROJECT PARTNERS

Landcommanderij Alden Biesen, Bilzen (BE)
Bildung Und Projekt NETzwerk GmbH, Göttingen (DE)
Evalitas OG, Graz (AT)

Platform Opleiding, Onderwijs en Organisatie, Leiden (NL)
die Berater Unternehmensberatungsgesellschaft mbH, Vienna (AT)
Training 2000, Mondavio (IT)

