GINCO*news*

March 2011

Enhancing opportunities for professional development of adult education staff

GINCO Grundtvig International Network of Course Organisers

www.ginconet.eu

GINCO: GRUNDTVIG INTERNATIONAL NETWORK OF COURSE ORGANISERS

GINCO is a Grundtvig network consortium aiming to create a European wide network of adult education organisations actually running Grundtvig courses or planning to do so in the future. In the network we will **share expertise, create and share useful material and enhance communication and cooperation** in order to improve the quality of Grundtvig courses, to **enlarge the scope of provision** and to **improve the visibility and success** of the action and the courses.

Grundtvig courses: opportunities to update your competences as an adult educator!

The European Grundtvig programme supports international mobility activities for in-service training for adult educators. Adult education staff can apply for a Grundtvig grant to attend an international course abroad. This grant system is run by the National Agencies in all Lifelong Learning Programme countries. The international courses are provided Europe wide by European (project) partnerships or by individual adult education organisations.

GINCO will build a European wide network organised through different strands of activities: research, production of relevant material, conferences, training days, Internet based networking activities etc. The network will provide a wide range of support available to cover specific needs of the Grundtvig training providers such as:

– supporting organisers in applying appropriate, innovative adult Lifelong Learning didactics for their courses

– promoting the appropriate use of ICT in preliminary, face to face and follow up phases of the course

Are you an adult education provider offering Grundtvig courses or willing/planning to do so?

GINCO can
* provide useful material
* bring you in contact with colleagues
* help share material and expertise

GINCO
* networks actual & potential Grundtvig course organisers
* offers support for:
  * development
  * promotion
  * quality
  * validation
  * sustainability
of Grundtvig courses

– supporting course providers in their care for quality, provision of evaluation frames for the courses

– supporting course organisers in reviewing their course objectives in terms of competence development

– providing validation systems for the learning outcomes of course participants

– improving intercultural skills of course organisers

– supporting follow-up and transfer of learning outcomes

– helping organisers focus on course impact on participants

– improving dissemination of programme opportunities and courses

– analysing national course provision in LLP countries and develop strategies to turn this offer into Grundtvig course provision

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Grundtvig courses: professional development for adult educators!

WHAT IS A GRUNDTVIG COURSE?

A Grundtvig course is any course for professional development of adult educators that is considered by an LLP National Agency to be eligible for a Grundtvig mobility grant for potential participants. A course can be the result of a centralised Socrates or LLP project or set up by an individual organisation or a group of organisations outside a project context.

If you are a formal or non-formal adult education provider and you plan your international course to be eligible for the participation of Grundtvig IST grant holders and have it validated for the database by your LLP National Agency, there are some rules you have to answer to:

– It should be a structured course, lasting at least 5 working days (travel time excluded).
– It must concentrate on practical teaching skills, methodologies or skills related to management of learning.
– The training must take place in one of the LLP countries.
– The training team should be multinational (not so for language courses for language teachers).
– Trainees come from at least three LLP countries with a maximum of 30% from one country.
– The course should be in an official European Union language
– A final evaluation session at the end of the training should be included.
– The organiser must certify attendance at the training activity.
– Course organisers will also have to sign a 'declaration of compliance' before the LLP National Agency can enter the course in the course database.

Notes:
– The rules described here only apply to 'structured training courses'. There are other, less formal training opportunities eligible for Grundtvig mobility grants (conferences, job shadowing ...) under the action 'Visits and Exchanges'.

Guy Tilkin, Ginco Coordinator

– The rules described above are an (not binding) extract from the "Instructions for providers of Comenius and Grundtvig training events". Full text available on the database website
– Adult educators can also apply for courses outside the data base after an eligibility check by the NA

The Grundtvig Training Database is available on http://ec.europa.eu/education/trainingdatabase/.

Education and Culture DG
Lifelong Learning Programme

GINCO: NETWORKING OPPORTUNITIES TO UPDATE YOUR COMPETENCES AS A GRUNDTVIG COURSE ORGANISER!

FIRST GINCO CONFERENCE:
IZMIR, 27 – 30 OCTOBER 2010

The first international GINCO Conference on "Quality and ICT for Grundtvig courses" was held in Izmir, Turkey. During the Conference different speakers, participants, stakeholders shared their experiences and knowledge on the topic. The three days were divided into plenary sessions and workshops on the following themes: Sustainability for Grundtvig courses, ICT for Grundtvig courses, Innovative Didactics in Adult Education and Quality of delivery.
All texts and material available on www.ginconet.eu

QUALITY OF COURSE!

General theory/philosophy on adult learning and education

Adult education and adult learning currently are often based on theories on competence based learning. Competence based learning requires an approach to education that differs from the traditional approaches to teaching. The emphasis is to a lesser extent on transferring knowledge. In competence based education one tends to think of powerful or rich learning environments that enable learners to engage in meaningful learning processes. The most distinctive features of this approach may be summarized as follows:
Meaningful contexts, multidisciplinary approach, constructive learning, social, cooperative, interactive learning, discovery learning, reflective learning, personal learning.

A Quality grid

In order to make a systematic overview of quality issues, we created a grid. One side of the grid consists of four phases of course organisation:

1. Pre course activities: these are the activities and conditions necessary as prerequisites of courses. It concerns all the things that are needed even before you know what kind of course may be provided. (a catalogue, general frame, some quality standards, an address to turn to for information etc. are examples of such pre-conditions). This basically is a field of activities to be done by policy makers/facilitators at a macro level. They create, manage and upgrade the conditions within which the actual course organisers/providers will launch their initiatives.
2. Course development: these are the activities aimed at the actual development of a particular course. It is the curriculum development/course construction part. These activities are in the hands of the developers, often the same as the actual trainers.

3. Course implementation: this is the phase in which the developed course is enrolled, delivered, provided. It includes the training part as well as the social embedding of the programme in the course week. The course implementation is the responsibility of the training staff.
4. Follow up. This is the series of activities one may include in the time period after the course is delivered, when people have returned home again. It is the phase in which contacts are kept warm, in which implementation and transfer of learning outcomes are monitored and in which possible new co-operation may be launched. The activity may be in the hands of the training staff or representatives of the providing organisation, often the leading organisation.

	Pre-course	Course development	Course implementation	Post-course follow up
Basic conditions and strategic planning				
Outreach and marketing				
Needs assessment				
Goal setting				
Designing the course				
Constructing the learning environment and materials/aids				
Managerial organisational activities				
Teaching, training, educating				
Social facilitating				
Assessment, monitoring and evaluation				
Networking, sustainability mainstreaming				
Policy feedback				

The other side of the grid consists of the series of activities course organisers tend to go through in order to produce a consistent educational offer. While the first dimension of the grid is merely a distinction in stages; this dimension consists of the steps professionals need to go through in order to prepare, develop and deliver a consistent high quality course.

The document consists of quality statements on each of the fields of activities in each of the four course development phases. For more information please download the full text at www.ginconet.eu

Jaap van Lakerveld, PLATO, Leiden University (NL)

GINCO CONSOR...

Training 2000, http://www.training2000.it

DEMÀ - Depepartment d'Estudis dels Medis Actuals, http://www.dema.cat
External consultant: **Belies Consulting**

Foundation Institute of Technology & Development, http://itd-bg.eu/

ECORYS - Leonardo, Grundtvig & Transversal UK National Agency, http://www.lifelonglearningprog... **University of Glasgow,** http://www.gla.ac.uk/

Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei, http://www.anpcdefp.ro/

Platf...
http:...

Klaipeda Lithuani...

Kansanvalistusseura LlinE, http://www.kansanvalistusseura.fi

EGECED- Egitim... Enstitüsü Derne...

BUPNET - Bildung und... Universität Bielefeld, ht...

EPOS vzw, ... EAEA, Euro...
Landcomma...

GINCO

ICT DIDACTICS IN EU GRUNDTVIG COURSES

Summary of the Izmir conference key note by Jan Gejel, Aarhus Social and Health College (DK)

The conditions and circumstances for European Grundtvig courses can be quite different and more problematic than local or national courses for adult educators. The success of a Grundtvig course, as of any educational activity, is very much based on to what extent the course succeeds in establishing a strong learning community – a community in which the learners and the teacher interact well and where the participants work together to achieve aims of mutual interests.

This is where ICT comes in. It is very clear that ICT offers great potential as to what we call: *establishing a quality framework for the creation of the learning community.* The ICT based course didactics establish a framework of communication before, during and after the Grundtvig course to optimize the performance of the learning community during the course working days. The didactic set-up aims to address all the obstacles for the establishment of a learning community, within which the trainer or course facilitator can unfold his or her pedagogical and professional skills and talents to the maximum.

How can ICT in general facilitate the preparation and follow-up of a Grundtvig course and thus improve its quality? What kind of obstacles can ICT help overcome?

A website with materials, background material, ideas for the course, or a few mails preparing the participants for the course activities and their expected involvement, even such simple things might throw some important dynamics into the pre-course phase. Through simple tools it is possible for the teacher to identify the participants' interests, background, professional profile and learning style, and it is indeed possible for the participants to get to know each other through small presentations, and to exchange professional points of view related to the course theme.

How can ICT be used to build up a small community before, during and after the Grundtvig course?

ICT tools as such will not motivate the participants. Only the teacher and interesting work themes can do that. Therefore the pre-course communication should not focus on technology (the access, the rules, the magical platform opportunities …), but on the participants' personal and professional interests. Such a mixture of informal personal dialogues and professional contributions might very

well qualify for the name learning community. In this way from the very beginning of the face to face phase, a strong dynamics is present in the course room.

What about after the course, then?

It is possible to continue the activities in the learning community after the end of the course. The ICT tools could be the same, but the aims of the ICT communication might be different. This tool should be able to facilitate long-term dialogues and long-term networking, depending on the interest and resources of the participants.

The vision: communities linking theory and practice, the course and the participants' work?

The long-term vision of ICT based course didactics should be the interaction between theory and practice. Here the theory refers to the learning activities at the Grundtvig course, and practice is the everyday work of the participant in his/her organisation. The transfer of theory into practice is of special relevance in Grundtvig courses, as this is taking place "a long way from the participants' practical work". "A long way" might cover geographic distance, thematic distance as well as cultural distance.

TIUM PARTNERS

form Opleiding, Onderwijs en Organisatie, //www.fsw.leidenuniv.nl/plato

AUTh - Aristotle University of Thessaloniki, http://www.auth.gr/home/index_en.html

Evalitas, http://www.evalitas.com
die Berater, http://www.dieberater.com/

The Social and Healthcare College, http://www.sosuaarhus-international.com/

ramme.org.uk

INstitut SUPérieur de formation permanente, http://www.insup.org/

University Continuing Studies Institute, http://www.tsi.lt
an Association of Adult Education, http://www.lssa.smm.lt/

ve Gençlik Calismalari
ği http://www.egeced.org

Projekt Netzwerk, http://www.bupnet.de/
tp://www.uni-bielefeld.de/

http://www.epos-vlaanderen.be/

pean Association for the Education of Adults, http://www.eaea.org/

anderij Alden Biesen (coordinator), http://www.alden-biesen.be/

PRACTICAL TACCLE WORKSHOP

One of the workshops at the GINCO conference in Izmir addressed the "TACCLE IST Course: Creating your own e-learning content in adult education" (www.taccle.eu) and how ICT is used before, during and after the course.

The workshop was carried out by Jens Vermeersch of GO! (BE), Elmo De Angelis and Kylene De Angelis of Training 2000 (IT):

A. Presentation of useful tools for Grundtvig course organisers:

1. Google docs:

This is an interesting tool for pre-registrations of your course. The user sees a form to pre-register. This form is transferred to a spreadsheet automatically. The great advantage is that all your trainer partners (abroad) have access to the pre-registration list; special requests about the content of the course are also collected through this tool.

2. Yahoo groups

Set up an online group for your course. You can use it in every phase of the course: Introduction / Practical information / Expectations / Evaluation / Communication after the course / e-mail list.

3. Other applications:

Wiki page, Mail Chimp, Facebook, Delicious (www.delicious.com), Skype. For more web 2.0 applications for course organisers, have a look at a wiki by Cristina Costa: http://webpossibilities.pbworks.com

4. E-learning tools:

4.1 Moodle Platform
A Moodle platform is an interesting tool to be used before, during and after a Grundtvig course. The Taccle team provides all the participants with a login and a password, and invites them to use the platform before the course. All the course material and the practical information is on the Moodle. During the course the participants can upload all their work, use the platform for communication and link to other websites and platforms to share their knowledge.

All evaluation forms can be made in Google docs or Surveymonkey and then uploaded on the platform. After the course, the platform is available to the participants, for further use.
4.2 Blogs: useful for reflection (evaluation) or user instructions (for example: Blogger, Wordpress)

B. Work in groups: knowledge sharing between the participants of the workshop

In this session participants were asked to share their ideas and experiences on useful technology for a Grundtvig IST course. The following elements have been suggested by the participants of the workshop:
Pre-course: e-mail + attachments: individual communication for individual problems; Facebook, Eventbrite: registration, can be linked to Paypal (www.eventbrite.com) to collect registration fees; online groups: Yahoo, Google; Learning platforms: Moodle, Dokeos; Blog: Blogger, Wordpress; Facebook; Google docs.
During the course: website: Joomla or other software; Blogs for qualitative evaluation; Drop-Box to send big files; Twitter for microblogging; Skype; Microsoft office live; Wiki page

Post course: Facebook friends, Website, Learning platform: ILIAS, Netlog, Surveymonkey for evaluation questionnaires.

For more information on these tools, we refer to the TACCLE workshop minutes on http://www.ginconet.eu/library/conferences/izmir

SECOND GINCO CONFERENCE

VALIDATION OF PROFESSIONAL DEVELOPMENT IN GRUNDTVIG COURSES

THESSALONIKI, GREECE 7 – 11 DECEMBER 2011

"Validation of Professional Development in Grundtvig Courses" is the second international conference organized by the GINCO consortium focusing on the validation and recognition of the learning outcomes of the adult educators attending Grundtvig in-service training courses. The conference targets actual Grundtvig IST course organisers, all adult education organizations willing/planning to organise such courses and all stakeholders in the field: LLP National Agencies, adult education policy makers, programme developers etc.

All themes will be explored in keynotes and workshops, relevant material will be presented, expertise will be exchanged, good practice will be highlighted. The conference will also be the ideal space for networking and creating useful contacts.

Themes covered during the conference:
- Grundtvig and Professional Development of Adult Education Staff
- Validation of Learning Outcomes in Adult Education, state of the art in Europe
- Competence Development for Adult Educators.
- Key competences for adult education staff
- Competence development in Grundtvig courses
- Assessing learning outcomes
- Validation of Informal Learning in Mobility Activities
- Credit and Validation Systems
- Recognition of learning outcomes in Grundtvig courses

For each theme we will look at the state of the art in Europe and then discuss opportunities to transfer it into a Grundtvig course context.

This conference is registered in the Grundtvig Training Database (https://webgate.ec.europa.eu/llp/istcourse-database/) under the reference number: BE-2011-182-001. Participants can apply for a grant under the Grundtvig action: Visits and Exchanges (deadline 30 April or variable deadlines, please check with your LLP National Agency). Application forms are downloadable from the website of each National Agency. Participation is for free (participation fee = 0), accommodation and all meals: 400 Euro. For more info and a pre-registration form please go to www.ginconet.eu.

ADVOCACY

Grundtvig courses are a valuable contribution to the professionalization of adult educators, a key objective of the funding programme, and the only transnational training element for this particular target group of educationalists. Therefore the network consortium wants to help optimise the action and acts as a spokesman on behalf of the Grundtvig course organisers in relation to National Agencies, DG EAC and educational policy makers at relevant levels in order to improve communication and cooperation.

Through interviews and online surveys the network gathers opinions, needs and suggestions from the course organisers and other stakeholders. This information was fed e.g. in the consultancy process for the new generation of funding programmes in education and training and presented as recommendations to DG EAC.
The network pleads for:
- a better structured and more intensive communication flow between the National Agencies and the course organisers.
- specific incentives and promotional approaches to enlarge the Grundtvig course provision, particularly in those countries that up to the present are not very well represented in the Grundtvig Training Database and in thematic areas that are now missing in the training offer but that are needed by adult educators.
- clear preference in the new generation of programmes to courses which have been developed by Grundtvig projects. If nationally developed courses are „Europeanized" and seek entry into the course

database they need to undergo a much stricter validation process.
- establishing a working group of all stakeholders to present concrete structures and actions as to improve e.g. the problem of the high number of sessions in the IST data base, a quality feedback system between NAs and organisers, a priority system for high quality courses, the user-friendliness of the existing course database.
- Increasing the visibility of the Grundtvig Training Database by linking it to relevant adult education websites.
- introducing a self-evaluation system for the IST courses, to be submitted by the training provider to the National Agency of their country, after the course has been delivered.
- a continuation of a National Agency based selection system of grant applicants

In the future the network will continue its surveys and consultation in order to present opinions based on representative input from the stakeholders. At this moment the main consultation group are the course organisers with courses in the Grundtvig Training Database between 1 September 2009 and 30 July 2011. A 'stakeholder registration system' will be installed on the GINCO website in order to enlarge this group.

GRUNDTVIG PROJECTS, THE IDEAL GROUND FOR DEVELOPING GRUNDTVIG COURSES

Grundtvig Multilateral Projects and Networks are the ideal ground for developing new Grundtvig courses. These projects deal with innovation in terms of topics, approaches, expertise and didactic materials. Selected projects are within the lines of the LLP priorities and all elements are created and/or tested in a multinational, European context. This means that the courses, developed from project and network outcomes almost automatically qualify as Grundtvig courses following the eligibility criteria for validation.
Also the projects themselves can benefit from course development as a project outcome. Turning project results into Grundtvig course material and actually running Grundtvig courses will contribute to the exploitation and sustainability of the project as such.
Through course development a Grundtvig project partnership will find new ways to translate and transfer its project outcomes. It will also give the opportunity to find new target groups, new users and disseminators. Course development will help create a European network of users and help install a system for contributions and feedback by professional learners, beyond the countries of the original project partnership. The course system will also provide funding for the continuation of (at least a part of) the project work and the consortium.
Grundtvig courses will clearly help spread the approaches, methodology and materials developed in the project. This will contribute to the potential for mainstreaming and to the weight on policy and curriculum development.
An incentive for Grundtvig projects to turn their outcomes into Grundtvig courses can make these projects and courses a key stone in LLP policy making. Projects following EU strategy and priorities should be stimulated to create courses spreading their outcomes Europe wide, thus improving their exploitation potential and impact and contributing to innovation in adult education.