

Several European studies show that there is a wide diversity throughout Europe in the sector of adult learning professionals: specific adult education teacher training doesn't exist in all member states, the employment situation and competences required for working in this sector differ a lot. However, adult learning professionals play an important role in the promoting and achieving lifelong learning for adult learners throughout their lives. Therefore it is important to take initiatives for professional development of people working in AE education and training, which will contribute to its image of a dedicated profession.

In response to the needs and recommendations as stated in the "Analysis and exploitation of the results of Grundtvig in-service training activities 2000-2009". GINCO T&T wants to develop a modular training course for Grundtvig course organisers that is based on the knowledge, competences and expertise of the consortium partners acquired through their participation in highly relevant centralised LLP projects and studies.

**The main aim is to raise the quality of delivery of Grundtvig courses by professional competence development of these course organisers.**

Quality of delivery in the 'eyes' of the GINCO T&T consortium means:

- mechanisms for quality care and self-evaluation in place
- innovative didactics and competence oriented approach
- aimed at the development of key competences for adult learning staff
- appropriate ICT use in all phases: pre delivery, delivery and follow up
- mechanisms for validation of learning outcomes in place
- attention for personal and social competence development
- Attention for the European dimension
- links to LLP priorities

All these elements are covered by the recent and innovative centralized funding projects and studies mentioned above. The involvement of the partners in this combination of vital innovative projects and studies makes this consortium unique and highly qualified.

The GincO network has already identified and collected some relevant material on these topics which is available in Europe, and some of it has been adapted in the frame of the GINCO network activities, but development of new material was not the goal of the network. Therefore it is clear that a number of materials need to be further elaborated and that course organisers need specific training to run their courses in a proper way. The GINCO Tools & Training project will meet these needs by creating, collecting and adapting training materials and tools. All these products will be collected, tested and

presented in a manual, which will be the basis for a modular IST course for Grundtvig course providers.

Mobility activities for in-service training (IST) for adult educators, and the development of training courses meeting Lifelong Learning priorities, receive funding from the National Agencies (through the Grundtvig IST grant system) and the European Commission (through centralised project funding) in support to improving access to a rich and varied provision of adult education (AE) training with a European scope.

In order to enlarge the provision and improve the quality of these Grundtvig IST courses the Grundtvig International Network of Course Organisers (GINCO) was created (approved in the 2009 call). During the funding period the network consortium focused on networking, course quality, validation of learning outcomes, enlargement of provision and advocacy. Basic material was created or collected and adapted and conferences were organised, course organisers were networked.

The network activities of GINCO revealed a number of needs coming from the field of professional development of adult education staff and from Grundtvig course organisers. To name a few: There isn't any system that guarantees the quality of the courses delivered; links with the European and national LLL policies should be stronger; ICT is not used sufficiently and adequately; recognition and validation of learning outcomes for these European courses is not yet common practice. Courses seldom are competence-oriented and impact and transfer of the course learning outcomes into daily practice is a pending subject.

These GINCO findings are consistent with the findings of a highly relevant study, ordered by DG EAC and conducted by the West of Scotland Colleges' Partnership (WosCop) in 2010-2011: "Analysis and exploitation of the results of Grundtvig in-service training activities 2000-2009". The report of this study ([http://eacea.ec.europa.eu/lip/studies/studies\\_en.php](http://eacea.ec.europa.eu/lip/studies/studies_en.php)) revealed a number of interesting achievements and needs.

On the positive side the report states that involvement in Grundtvig IST has encouraged the opening of many organisations to an international audience and has encouraged organisations to develop a European dimension and introduce it in their training offer. The action has offered a channel for dissemination of existing good practice and for the development of innovation (particularly activities developed through Grundtvig centralised projects) and has provided an innovative funding model for professional development in Adult Education (model considered adequate). Grundtvig IST has created the premises for the development of a community of adult education providers and has lifted the professional development of adult education onto the political agenda. There is significant impact in terms of increasing the European dimension of Adult Education, at all levels addressed.

But there are also some critical notes. The providers do not always comply with minimum eligibility criteria and the course activity design usually does not take into account the

European dimension and the Grundtvig priorities. The activity design often ignores minimum requirements for quality training (preparation, delivery, follow-up). It also seems that the activities developed outside centrally-funded projects overall show a lower level of quality. There also seems to be a lack of understanding of the aims of the IST Action and an imbalanced coverage of thematic areas and priorities. There are no clear and transparent quality assurance mechanisms in place, including for quantification of work input and certification.

**The report also provided some recommendations:**

**To encourage the development of quality assurance mechanisms among providers, including for credit-rated certification and regular assessment of impact, through centralised funding (Networks, Accompanying Measures).**

**To support the development of quality training activities through centralised funding.**

Although some relevant material on these topics is created in the frame of the GINCO network activities, it is clear that a number of materials need to be further elaborated and that Grundtvig IST course organisers need specific training to run their courses in a proper way.

Therefore we present GINCO Tools & Training as a follow up project of GINCO in response to the needs revealed in the above mentioned studies.

The aims of the GINCO T&T project are:

1. To improve the quality of provision and delivery of international continuous professional development courses (CPD) for adult education staff.
2. To contribute to the professionalization of trainers and organisers running European in-service training courses for adult education staff.

In order to accomplish this GINCO T&T will provide a wide range of training and support to cover the specific needs of the GRU training providers including:

- support for course organisers to link up their courses with LLP policy
- support for organisers in applying appropriate, innovative adult LLL didactics for their courses
- enhance the appropriate use of ICT in preliminary, face to face and follow up phases
- support course providers in their care for quality
- helping the organisers conceiving their courses in a competence oriented approach
- helping the organisers validating the learning outcomes of the course participants
- improving the intercultural skills of course organisers

- support the organiser in follow-up and transfer of learning outcomes

The direct project target groups are:

Adult education staff from GRU course providers, potential GRU course providers, AE providers who may wish to internationalize their local course offers

Secondary target groups are:

LLP NAs, educational policy makers, at European and national and regional levels.

**Next to a number of relevant materials the main product of the GINCO T&T project is a modular Grundtvig course for Grundtvig course organisers: “How to organise high quality Grundtvig courses”.**

The GINCO T&T consortium consists of organisations with considerable experience in organising quality GRU courses, organisations with expertise in quality care, didactics, ICT, competence recognition & validation and in networking.

The 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: Grundtvig MP: Self Evaluation in Adult Lifelong Learning, [www.sealll.eu](http://www.sealll.eu) (P1, P3 and P4)

- The GINCO network: [www.ginconet.eu](http://www.ginconet.eu) (all partners)

- The VILMA and VIP projects: Validation of Learning Outcomes (P1, P2 and P5)

- The EU Commission study on Key competences for adult learning professionals (P3)

- ALPINE study, the EU study on local learning centres; and related studies in neighboring fields such as vocational and corporate education. (P3)

- The ComNet project: [www.networksineducation.eu](http://www.networksineducation.eu) (P1, P5), - The Survival kit project: [www.european-project-management.eu](http://www.european-project-management.eu) (P5)

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This project 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/lfp/studies/studies\\_en.php](http://eacea.ec.europa.eu/lfp/studies/studies_en.php)