

Grundtvig Learning Partnerships Navigator

Your Guide to European Cooperation in Adult Learning

Colophon

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1 Foreword

Do you work for an organisation that provides learning opportunities for adult learners? Have you thought of widening your professional scope by starting or building a European cooperation project? Then please allow us to introduce the Grundtvig Navigator as your guide to European cooperation in adult learning.

The Grundtvig Navigator is a handbook for Grundtvig Learning Partnerships. It is targeted at all adult education institutions whether formal or non-formal, as well as informal learning environments for adults, that are interested in starting a learning partnership or are already involved in one. Participation is open to institutions in one of the countries participating in the Lifelong Learning Programme (LLP)¹, of which Grundtvig is a part.

At the first Learning Partnerships Conference, held in Denmark in 2002, enthusiastic participants suggested that their experiences in cooperation projects could support further progress of internationalisation in adult education. It was decided that a handbook for current and new project promoters should be developed, which would establish a clear representation of the nature of learning partnerships and could help stimulate all kinds of adult education institutions to engage in European cooperation. In addition, it could contribute to improving the quality of the processes and outcomes of these projects.

The national agencies from Denmark, Germany, Slovenia, Spain and The Netherlands volunteered to develop this handbook. They each involved an experienced project coordinator from their country to write a contribution from their own experience of a learning partnership. This combination of viewpoints allows you to see the learning partnership in its transition from an idea, then put in writing as a formal application for funding and finally into the lively interaction between European colleagues.

As you will see from the table of contents, the Grundtvig Navigator strives to give an insight into the specific nature of learning partnerships and help you to develop a project from an initial idea into a working project plan moreover into a successful experience. For the different stages, guidance and tips are given which range from application and reporting procedures to project management from start to finish. At the bottom of each page some characteristic projects are introduced that might inspire you to find a good theme for your new project. Should you encounter unfamiliar terminology in the text, you can consult the glossary of terms that has been compiled. A section for further reading has also been added, as well as some sample forms which you can use or adapt for your new project.

The Grundtvig Navigator Team wishes you *bon voyage* on your way to a stimulating European exchange. We hope that this handbook can be a compass that points towards new shores and unexplored terrain in adult learning.

All contributors would like to thank the European Commission for its support to the development of the Grundtvig Navigator. Our thanks also go out to all Grundtvig colleagues at the National Agencies for their suggestions and input during the writing process.

Marcia Joosen
on behalf of the Grundtvig Navigator Team

¹ The 27 EU Member States, the EFTA/EEA countries (Iceland, Liechtenstein, Norway) and EU candidate country (Turkey).

2 Introduction to Grundtvig and to Learning Partnerships

On a daily basis, people in Europe are well aware of the opportunities and challenges brought about by the rapid changes in almost all aspects of our everyday lives. Changes in the way we communicate, the way we work, the way we live with our families and friends and the way we live together in our local, national and wider European communities. In this Europe of knowledge and technology, with an economic and cultural wealth and diversity, there is a clear and growing need for a new variety of lifelong learning opportunities, open to all citizens.

Since the year 2000, the EU Grundtvig programme has offered a framework and financial support for European cooperation in the field of Lifelong Learning and Adult Education. The overall objective is to strengthen the quality, relevance and European perspective of adult education and learning practices through European cooperation and exchanges.

The idea of general adult learning in Grundtvig is very broad and includes not only formal, qualifying courses but also non-formal or 'popular enlightenment' learning activities and even completely informal learning environments such as museums, libraries and NGOs. In keeping with this idea, Grundtvig activities and projects are open to all organisations, employees and adult learners from the 31 participating countries that wish to develop quality in teaching and add a European dimension to their adult teaching and learning practices.

Structure of the Grundtvig programme

- *Grundtvig Mobility of Individuals:*
 - a) *Individual Adult Learner Mobility - from 2009*
 - b) *Teaching Experience for Future or Recently Qualified Adult Education Teachers - from 2009*
 - c) *In-service Staff Training for Adult Education Staff (individual grants for adult educators and other adult education staff for European courses and other training activities)*
 - d) *Preparatory Visits for Learning Partnerships*
- *Grundtvig Learning Partnerships*
easy-access, process oriented cooperation projects in adult education
- *Grundtvig Multilateral Projects*
innovative, product oriented projects between institutions in adult education
- *Grundtvig Thematic Networks*
large-scale European networks on a thematic area in general adult education

Formaterade: Punkter och numrering

In this Grundtvig Navigator we focus on a particularly rewarding kind of project: Grundtvig Learning Partnerships. In a Grundtvig Learning Partnership a minimum of three institutions and organisations from three different countries decide to work together on a common problem, challenge or a thematic area which is of interest and relevance to their practice. Exchanging experience and developing new ideas to improve practice is often the core of the activities.

In learning partnerships, emphasis is on the process of European cooperation and the enrichment of everyday practice through professional exchange and partnership. Another important feature of learning partnerships is broad participation. The focus on process and practice is as tailor-made for the involvement of as many colleagues and adult learners in the project activities as possible.

To sum up the main points from above, learning partnerships are characterised by four fabulous P's:

- Practice and improvement at heart
- Process orientation

- Participation by colleagues and learners
- Partnerships throughout Europe

What's in it for me, my organisation and my learners?

All over Europe, adult education providers and learning arenas face similar challenges trying to redefine their role and mission in the dynamic and diverse environment of present day Europe. Within the framework of Grundtvig Learning Partnerships, organisations have been reporting back that the projects have been learning experiences for the organisation. Adult educators involved have benefited from the expertise of fellow professional teachers, in addition learners have grown from the authentic and motivating communication with peer learners.

Learning partnerships can be seen as a vessel of cooperation. The quality of the journey and the sweetness of the outcome depend on the creativeness and the labour of those who board the vessel. We welcome you on board and hope that you will find this Navigator to be a helpful tool.

Nicolai Frederik Severin Grundtvig (1783–1872) was a Danish clergyman and writer and is regarded as the founder of the Nordic tradition of lifelong learning. His concept of a folk high school is based on the idea that education should be available throughout life and should embrace citizenship, as well as personal and cultural development. You can find the spirit of Grundtvig within the idea of the learning partnerships. The main focus is placed on relationships and face-to-face communication.

3 The First Idea

You meet colleagues during a course or conference in another European country. You talk about your work in adult education and find that you face many of the same challenges. You would like the opportunity to explore these further. But where to start?

This is a basic scenario for beginning a European cooperation project. In search of the way forward, you encounter Grundtvig Learning Partnerships. In exploring the possibilities of starting a learning partnership many questions arise such as: Is there potential for your exchange? How to shape your idea into a good and rewarding project? These as well as many more questions are dealt with in this handbook.

A learning partnership is built upon good ideas and partners. This chapter offers suggestions for formulating an attractive and attainable project theme that is linked to topics in your own organisation. This enables the daily work or current interests to guide you in determining what your institution would like to learn from and together with partners from other countries.

3.1 Profile of a learning partnership

A learning partnership is an educational exchange between institutions in adult education from different European countries which participate in the Lifelong Learning Programme (LLP). It involves at least three institutions, their (teaching) staff and adult learners. The duration of funding for the project proposed will be two years.

Who can participate in a learning partnership?

In principle all organisations, institutions, associations which offer general education for adults can participate in the Grundtvig programme, whether they belong to the formal or non-formal sector of education. These may include primary schools and universities, for example, if they are offering education specifically targeted at adult learners. A project might actually benefit from partners with a divergent background.

Since a learning partnership is orientated towards the process of European cooperation, it can include smaller organisations which deal with educational issues like local community or welfare associations, volunteer organisations and trade unions that would normally lack the possibility to cooperate in projects which require a large input of human and financial resources.

Active involvement of learners in all project aspects – planning, implementing and evaluating – is a core element of a learning partnership. By definition, the learners in a learning partnership are participants in courses for adults. But in this context they are not the only ones learning. The learning partnership can also target staff, like teachers or trainers, education or project managers, regional network coordinators, adult education counsellors, librarians or museum workers.

Non-formal adult learning environments could be various public spaces. Consider:

- *civic centres*
- *libraries*
- *museums*
- *social centres*
- *older adults centres*
- *vocational centres*
- *community associations*
- *cultural centres or associations*

Content and topics

Learning partnerships promote European cooperation in the field of adult education between trainers and learners from different European countries. The cooperation offers the participants an opportunity to exchange experiences, practices and methods of their daily work. Although the theme for the partnership may vary widely, to include any topic in adult education, the ultimate goal can be simple. Creating a broader awareness of the varied European cultural, social and economic scene and an improved understanding of different subjects of common interest is at the heart of each learning partnership. However, choosing a theme which is close to the daily practice and which attracts adult education trainers and learners to explore, learn from others and seek information is crucial for a successful learning partnership.

3.2 Building up the idea

I have a good idea for a transnational project. What is my next step?

Once you have an idea about the theme that you would like to address in a project, then it is time to put pen to paper. If the answers to the following questions are clear to you, and your partners can agree to it, then filling out an application for funding will be no problem.

Ask yourself:

- Why would I like to carry out this project; what am I seeking in the European context?
- What kind of changes would I like to establish in my organisation or in the local community?
- Where does my idea come from and how did it develop?
- Does it respond to a real need, does it arise from a detected need? Or is it based on my own intuition?

The answers to these questions point to the aim of the project. Determining your ultimate aim is important since it will help you to support your initial idea during its development into a project. Having it on paper will be useful to explain the project to potential partner institutions, your management and your colleagues.

To further develop the aim of the project, you will have to consider your objectives. Since the objectives are fundamental steps which the project needs to follow in order to reach its aim, it might be a good idea to determine these together with your partners. Discuss what aspects will be treated and what processes will be followed so that you can achieve the results you expect.

In the case of a learning partnership, it is important to limit your ambitions and be realistic about the aim that you set: keep it short and simple. For example: the project will look for good practices in motivating adults to follow a language course. As an objective towards this aim, you might collect learners' experiences in a book or on a cd-rom.

It is important to be aware that the general objective of projects financed by the European Community is to build a respectful and competitive Europe, where all citizens have their own place. For that reason it is necessary that we know the history, the culture, the customs and traditions from the other community countries, in order to overcome the most difficult borders, which are never geographic. Broadening your horizons on a personal and cultural level will motivate you in your work, as learning about other methodologies and approaches to adult learning will stimulate creativity and innovation in your institution.

3.3 Involving your organisation

How can I integrate my project idea into the aims of my organisation?

At this early stage it is a good idea to consider how your idea matches with your organisation in general. The closer the idea is to the aims and values of the organisation the more likely it is that the project will be successful.

Let's say that your organisation is committed to working with IT as an integrated tool for learning; it is then clear that your project idea should add to this work in some ways. Or if your organisation is working on the implementation of gender mainstreaming in adult education, it could make sense to stimulate national developments by sharing experiences and good practice of other countries.

Benefits to the organisation

First of all, participating in an international project has a general learning aspect: learning from teachers and learners in other countries sheds light on your own practices and may inspire to introduce new ways of working. You learn from others and you are given an opportunity to reflect upon your own practices. Secondly, the project itself will give you possibilities to develop something new and innovative which you would not have done otherwise. Thirdly, participants will have the possibility to gain new insights and experiences. Finally, the project can be used to raise the profile of your own organisation at the local or national level.

Involving managers and colleagues

When the idea is related to the general aims of your organisation, it becomes much easier to convince and secure support from your management. Without the moral and financial support in terms of e.g. staff hours it is difficult if not impossible to carry out a successful project. Consider also which colleagues could be interested in participating; who could invest in the project or add to it through their commitment or enthusiasm?

Build up a national expert group, reflecting and working on the subject of the learning partnership at home, in-between the transnational work. Let your management participate in this group from time to time. This will allow them to see the connection between the 'normal' work of the institution and the European work in the learning partnership.

Creating added value

When thinking about the benefit of a European project, it is important to consider the added value for the institution in terms of profile. For example, active involvement of learners creates enthusiasm, which might spread to their families and the local community. Such a broad base and interest in the project may provide good publicity to your institution which in turn will help you to interest other (government) institutions to contribute complementary investments. It will be of help to you to disseminate your project, and involve more people than you initially expected to participate. Throughout the project, you will certainly achieve results that you could not have predicted. It is important to recognise these and make good use of them since these unexpected spin-off effects could be an added value for your institution.

The first idea - issues to consider

- Make your objectives as specific as possible.
- Integrate your project idea with the general aims of your organisation.
- Put your aims and objectives on paper to present to potential partners and your management.
- Secure support from management and commitment from colleagues: try to imagine organisational and personal benefits from the project.
- View your idea in a larger European perspective.
- Be flexible and open-minded about modelling your idea, together with your partners.
- Try to ensure a great variety in terms of types of partner organisations and countries.
- Involve your adult learners in the project from the start.

4 From Idea to Project Plan

You have given the idea of European cooperation some thought and have considered how it can fit with your work situation and colleagues. You are enthusiastic about the concept, but how do you develop it into a project with partners abroad, and where do you find the financial support?

This chapter offers you the steps from the rough idea to a solid project plan. It starts with a focus on finding partners and establishing a motivated group. A real partnership will grow while you exchange views on expectations and create a common understanding. The end result will be an agreement on tasks and roles and a joint commitment for the activity planning. At this point you will be ready to send in the application for funding.

4.1 Finding good partners

We would like to start a European project - how do we find institutions abroad with the same interests and similar goals?

It is advisable to start in good time to find suitable partner institutions for your learning partnership. Invest in finding the right partners: after all you will have to work together for some time. Having good partners can boost the quality of working processes, the results of the project, and increase the enjoyment and benefit of working together.

4.1.1 Prepare your search

Finding suitable partners starts with a short preparation. A first contact with potential partners will be easier and more fruitful if you clearly state your expectations to them. You could consider writing a 'call for cooperation' or 'partner search': a short description about your project idea (approximately one A4 page in length) with basic information regarding the project aim and objectives, expected results, start and end date, and your contact details. In addition, it might be practical to prepare a description of your own organisation in English describing: what kind of organisation it is, how many staff and students there are, what your philosophy or aim is, what the main fields are, subjects and activities, and what the target groups are to be.

4.1.2 Use existing partner search tools

The ways to finding partners abroad can be many and diverse. But it will always be helpful to have an idea about the partner you are looking for in terms of country, type of institution and main field of activities. Any of the following partner search tools could be helpful to you:

- **Activate your own networks**

You can use your contacts and networks at national and international level to get recommendations and references for potential partners, who have worked together with others in international projects.

- **Participate in a contact seminar**

Contact seminars are organised by the national agencies throughout the year. These seminars bring together interested institutions from various European countries. Workshops give

*Interested in participating in a contact seminar?
Contact the national agency in your country to learn which seminars are on offer. To obtain a contribution towards your expenses, you can apply for a preparatory visit grant.*

you the opportunity to discuss about the chosen topic, to get to know your colleagues in Europe and brainstorm a new cooperation project. The national agencies are represented and give information and advice on shaping the project proposal. The ‘pressure cooker’ effect of the seminar often gives rise to any number of new learning partnerships.

- **Find online resources**

Several partner search databases are available online which function as market places for cooperation offers: either you browse them in search of a partner or you place your own request so that interested institutions can contact you. You can contact your national agency for suggestions on relevant websites. Or take a look at the website of the European Commission, which holds compendia of the accepted Grundtvig Learning Partnerships per year, on http://ec.europa.eu/education/programmes/llp/grundtvig/index_en.html

4.1.3 Compose a sound partnership

For your project you will need to find partner institutions in several LLP countries. Since you want your search to lead you to the best possible mix of partners, here are some things to consider:

- **Partnership size**

Not every partner who applies for the project may actually join due to a number of causes, such as rejection in the selection or internal changes in the institution. On average, a solid learning partnership will have five to eight partners during the application stage.

- **Countries**

Go for the truly European approach and try to find partners from all corners of Europe: engage North, South, East and West European countries. Do not forget to include those countries that are of a personal or professional interest to you, since they will be able to provide interesting factual examples or theoretical inputs.

- **Motivation**

A learning partnership comes to life through a diverse group of partner institutions, which combine their different views on the subject and different levels of experience. Make sure though that you understand your partners’ interest in the project. The scope of your knowledge can be different but there should be a shared interest in acquiring knowledge of the specific topic, or it could become difficult to find a common basis for the work.

- **Language**

Find an agreement in terms of the language of communication. Choose a common language in which all partners feel comfortable. It is natural that not everyone will have a perfect ability in the common language, but do not let that stop you from engaging in the project: the language skills will gradually grow together with the enthusiasm.

Even so, there is a difference between imperfect language skills and little to no skills in the language of communication at all. If hardly any staff at an institution can understand or speak the common language, this will slow down communication throughout the project and could even block the progress. This can be solved through translations and interpretation during meetings; do realise however that this will influence the nature of your meetings. If you decide to facilitate communication through these means, do not neglect to be clear with your partners about the time and financial investments that are made.

- **Commitment**

Your potential partners are individuals with their own personal qualities and an institution in their background. As a person they do not need to be experienced in European projects, but at least they should have a positive attitude towards the new experience. As a representative of their institution in the partnership, the contact person should be able to provide continuity and act as a liaison between the partners. The key person(s) at an organisation ought to be constantly involved in the project, contributing time as well as energy and content. Moreover, they should be able to anchor the partnership inside the institution, and have the authorisation to decide upon and communicate decisions to their organisation.

Who knows, the first partnership 'quality test' could be the common work on the application. As all partners will have to add ideas and information to the common project proposal, and do work on their own parts, you will have the opportunity to find out about their accuracy and reliability.

How to recognise suitable partners: a checklist

1 Institution

- What kind of institution/organisation is your partner from?
- What are the main aims, fields of action, target groups?
- How many people work there?
- What definition of 'learners' do they have?

2 People

- Who will be the contact person for the project?
- What is the function and position of this person?
- How many other colleagues will be involved?

3 Interests

- What is the institution's motivation to start the project?
- Why does the institution work on the European level? Why does it want to start?
- What are the main interests in the topic of the learning partnership?
- What does the partner want to learn or find out, and how does this compare to the questions that you want to work on?
- What is the partner's expectation of the benefit of the partnership?

4 Experience

- What kind of resources and specific input could the partner bring to the project?
- Was the institution/the key person involved in European projects before and what were their experiences in the field?

5 Conditions

- Will adult learners be actively involved? What will or could be their role?
- What language is suitable and is translation or interpretation necessary?
- How much time does the institution/the key person have available for the project?
- Is it possible to organise a transnational meeting in the partner's country?
- What kind of national activities are possible and will be planned between the transnational meetings?

6 Follow up

- Is the institution generally interested in continuing the cooperation within other European projects after the learning partnership is completed? What is the partner able and willing to do for that during the partnership?

4.2 Establishing agreement on a common project plan

Yes, we would like to participate in your project. It sounds interesting, but what do you have in mind exactly?

It is important for the success of a learning partnership that the partners have similarities in terms of their expectations of the project and common ideas on the topic and scope. Finding common areas between your institutions is best started before applying for the project and is naturally easiest to discuss face-to-face. Try to raise the subject at a preparatory meeting; any further definition can be made during the kick-off meeting.

4.2.1 Find a common understanding

Since you would probably like to get to know your partner institutions before you submit an application or would like to meet with your partners to discuss the project and fill out the application form together, there is the opportunity to have a preparatory meeting. In this meeting, you can set the common aims for the project, speak about tasks and responsibilities, work out a concrete project plan and design or write the proposal together. If you are travelling abroad for this preparatory meeting, ask your national agency how you can apply for a Preparatory Visit Grant to cover your travel and subsistence costs.

In the beginning practically all learning partnerships experience differences in the understanding of and approach to project topics. Cultural differences can reinforce language problems and vice versa, which might lead to things 'getting lost' in the translation. Although you might not be aware of this in an initial conversation, your interpretation of terms and concepts can be quite different from your partner's. As a result of the differences in educational systems, social contexts, frames of reference, language and definitions of concepts, there might be a few hiccups at the start. Still, it is good to come to terms with these cultural differences soon, in order to begin building a common vocabulary.

The earlier you can get as much information as possible about the other partners, their countries and their approaches, the better. This will allow you to build a common framework of concepts and mutual understanding, which will smooth the discussion on working methods and pedagogical principles.

Among the first subjects of conversation could be a preliminary discussion of definitions. What do you mean by terms like 'adult learners', 'youngsters', 'low or high level', 'education', 'training', 'vocational', 'expensive', 'cheap', 'curriculum', 'gender mainstreaming', 'hard to reach group', 'formal, non-formal, informal learning', etc?

4.2.2 Define tasks and roles

In the project preparation stage the future learning partnership will decide which partner will be the first among equals, and act as the coordinator of the project. Defining the role of the coordinator is part of the joint process as the amount of involvement of the coordinator of a learning partnership could actually vary. For instance, the coordinating institution could function like:

- a post box, and be the formal leading person to address, fill out the joint part of reports and collect relevant data.
- a 'true' coordinator, and monitor different independent actions within the partnership, uniting these regularly.
- a director-general, and be the strong leading figure who takes responsibility for all major activities; who not only prepares meetings but decides on working methods, takes minutes,

checks appointments, sends reminders, organises social events, recommends how to spend the budget etc.

It is up to the partnership to come to an agreement on the role that best suits the needs of the partnership and the work at hand. Naturally, the coordinator is also a regular project partner, and as such engaged not only with project management but also with its content.

Selection of the coordinator can be established through discussion, lobbying, voting or allotting this task. Qualities to be taken into account during the selection could be

- experience in project work
- time available
- language skills
- team player in balance with leadership skills
- skills to communicate, to organise and summarise

In many cases, the institution that started the process towards developing a learning partnership will routinely take on the role of coordinating institution.

Besides agreeing on the role of the coordinator, it is important that the responsibilities in the learning partnership are divided: all partners have to contribute. Depending on the project activities, all tasks could be divided equally. For instance, all institutions organise one transnational meeting apiece, for which they decide on the content and locations. In exchange, another partner could volunteer to make the minutes for that meeting or to handle the evaluation. In a larger learning partnership, with many institutions joining in, you could also imagine working in teams or in workgroups.

4.2.3 Design an activity plan

In an activity plan all ideas on objectives, results, working methods and meetings are combined into an instrument that will later help the partnership to be successful. In this stage the activity plan is like a schedule which clarifies the project work step by step. Make this job easier by using the activity planning tables from the application form to detail periods, tasks, actors and expected results.

Things that the activity plan needs to cover



Start with your general aim and breakdown the aim into concrete objectives.

The general aim ‘We want to improve the motivation for learning of our adult learners’ could be further specified as ‘We plan to learn from each others’ experience in motivating adult learners through ICT’, which could translate into an objective like ‘We will collect good practices of ICT methods in our own organisation’.

Divide the objectives into separate actions.

The objective ‘Collecting good practices of ICT methods in our own organisation’ could be divided into the following actions:

- a) describe a good practice of your own organisation
- b) prepare a digital presentation and illustrate it with pictures
- c) share comments on the presentations
- d) select the best presentations to be used on our project website

← - - - - **Formaterade:** Punkter och numrering

Using a timeline for the whole project period, you can divide the final project result into smaller parts or steps. Let’s say that the final project results are going to be disseminated through a website on

pedagogical ICT methods. If you aim to have a draft version of the website at the end of the first project year, there should be an overview of the possible content of the website after the first half year, with a decision on the tone and language(s) of communication, and an inventory of links to partners' initiatives.

On your timeline, meetings with your partners will become natural milestones for the project. You could divide the project period into parts by planning the actual number of transnational meetings. Decide on the number of meetings, seminars or other types of mobility, the number of participants from each institution, the duration and the country you are travelling to. These variables will determine a part of your grant application, which makes it worthwhile for you to be detailed at this stage.

Finally, try to formulate what tangible or intangible results can be expected out of the project. The quality of the results is not in how many you can think of, but in how concrete and attainable they are. Even though a learning partnership does not require tangible outcomes, it is nevertheless useful to try to quantify the results. Try to make results measurable, even if they are not material. Do not write: 'The project will result in *more* attention for guidance of adult learners' but: 'The project will result in five recommendations to improve guidance of adult learners, by a set date'. In the case of the ICT example at hand, the result could take shape as 'Every partner will introduce at least one new ICT learning method in their existing courses for seniors'.

4.3 Modelling your plan into an application: formalities

Now that you have identified a project topic and the project partners, you can take solid steps in writing the project proposal and qualifying for Grundtvig funding. You should start off by contacting your national agency and obtaining official information from them. This part takes you through the main steps of application writing and will clarify some keywords.

4.3.1 What can a national agency do for me?

Before you go into the process of filling out the application form for a Grundtvig Learning Partnership, it is important to realise that this is a decentralised action on which decisions are taken by the different national agencies. Although the application and selection procedure are the same in all countries, national agencies may apply additional national selection criteria. These criteria will be published in advance.

Before you send in your application for funding to your own national agency, make sure that you go online or make personal contact in order to get answers to the following questions:

- When is the application deadline?
- Which application form do I use?
- Can I write the application in the chosen language of communication, or do I have to translate the application or parts of it into my national language?
- Should I prepare additional documentation for my national agency?
- How many copies of the application do I send to my national agency?
- Which are the European priorities? Are there any specific national priorities?

Your national agency can

- advise on which application forms to use
- advise on how to fill out an application form

- advise on how to formulate your project idea with regard to the Grundtvig objectives and target groups
- point out formal documents or useful documentation
- distribute your partner search request through the network of NAs, and as such help to find partner institutions abroad
- issue a grant for a preparatory visit or contact seminar

4.3.2 Formal requirements

The features of a learning partnership are explained in brief in the LLP Guide for Applicants. Additional information and specific priorities are to be found in the LLP General Call for Proposals. Besides those two important documents, it is vital to read the application form thoroughly. Here are some of the basic items:

Partnership

A Grundtvig Learning Partnership can only function with three or more eligible partner institutions, from at least three LLP countries. One of the countries in the partnership should be a member of the European Union.

Project duration

A partnership is funded for a period of two years. In the application form you should provide an activity and mobility plan for the whole duration of the project.

Grant request

Each partner makes an individual grant request to its own national agency. The grant amount is a contribution to your partnership costs for both local activities and mobility. The grant request is a fixed amount (*lump sum*), based on the number of ‘mobilities’ that your institution will undertake during the two years. A ‘mobility’ is one person from your institution (staff, learner or associated partner) travelling to one of the partners abroad, on a partnership activity. Please note that you could also visit a conference or seminar organised by a Multilateral Project or Network that is funded under the Lifelong Learning Programme.

Application form

The standard application form for a learning partnership is adapted each year, so make sure to use the current version. The form is made up of a common section and a partner specific section. The common section introduces the project content, partnership and activities, and is filled out by the coordinator on behalf of all partners. The partner specific section relates to your own institution with contact details and questions linked to national priorities. Moreover, the legal representative of your institution will need to sign the partner specific section, in order to acknowledge that your institution will take part in the partnership if it is approved.

Any questions that you might have on the application form can be addressed to the national agency in your country. Be sure to check at least the following before submitting an application for funding.

Is our application completed correctly: a brief checklist

- The application is made on the standard application form for the current deadline.
- All required data fields have been filled out fully.
- The project idea and planning is clearly described, and with sufficient detail and measurability.
- All partners have completed their own application, combining the common project description

with the details on their own organisation.

- The form has been written in the language of communication or proper national language, as required by each national agency.

4.3.3 Selection procedure and criteria

After you have submitted your application for a learning partnership, the waiting begins. Before approval, your national agency will need time to select projects and consult other agencies. It might help the wait if you have an idea of what goes on during the selection procedure for the new learning partnerships.

As mentioned before Grundtvig Learning Partnerships are transnational projects and undergo a European assessment. Each partnership application is evaluated by experts nominated by the national agency of the country of the coordinator. It is ensured that all experts apply the same criteria when assessing the applications. During the quality assessment, the experts appraise the applications using a number of selection criteria. Being aware of what they look for, might help you to refine your project application. The quality assessment form that is used by all national agencies is to be found on the website of the European Commission,

http://ec.europa.eu/education/programmes/newprog/index_en.html#selection

Applications which reach a minimum quality threshold will be ranked in a European list and will be funded in the ranking order as long as there is sufficient funding available. The annual budget for Grundtvig Learning Partnerships is managed by national agencies. Each country participating in Grundtvig is allocated a budget which is based on a number of elements such as the size of its population, for example. In countries with a high demand for Grundtvig Learning Partnerships, it is not always possible to fund all applications with sufficient or good quality. Due to that some partnerships face the situation that not all partner organisations can receive funding from their national agencies. Nevertheless, they need to have at least three partners funded to be finally approved. Having this in mind it is good to have at least four organisations involved in a Learning Partnership to reduce the risk that the whole partnership application is rejected, just because one organisation's application is turned down. However, a partnership that is too large is not encouraged either as it is much more difficult to manage.

When the selection procedure is finished, your national agency will inform you of the selection result for your partnership in writing, before the planned start of activities.

4.3.4 Contracting

After approval of the project and participation of your institution in it, you will get a grant agreement from your national agency. You can expect the allocated Grundtvig funding when the agreement is signed by both parties, i.e. the legal representative of your institution and of your national agency. As an advance you will receive 80% of the approved grant, and a second payment of the remainder will be made at the end of the project, after approval of your final report.

It is important to note that your application form is part of the grant agreement, which means that your activity and mobility plan for the agreement duration is binding. But the grant agreement allows you some flexibility in implementing your project. If the character and the objectives of the project are not called into question, other equivalent relevant activities, mobilities and outcomes will also be accepted at final report stage.

Partnership funding is awarded as a lump sum - this means that costs do not have to be proven with receipts. In order to receive payment of the full grant amount at final report stage, you will have to report on local activities, mobility activities and on outcomes of your partnership. You will also have to be able to provide proof of mobility activities which may include, travel tickets, boarding passes and certificates from partner organisations of your participation in project meetings.

From idea to project plan - issues to consider

- Arrange a face-to-face preparatory meeting in order to write the proposal together with your partners.
- Invite partners to bring examples of an activity plan from previous (national) projects to your preparatory meeting and use them to brainstorm on a structure.
- Try to get a clear understanding of the interest and motivation of the institutions participating in the project.
- Reflect on your own and your institutions' competences and abilities to work in the project and be open enough to speak about limitations.
- When discussing institutional or national information and experience, focus on what is common.
- Be flexible in relation to the intercultural components. Be aware that things are not always going to be the way you are used to.
- Promote divided responsibility for activities, which promotes shared ownership of the project.
- Find agreement on important questions. What will happen to the project if key personnel changes? What will happen to the project if one of the partners wishes to withdraw?
- Make and update a contact list of the main and second contact person at each institution.
- Find out whether every institution has similar IT equipment. Can all of them participate regularly in e-mail communication or virtual communities?
- When planning the meetings, have you considered important holidays? Try the Eurydice-website for an overview of common European school holidays.
- Consider exchanging 'letters of intent' with your partners in order to secure commitment even before the actual start of the project.

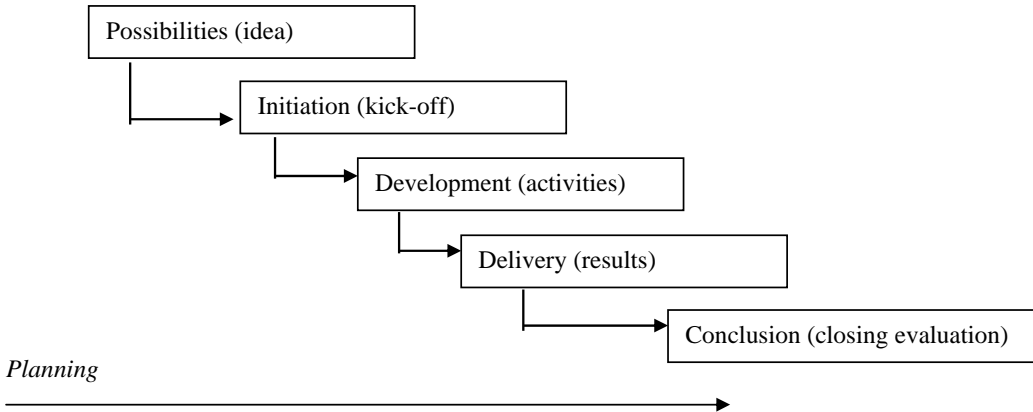
5 Doing the Project

After thorough preparation, having come this far will give you a good feeling but it might also give a feeling of new and unknown responsibilities. Facing these head on will be easier with some guidance. In this chapter you will find ideas and recommendations that can help you in the project.

5.1 Planning the work

Our project has been approved. We know that we have a good working plan, but how do we stay on the right track?

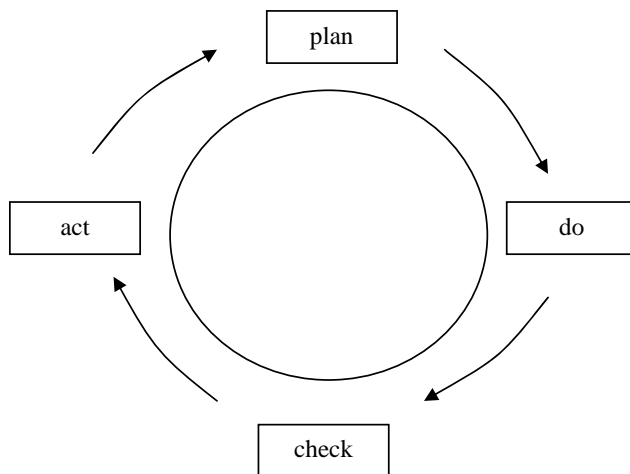
The life cycle of a learning partnership



The activity plan, that was drafted for the grant application, forms a part of your contract and should therefore be followed as much as possible. If the outcome of the selection procedure calls for changes to be made to the plan, for example if a partner has been rejected or has decided not to participate, this is the time to consult your national agency on the options.

Still, try not to see the activity plan as a bible, but as a road map or work plan. Use the plan to stay on the right track while you are on the journey between meetings, fulfilling obligations and tasks in your own institution. The work plan shows the priorities for every stage in the cycle of the project and it shows what subjects the agenda for each meeting will have to address. Evaluation moments help to reflect on the project reviewing questions such as: are we on the right track towards reaching our objectives, and how well do we work together?

In planning the project, you may keep in mind the cycle of quality control: Plan, Do, Check, Act.



- **Plan**
Agree on the work for the following stage. Agree on the timetable, the actors, the results and how these will be presented and evaluated.
- **Do**
The partners fulfil the tasks for this stage and prepare the next meeting. The agenda for the project meeting is led by the tasks that are foreseen. The partner that is responsible for a specific task, is responsible for handling the agenda.
- **Check**
Go back to the activity plan to check what the expectations were and evaluate together: what went wrong and what went well? Did we reach the target for this stage? Are we satisfied about our cooperation? What is the next step in the project?
- **Act**
Confirm the project plan for the next stage. Consider together whether the activity plan needs to be changed or adapted in terms of expected results, timetable or actors. Reach an agreement on the definition of the adjustments.

This cycle repeats itself throughout the lifetime of the project. Although it might seem slightly bureaucratic to think of the project work as a cycle, this method can have an unexpected positive impact on the partnership. Not all partners will be used to working in projects and keeping an eye on long-term planning. Breaking down the project in short-term cycles for each stage enables all partners to keep an overview of the tasks. Not everyone is used to cooperating with a partner that works faster, slower or simply in a different way. Not everyone is used to exchanging ideas and discussing another person's work open and freely. Making monitoring a joint activity within the partnership will encourage all partners to follow the activity plan for the project.

5.2 Preparing the project meetings

How do we plan and manage our meetings so that they are both successful in outcome and rewarding for the participants?

Consider the transnational meetings as the milestones of the project. A joint meeting with all partners is a high point since it gives great stimulus and positive energy to the project. Successful teamwork is a decisive element in the overall success of your project, but is influenced by the fact that project team members do not work under one roof but in several geographically dispersed institutions. Because of

this the main channel for team communication, namely face-to-face meetings, will be limited. That means that well planned and organised meetings are a crucial element for your project's overall success. Planning meetings carefully can benefit the project and the partnership process greatly, during and after the actual event.

5.2.1 Meeting objective

Prepare for each meeting by considering the objective of the meeting: what is it working towards?

The first meeting will almost certainly have a very practical orientation. Objectives for the first meeting could be:

- Team building – consider the importance of informal social events to set the atmosphere.
- Fine-tuning the project – now that you know which partners will definitely be part of the project, you should review the activity plan, discuss budgetary issues and the allocation of tasks.
- Setting targets – determine milestones for the project and agree on the timeline.
- Quality control – think about an evaluation and monitoring plan for the project.

Following meetings will offer more time for discussions on content. In addition, some practical issues that could come up at a second or third meeting are:

- Monitoring and evaluating project progress.
- Changes in the activity plan.
- Preparation of the partnership report to the national agency.
- Determining next year's activity plan and budget and preparation for an application renewal.

5.2.2 Meeting characteristics

Organising a European meeting will need some specific considerations by the host, among others on the following issues.

- **Duration of a meeting**

Project meetings will generally last for two to three full working days. They will often take place over a weekend to make use of cheap flight tickets, in order to reduce travel costs. Of course, meetings could also be combined with

Try to plan the meeting dates as early as possible. You will notice that all partners will have many school holidays and national holidays to take into account.

study visits to the partner institution and other neighbouring institutions or allow a moment for job shadowing, which would all make the meetings slightly longer.

- **Participants at meetings**

The number of participants may vary according to the objectives of the meeting. For reasons of continuity it is advised to bring at least two staff members per institution. When learner participation has been foreseen, the staff may be accompanied by one or more adult learners. In addition, representatives of associated partners from your country can join. It is important to make sure that the key persons of each institution can attend the meetings. Key meeting participants are the team members who will be responsible for the project implementation at their institution, but it is also possible to invite others who can make a significant contribution to the project or to its dissemination.

- **Choice of country**

Often, the first project meeting will be organised in the project coordinator's home country, since the coordinating institution will have the best knowledge about the whole partnership at this stage of the project and might also have previous experience in projects. Subsequent meetings could rotate between the partner countries so that the responsibility for the success of the project is shared. This rotation will also create a direct access to the culture and language of the different project participants: an intercultural experience which will add value to the project.

- **Meeting venue**

The host will have to find one or more suitable locations to hold the meeting. Besides discussions between the project team members, relevant study visits to classrooms or local organisations can contribute to the project meeting. The choice for parts of the programme inside or outside will depend on the weather and the culture.

Before the meeting, there is a need to consult the partners with regard to the choice of accommodation, restaurants and social events. Each partner decides how to spend the project grant. Some project partners may decide to allocate a smaller portion of the budget to subsistence, and therefore it is necessary to consult all meeting participants in advance on the financial situation.

Placing the whole group in the same hotel will assure informal networking possibilities. In some cases it will also be a cost-effective measure: having the host make one booking for all participants and advance the total

By making one bulk booking for all participants for accommodation, meals or social events the host might be able to get a good deal on the price or comfort level.

invoice might get a better price. The host institution could also choose to only recommend a hotel, which the participants reserve themselves and pay individually on site. The location of the hotel and meeting will preferably be in a place easily reachable by public transport.

During the meeting, participants will need access to equipment like a telephone, photocopier, and computer with Internet access. If group work is anticipated in the agenda, some extra rooms might be necessary. A stimulating environment can have a very positive influence on the meeting work and results, so make sure that the meeting room is big enough, comfortable, bright, regularly aired and that the participants can get some hot drinks and snacks during the breaks.

Having meals together will provide an opportunity for relaxation and informal gathering of participants. Making restaurant or catering reservations in advance will lessen worries during the meeting, while the time and place of each common meal may be stated in the agenda for reasons of clarity. When organising meals, it is essential to check with the participants whether they have special dietary needs

- **Meeting chair**

A logical choice for the chair of the meetings would seem to be the project coordinator. The role of the chair is to guarantee open and clear communication between all participants, to encourage them to contribute to the discussion and to make them feel valued. Other tasks at the meeting may be shared among project team members, which will contribute to the feeling of common project ownership.

- **Language of communication**

Good communication between project partners is the first condition that has to be fulfilled if you want your project to be successful. Agreement on the language of communication will have been reached in the project preparation stage. The team members will probably have different levels of fluency in that language. This will be particularly noticeable at meetings, where face-to-face communication has to be used. Remember that it is much easier to use a foreign language in written communications, when you have time and resources, than in face-to-face meetings. A good project coordinator will take care that this does not raise the inequalities or exclude any participant from the discussion.

Special attention concerning language should be given to meetings where learners are included. Partners should assure in advance that 'their' learners will have the opportunity to contribute to the meeting. You could use some of the grant for a group language preparation before you go on a transnational meeting.

Hiring interpreters may seem like a good solution to fill language gaps, but might be difficult because of the costs. You might just as well encourage all project team members to be mutually supportive, patient and tolerant to those with less developed language skills. Easy measures can be taken, such as:

- Agree to use 'simple' language.
- Prepare as much written material about the subjects to be talked about at the meeting as possible, and send them to all project participants in advance.
- Use simplifications and visual aids like key point lists, graphs, charts, etc.
- Encourage and remind participants to bring dictionaries to meetings.
- Make sure that all participants reach a common understanding of agreements, by drafting a summary for each point.

5.2.3 Agenda and minutes

A well-structured agenda is a crucial element of a successful meeting. The preparation is ideally a shared process of the whole partnership: all partners should have the opportunity to contribute to the agenda for the next meeting.

In producing a meeting agenda it is important to set realistic and achievable targets. Have in mind that the pace of the meeting will be influenced by the fact that participants come from different European countries, adding a multicultural and multi-linguistic dimension, and that participants come from different types of institutions, with different attitudes and work styles.

The hosting partner institution (possibly together with the project coordinator) may prepare a draft agenda, which circulates among the team members in advance of the meeting for comments and suggestions. Reflecting on the agenda will help participants to prepare for the meeting.

Enough time should be set aside for discussion as new issues could arise during the meeting. You will need to have the opportunity to make truly common agreements so that the project can continue smoothly after the meeting.

When organising a meeting in which adult learners take part, some extra attention should be paid to the meeting agenda. It is possible that the learners will have more problems with the language of communication and taking part in the discussion. Before travelling abroad it is advisable to organise a preparatory meeting in each institution, to review the meeting agenda and answer any questions. Some

language preparation, for example a short refresher course, is optional. During the transnational meeting, there should be enough time for discussions, with possible language support. Some extra time could be dedicated to visits or doing practical assignments together.

Delivering well-structured meeting minutes, promptly after the event, will assure a good overview for each partner institution. Making a short action list at the end of each meeting, detailing the tasks and deadlines for the whole partnership, could help you to run the project as it was planned originally.

Do not leave all the work to the coordinator or host, but distribute tasks. Why not let every participant be responsible for a part of the minutes?

5.3 Building a lasting partnership

Being honest and open helps establish good working relations; what can we do to achieve this?

The success of any project relies on the participants in the project, their commitment and their ability to cooperate. This sounds very simple and straightforward, but questions come up immediately.

What can you do to achieve good working relations in your partnerships? How can you help to facilitate good working processes?

There are a number of aspects you will have to think about before you start the project and some you can consider as the project is progressing. These can be classified as follows. There are physical aspects, which are very basic and concrete, such as meeting plans, time schedules etc. Other aspects are psychological and deal with the human side of cooperation. Thirdly, you should consider the cultural aspects of a project, such as the question of how you can deal with diversity to the project's advantage. When building a lasting partnership, these are aspects to consider:

- Plan the meetings with variety (physical aspects)
- Build the team (psychological aspects)
- Embrace cultural diversity (cultural aspects)
- Communication (cultural aspects)
- Build partnerships in your own organisation (organisational aspects)

5.3.1 Plan the meetings with variety

The first meeting is a very important one, both for the host and for other participants. The previous paragraph gave an indication of practical issues to consider, but it is equally important to plan the character of the meeting. What can you do to help create a good and relaxed atmosphere among the participants?

Aspects to take into consideration are:

- Making everybody feel comfortable.
- Making presentations of yourself and your work.
- Organising an amusing kick-off activity.

Kick-off activity: think of typical or fashionable greeting gestures - from a given country, from men or women, from old or young people - and let everyone go through the room and greet each other with these gestures. Not only is this good fun, but it also gets the group moving.

Icebreaker: start by interviewing one of the other participants on their work or interests and present this person to the rest of the group.

- Planning of icebreaking activities.
- Splitting a large group up into smaller, mixed working groups.
- Laughing and working together.

Variation and flexibility are keywords for the meeting as a whole. Try to apply these to all main components of a meeting: time, venue and demands as to the process or the outcomes.

5.3.2 Build the team

The psychological aspect is always of vital importance when you put a new group of people together. But when this group of people comes from a variety of backgrounds and most of them are communicating in a second language, attention to this aspect becomes even more crucial.

Establishing good relations with your partners can be done in many ways. In any case, you should allow time for team building activities. The nature of the activities may vary, depending on the type of project, although ideally the activities would be linked with the project itself. Cooperation and communication in order to solve a specific task, is the central aspect of team building. Its purpose is to make participants feel confident in the group and enable them to contribute to the success of the project.

Team building: why not prepare dinner together in the school kitchen, play soccer or go for a bicycle ride?

Some team building exercises you may consider:

- Divide the group into transnational teams, setting them a specific task like building clay models, analysing a piece of art, listing what they know or may not know about a specific country or writer etc.
- Do something active together as a group, like cooking or sports.
- Organise a competition or quiz, e.g. on European facts and figures.
- Play a game, an ordinary one or a game that you set up in the context of the meeting.
- Organise an activity that allows people to laugh and experience something together.
- Discuss issues such as expectations, working procedures and problem solving.

5.3.3 Embrace cultural diversity

In any learning partnership there will be representatives from at least three European countries. As a starting point it would be good to acknowledge that different countries and different organisations have different working traditions and working cultures. Learning partnerships are about exchanging ideas and learning from each other, but at the same time they offer an opportunity to meet other cultures in the broadest sense of the word.

Bringing together people from different countries, different types of organisations and different cultures is in itself very interesting and very enriching for the participants. Each country has specific ways of working and one of the benefits could be experiencing these in the project. Time and again you will find that assumptions you have about a certain country or culture are far from the truth. So a learning partnership is not only an opportunity to learn about *what* colleagues or learners in other countries do, but also an opportunity to understand *why* they do so.

Take the opportunity to:

- Share each other's culture.

- Present your traditions.
- Entertain.
- Serve traditional dishes and drinks.
- Respect the diversity in cultures and customs.
- Be respectful, open and curious towards each other.

5.3.4 Communicate

As was mentioned before, communication is central to European cooperation. A project involves many people, who participate at various degrees. Yet all parties involved should have the opportunity to follow the development of the project, even if they are not actively occupied with a certain issue or do not participate at a particular meeting.

The aspects to consider here are: how do you communicate during meetings? How do you record the development? How do you keep in touch between meetings?

When you think of communication mechanisms within the project, the following considerations can be made:

- Practical discussion of relevant communication means.
- Internal communication within the project (the project record).
- External communication about the project, towards colleagues and as promotion for the organisation.
- Dissemination in local papers and magazines.
- Agendas and minutes of the meetings.
- Contact list of participants with names and relevant data like e-mail addresses, telephone numbers, addresses, roles in the project etc.
- Various materials produced in the project.
- Photographs from the meetings.
- Sharing responsibilities for communication.
- Use of the Internet.
- Conferences on the Internet between meetings.

Opening communication: find four different and provocative or amusing themes around the topic of the learning partnership. Divide the participants into four groups, e.g. by finding common characteristics like 'all people with brown hair', 'all women/men', 'all people over 40'. Discuss the themes with other members of the group in four corners of the room. This activity is a good way to welcome newcomers or learners in the team and to open up communication between them.

'Rules for communication' should be worked out. The first meeting between partners could allow some time for this. They could include:

- *Communication takes place via a working platform.*
- *An agenda and minutes will be produced for every meeting.*
- *One key person per institution will be constantly involved in the project.*
- *All partners contribute to maintaining a good overall atmosphere.*
- *Be clear about expectations, especially towards the coordinator.*
- *Be precise in giving information to the host organisation (like the number of participants in a meeting).*
- *Workshops are prepared by the coordinator and host jointly.*
- *We will try to keep an open mind in our cooperation. All partner institutions should have the opportunity to contribute; not only the staff, but also the learners.*

5.3.5 Build partnerships in your own organisation

A project balances between the international and local activities and it is essential to be aware of how you can anchor the project in your own organisation. Again, openness is the keyword. Inform as many people about the project as possible, involve as many people as possible and be enthusiastic and open about your experiences. This will help your colleagues understand what the project is about and why your efforts are worthwhile.

Some considerations in this respect are:

- Participants at the international meetings. One person from each organisation who attends all meetings together with a new person each time.
- Set up a project group that works with the project locally.
- Involve as many colleagues as possible, and involve your manager where and when it is possible.
- Inform your colleagues through staff newsletters or leaflets.
- Present the results of the project at staff meetings.
- Involve colleagues in the transnational meeting at your organisation.

Linking people to the project:

- *Invite colleagues to the project meeting that you host in your institution.*
- *Let colleagues have lunch or dinner with partners.*
- *Let colleagues show the project partners around the school and their places of work.*
- *Make a project newsletter.*
- *Present the latest news on the project at each team meeting.*

5.4 Controlling the quality

We work with several partners. How do we make sure that we get quality results, which are satisfactory to all?

Measuring and appreciating the influence of a project is much more demanding than measuring and appreciating the results. The most productive form of quality control is one that includes all project partners, starts when the project starts and is a result of discussions among partners. The most important is that quality control is not a task to begin in the final stage of your project. Put some quality control into your application and fix the exact plan during the first project meeting.

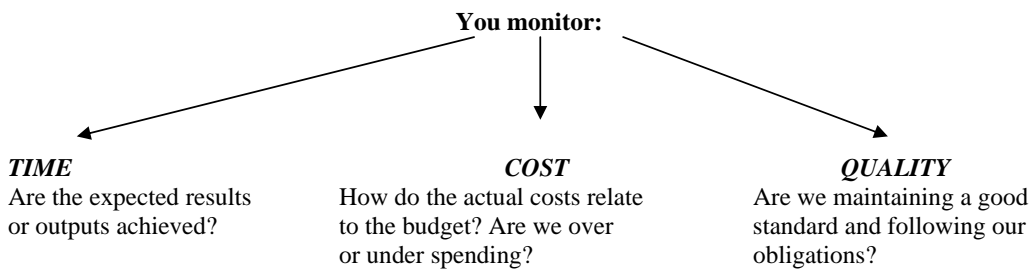
There are four steps to quality control: you ask questions, you collect evidence on these questions, you shape your conclusions on the basis of the evidence, and finally you formulate recommendations.

In a project, these steps can be applied to four components:

- Monitoring – has the project plan been fulfilled?
- Formative evaluation – does the project plan need changes or modifications?
- Summative evaluation – did the project process go well and are the outcomes useful?
- Appraisal – should any expectations, aims and objectives, or agreements be adjusted?

5.4.1 Monitoring the process

With monitoring you supervise whether the project is going on as planned. Regular monitoring and record keeping is crucial for the progress of a project, and will facilitate writing an intermediate or final project report.



The monitoring process may follow the process of planning (cf. the cycle mentioned in chapter 5.1) and consists of three consecutive and connected stages:

- Supervision of the actual activities.
- Comparison between the actual and planned activities.
- Interpretation and usage of this information in further planning of project activities.

Some suggestions to give shape to the monitoring process:

- Develop common forms for everything that has to be reported on.
- Agree on deadlines for returning forms.
- Provide written guidelines for everyone who works in the project.
- Create and update a project file.

5.4.2 Evaluating the process and outcomes

Evaluating the project process while it is ongoing is important for its ultimate success. Many learning partnerships choose to conduct a self-evaluation of participants, which creates a continuous reflection on the processes and outcomes. Where monitoring assures that your project stays on track, evaluation assures that your project provides added value to all stakeholders, both to those directly involved and to other potential beneficiaries.

As mentioned before, it is good to start thinking about evaluation early. A brief evaluation plan should be described in your project application. This plan can be elaborated on during the first or second project meeting. The following questions might help you to design an evaluation plan:

- What are the measurable project results, in terms of processes or products?
- Which topics should be evaluated?
- How will information be collected?
- When will information be collected?
- Will processing the gathered information be a task for the whole partnership or for one partner institution?
- Do we need to allocate additional time and money for this activity?

What can help the project process evaluation?

In process evaluation the whole partnership should reflect on questions like:

- Are the main project aims and objectives attained, if not, why not, what has to be changed?
- Do all the directly involved staff and other participants have a feeling that

<p><i>Tools for evaluation</i></p> <ul style="list-style-type: none"> ▪ <i>questionnaires</i> ▪ <i>surveys</i> ▪ <i>focus groups</i> ▪ <i>interviews</i> ▪ <i>discussions as a part of project meetings</i> ▪ <i>diary notes</i> ▪ <i>observation</i>
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they can contribute to the project as much as possible, if not, why not, what has to be changed?

- Did the directly involved staff and participants attain new knowledge and skills during the participation in project activities, if not, why not, what has to be changed?
- Is the communication within the partnership appropriate and efficient, if not, why not, what has to be changed?
- Are the project team members working together towards common aims and objectives, if not, why not, what has to be changed?
- Did the individual partner complete the agreed tasks, if not, why not, what has to be changed?

What can help the project outcomes evaluation?

In the outcomes evaluation the whole partnership should reflect on questions like:

- Is the project helping to raise achievement levels of directly involved staff and participants, if not, why not, what has to be changed?
- Does the project have an impact on the involved partner's institution curriculum, if not, why not, what has to be changed?
- Have the directly involved staff and participants developed skills and increased their motivation to learn from the project theme, if not, why not, what has to be changed?
- Did the project achieve a greater awareness of the European dimension in adult education, if not, why not, what has to be changed?
- Did the project achieve a greater awareness of a multicultural and intercultural dimension, if not, why not, what has to be changed?

5.4.3 Reporting to the national agency

Each partner has to report to its own national agency, and will have to submit a progress report at the end of the first year and a final activity report at the end of the project.

Input for the project report is provided by monitoring the following aspects:

- Progress of the project according to plan.
- Course of activities.
- Participation of all partners.
- Changes in the planning of project activities.

The national agency will provide you with the necessary report forms together with your grant agreement, in which you can find more detailed information on when and how to report. The deadlines to submit the reports are specified in the grant agreement. Please note that you will not be asked to submit a financial report, stating all your expenses in detail. But you should be able to prove that the minimum number of mobilities has been carried out and that the partnership project has been implemented as planned. Therefore you are obliged to keep e.g. travel tickets, boarding passes and certificates of attendance for each mobility made.

5.5 Promoting your project - dissemination

How do we inform other colleagues and institutions about our project?

During the project period it is important to inform others outside of the project about the project. First of all, because it benefits the project itself and it provides others a possibility to follow the project more closely and to contribute inspiration and add new ideas. Secondly, it raises the profile of the project in your organisation and at the same time can be used to raise the profile of your organisation within the community.

Promotion of the project, or dissemination, comes in different shapes and sizes depending on the level of ambition and the scale. You may consider how to promote the project internally in your own organisation and how to promote it at an external level.

Internal promotion

The success of a project is often connected with support from your own organisation, from colleagues, from participants and from your management. It is therefore very important that the project becomes a part of your organisation. You should help create an interest in the project. You must therefore think of ways to communicate the project ideas internally. There are multiple ways of doing this depending on the communication culture in your organisation, but some of the ways this could be done is by:

- Producing a leaflet/brochure that describes the project to your colleagues.
- Informing about the project at staff meetings.
- Informing about the project in internal newsletters.
- Using a bulletin board to exhibit material from the project.
- Writing in your school magazine.
- Writing in your school year book.
- Other ideas.

External promotion

An international project also gives an opportunity to promote your organisation in your community. Again there may be many ways depending on the project, depending on your level of ambition and depending on the target groups you wish to reach. This could be done by involving the press, but they often need to be contacted with a news story, such as an international visit or a publication etc. Some of the ways to promote the project externally could be by:

- Setting up a joint website.
- Involving the press at local level..
- Involving the press at national or even international level.
- Providing information about the project at local/national teachers meetings/conferences.
- Writing about the project in union magazines for teachers.
- Publishing a final product that is useful for others.
- Other ideas.

The essential thing here is that you discuss how you deal with these issues and make a plan of what you want to do with your project. Dissemination is very important but it is important that it is done in a way that is relevant to the project.

5.6 Finances

How do we make optimal use of our project grant?

Within a learning partnership each partner institution receives its own funding from its national agency. The lumpsum amounts may vary from country to country, which means that partners in the same project will have to reckon with different levels of funding. Although this is not usually a problem, it is still a good idea to be open about the grants you have received. Therefore it is recommended that the partners inform each other about the financial conditions for participation in the project and discuss what possible implication this might have for the project as a whole.

Financial issues to consider together with your partners could include:

- Size of the lumpsum and division into project costs and costs for transnational meetings (mobilities)

- Expected cost of joint products and sharing these between institutions.
- Traditions of hospitality / hosting costs / entertainment.
- Some ways of 'stretching' the grant (ideas for cheap travelling, accommodation, dinners, cheap flights, bed & breakfast, privately organised meals etc).
- Additional funding.

It is recommended to keep a record of expenses for the project during the contract year, so that you have an up-to-date and accurate overview of the expenditure. As the coordinator of the project at your institution, you should be in the position to compare the grant awarded with the actual expenses. Try to balance these at different moments during the year, so that you know whether you are over or under spending.

If for example you manage to organise more transnational meetings or exchanges than foreseen in the application by being more economical in your expenditure, this is perfectly acceptable.

Finally you may look for other granting possibilities; other bodies may have additional funds you can apply for, once you have received the EU money. These funds could come from your local community, the regional authorities or national government, private enterprises etc.

When hosting a meeting, you will have to agree on how to share the costs between participants. If you organise a joint dinner, will all participants pay individually for the meal that they have ordered ('going Dutch'), or do you pay the entire bill and divide the costs equally, by sending an invoice to your partners afterwards?

5.7 Afterlife

How can we continue our cooperation when the project has finished?

After a period of intensive cooperation with your partners abroad, you will inevitably come to the point where your project is about to end. In the course of the project you will have probably developed a good working relationship with your partners and achieved good results. If that is the case, you might wish to continue the cooperation somehow. You have several options here: you may decide to become part of each others' European network or get involved in a new project together.

Being part of a learning partnership gives you a detailed insight into the life of other organisations and it gives you the possibility to build your own international network. Such a network can work in a number of ways e.g. by continued contact where you exchange information with members of staff or students or by getting involved together in other international projects.

If you decide to apply for a new project, there are several possibilities under the Lifelong Learning Programme. There are the different parts of the Grundtvig programme as well as others, such as the key activities Languages or ICT under the transversal programme. Or you could consider turning to Leonardo da Vinci, if you have a project connected to vocational education and training in mind. The national agency can inform you about these possibilities.

Even if you decide to continue in another project together, do not forget to finish your present learning partnership in a good manner. The project may continue in some form, but the original learning partnership is formally finished and you should find a suitable way to round it off, celebrate the results, and finish the project cycle.

Doing the project - issues to consider

- Be ambitious in your plans, but try to remain realistic about the investment of time and resources.
- Plan a reasonable number of transnational meetings for each year, e.g. two or three meetings, and take into consideration the number of mobilities that you requested in your application.
- Consider carefully what could and should be done on the national level between the transnational meetings.
- Use the first transnational meeting to work on common rules of cooperation in the learning partnership.
- Make a glossary or index with definitions of concepts. Sometimes you can use a general definition of a concept, or will have to create a definition especially for the partnership.
- Promote the feeling of a team spirit through a mixture of social events and group discussions.
- Choose a variation in working methods, like joint plenary sessions, working in pairs or small groups, working after the *café model*, or even a walk and talk.
- Plan enough breaks in a meeting – long and short ones.
- Make a flexible agenda with *ice breakers*.
- Use the opportunity to expand your knowledge about other cultures.
- Consider possible language obstacles.
- After first meeting check for yourself if these are the topics and questions you want to work on. If not try to communicate this to the group and make appropriate changes.
- Plan evaluation moments ahead. Agree on evaluation to reflect on good understanding and communication, e.g. after half a year of common work.
- Agree on communication activities or promotion: develop a plan of dissemination.
- Ensure the anchoring of a European project in your own organisation.

6 Glossary of Terms

- **Active citizenship**
The capacity to play an active role in society is one of the key competences to which any European citizen should have access. A number of projects are experimenting with active citizenship education for various socially excluded groups and empowerment of women. Others are developing material for democratic citizenship education in the more 'global' sense, encouraging the development of critical competence in intercultural, technical, ecological, historical and economic issues.
- **Activity plan**
A scheme of the project work, broken down into chronological steps. The project activities are defined by their objective, expected result and the actors involved (institution, staff, learners, etc.) – cf. page 19
- **Adult learner**
An 'adult' in the Grundtvig sense refers to persons over 25 or to young people below that age who are no longer undergoing initial education within the formal school or higher education system of the participating countries. Grundtvig addresses persons whose desire to learn may have widely varying goals, namely to increase their capacity to play a full and active role in society and develop their intercultural awareness; to improve their potential employability by acquiring or updating basic and general skills; to enhance their capacity to enter or re-enter formal education.
- **Co-financing**
All projects which are funded within the Lifelong Learning Programme are based on co-funding, i.e. the project grant needs to be supplemented by a contribution of each beneficiary. In the case of a learning partnership, personnel expenses are considered as co-financing from the part of the institution, while the project expenses and transnational meetings can be covered from the grant. It is important to realise that the actual grant amount is determined by each individual national agency, on the basis of the demand and its national funding policy. – cf. page **Fel! Bokmärket är inte definierat,**
- **Coordinator / coordinating institution**
A formal project coordinator needs to be identified for each learning partnership. The coordinator will take the lead in the application and reporting process to the national agencies and instigates project activities. Other tasks and activities in the framework of the project can be distributed between the partner institutions. – cf. page 18
- **Dissemination**
(Latin: to sow widely) 'to make news or theories be widely circulated or diffused'
Dissemination is defined as a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available. For a learning partnership, dissemination is mainly about promoting the project and its outcomes. This should be done both internally and externally, namely to colleagues and to other institutions and organisations. – cf. page 37
- **European added value**
Tangible or intangible project outcomes that can be attributed solely to participation in the project on the European level. It also means that the project has produced something valuable for each and every participating entity, which could not have been brought about on a purely national level.

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- **European dimension to citizenship**
 Several of the early European projects in this area focussed on producing learning material in the subjects of history, democratic traditions, society and cultures in Europe. More recently there has been an increased interest in enhancing adults' knowledge of the new EU Member States – still little known to many citizens elsewhere.
- **Key competences**
 The traditional concept of 'basic skills' has now been considerably broadened to 'key competences' in line with the European debate on these issues. Social skills such as the capacity for teamwork, for communication and for intercultural dialogue have become the focus of a number of Grundtvig projects.
 Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory school or training and should act as a foundation for further learning as part of Lifelong Learning.
- **Learning Partnership**
 The Grundtvig Learning Partnership is a framework for small-scale cooperation activities between organisations working in the field of adult education in the broadest sense. Learning partnerships focus on process, and aim to broaden the participation of smaller organisations that want to include European cooperation in their education activities. In a Grundtvig Learning Partnership trainers and learners from a number of participating countries work together on one or more topics of common interest to the co-operating organisations. This exchange of experiences, practices and methods contributes to an increased awareness of the varied European cultural, social and economic scene, and to a better understanding of areas of common interest.
- **Letter of intent**
 A letter may be written by all proposed partner institutions, in which they declare their intention to cooperate in the learning partnership if the project and their participation in it is approved. Since all partners in the project receive their own, national contract and therefore have an autonomous position in terms of finances and management, some project coordinators may choose to request letters of intent from all partners. It is a more or less formal agreement between institutions on their cooperation. – cf. page 24
- **Lifelong Learning**
 All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.
 Lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement, and about valuing all forms of learning. Lifelong learning is also about providing 'second chances' to update basic skills and also offering learning opportunities at more advanced levels. (*Commission Communication of 21 November 2001, Making a European Area of Lifelong Learning a Reality*)
- **Monitoring**
 The process of continuous control of the project progress. The project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project. – cf. page 34
- **National Agency**
 In each of the countries participating in the Lifelong Learning Programme, a national agency (NA) has been set up. The NA supports the programme through providing information on the different programmes, and giving advice and guidance to potential applicants. In addition, the

NA is responsible for the national selection of decentralised applications and contracting of beneficiaries. – cf. page 20

- **Partner / partner institution**
Each institution or organisation that participates in the learning partnership, but has no formal leading role. It is equal to all the other participating organisations, and shares the responsibility for carrying out project tasks and activities.
- **Project outcomes**
Outcomes of the project can be both tangible and intangible. Tangible outcomes are training products, course materials etc. Intangible outcomes include training methodologies, processes or experiences.
- **LLP countries**
The countries which are eligible to participate in the Lifelong Learning Programme (LLP). These countries are the 27 EU Member States, the EFTA/EEA countries (Iceland, Liechtenstein, Norway) and EU candidate country (Turkey).
- **Sustainability**
Capacity of the project partners to continue the project beyond the end of its co-financing contract. Capacity to use the project outcomes and perhaps even upgrade them or use them in a different context.
- **Valorisation**
Originally a French term, the concept of valorisation can be described as the process of disseminating and exploiting project outcomes with a view to optimising their value, enhancing their impact and integrating them into training systems and practices at local/national as well as the European level.

You can also consult the Glossary of the Lifelong Learning Programme, as provided in the Guide for Applicants on http://ec.europa.eu/education/programmes/llp/glossary_en.html

7 Recommended Reading / Internet Sources

- **European Commission, Directorate General Education and Culture**
The website of DG EAC contains information on the European education programmes, a list of contact details for all national agencies, and gives access to compendia of all approved Grundtvig Learning Partnerships.
http://ec.europa.eu/education/index_en.html
- **LLP Guide for Applicants**
The webbased Guide for Applicants gives a description of all activities within the Lifelong Learning Programme (LLP) for which support may be requested. The Guide for Applicants, together with the General Call for Proposals and the Decision on the Lifelong Learning Programme contain all the information needed in order to apply for grants.
http://ec.europa.eu/education/programmes/llp/index_en.html
- **General Call for Proposals**
The General Call for Proposals for the Lifelong Learning Programme complements the Guide for Applicants and sets out important additional information such as the closing dates for submitting applications and any specific programme priorities.
http://ec.europa.eu/education/programmes/llp/call_en.html
- **Decision on the Lifelong Learning Programme; see especially the Grundtvig programme objectives**
Decision n° 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning.
http://ec.europa.eu/education/programmes/llp/index_en.html
- **Memorandum on Lifelong Learning**
Commission Memorandum of 30 October 2000 on Lifelong Learning [SEC(2000) 1832 Final]
<http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>
- **European Commission Policy on Lifelong Learning**
Overview of the European Commission's policy documents and activities in the field of Lifelong Learning.
http://ec.europa.eu/education/policies/lll/lll_en.html
- **Education 2010, the education and training contribution to the Lisbon Strategy**
http://ec.europa.eu/education/policies/2010/et_2010_en.html
- **Communication on Adult Learning**
Communication from the Commission of 23 October 2006, Adult Learning: It is never too late to learn [COM(2006) 614 final]
http://ec.europa.eu/education/policies/lll/adultcom_en.html
- **A Survival Kit for European Project Management, Advice for Coordinators of Centralised Socrates Projects (2001)**
A publication with advice on project management issues related to centralised Socrates projects.
<http://www.socrates.at/download/survivalkit>
- **Tools for planning the dissemination of project results (IACEE, 1999)**
<http://www.leonardodavinci.fi/dissemination/tools.pdf>

- **Glossary of Adult Learning in Europe (UNESCO, 1999)**
<http://unesdoc.unesco.org/images/0012/001288/128815e.pdf>
- **Comenius Handbook for Schools**
A handbook on taking part in a Comenius school partnership, with advice on putting together successful partnerships with schools in other European countries in order to carry out such a project.
http://ec.europa.eu/education/programmes/socrates/comenius/tools_en.html
- **Organisation of school year holidays in Europe**
Overview of school holidays; useful for planning European meetings
http://ec.europa.eu/education/policies/educ/holidays/index_en.html
- **Eurydice: the Information Network on Education in Europe**
Information on national school systems, terminology etc.
<http://www.eurydice.org/>
- **Socrates projects database (ISOC)**
ISOC is a catalogue of projects supported by the European Commission under the centralised actions of SOCRATES. It also provides information about international partners in the various projects, dissemination events, project outputs, and organisations and people engaged in international cooperation in education.
<http://www.isoc.siu.no/>

8 Annexes: Model Forms

In this section, a number of model forms are provided which you can use or adapt for your new learning partnership.

- Meeting documents
 - a Invitation
 - [b Programme](#)
 - [c Attendance List](#)
 - [d Minutes](#)
- Letter of Intent
- Monitoring Report
- Evaluation Plan
- Evaluation Form

← - - - - **Formaterade:** Punkter och numrering

Meeting Invitation

[Place], [Date]

Project title _____**Transnational project meeting agenda**

Date(s) of meeting _____

Place(s) of meeting _____

Participants

Partner institution 1 (coordinator)	2 persons	[Names]
Partner institution 2	2 persons	[Names]
Partner institution 3	2 persons	[Names]
Partner institution 4	2 persons	[Names]
Partner institution 5 (host)	4 persons	[Names]
Partner institution 6	2 persons	[Names]
Partner institution 7	2 persons	[Names]
Partner institution 8	2 persons	[Names]

Host institution

Name of institution _____

Contact person:

Name and surname _____

Address _____

Contact _____ (telephone, fax, e-mail)

Travel

- From the airport: a taxi from the airport to the hotel is the easiest way and the cost would be about 15 Euro and take you about 15-20 minutes.
- From the train station: a bus from the Central Train Station to the hotel is the easiest way and the cost would be about 5 Euro and take you about 30 minutes.

Accommodation

Hotel accommodation and meals are booked from [Date] dinner till [Date] breakfast

Hotel reservation

Hotel Europa (near Central Train Station)

For more information, see the internet: www. _____

Plan of activities

Day	Date	Time	Activity
Sunday	17.6	11.00 – 17.00	Arrival of the participants
		17.30	Welcoming of all the meeting participants in hotel lobby
		18.00 – 20.00	Monitoring project development
		20.00	Dinner
Monday	18.6	9.00 – 13.00	Workshop for designing training modules for learners and trainers

		13.00 – 14.30	Lunch break
		14.30 – 20.00	Project evaluation Work plan for last project period discussion and designing
		20.00	Dinner
Tuesday	19.6	9.00 – 10.00	CD presentation and press conference *
		10.00 – 12.00	Preparation for project dissemination conference
		12.00 – 14.30	Lunch break
		14.30 – 20.00	Visit around city
		20.00	Dinner
Wednesday	20.6		Departure of participants

* Each partner institution is requested to prepare an oral report (5 minutes) about their project work.

Looking forward to seeing you all,

Your project coordinator

Meeting Programme

[Project title] meeting in [Place]**Programme of the meeting 23 – 26 January [Year]**

Date / Time	Programme	Where	Remarks
Sunday 23	Participants arrive in [Place], evening time		Hotel [Name] is booked. Check in time before 21.30. Michael and Gerald arrive on Saturday.
Monday 24			
8.30	Leave hotel, go to Groenstraat		Arno and Mieke will meet you at the hotel at 8.30
9.00	Welcome to our college Coffee and discussion of the programme Tour of the school	Villa, 0.55	
10.30	Exchange the work of each partner in the last period		
12.00	Lunch	Balcony	
13.30	Start programme Present products of partners Check and comment on Flip albums	OLC	
17.00	End of programme, leave for hotel		
18.30	Leave for guided tour and dinner		Peter will meet you at hotel at 18.30
Tuesday 25			
8.30	Travel by bus to college		
9.00	Start programme Working groups on Pedagogy, IT and Dissemination	2.04 and OLC	
11.15	Welcome to student-participants and presentations		
11.30	Lunch	?	
14.00	Start programme Preparation of teacher presentation	2.16 and 2.17	
16.00	Teacher presentation and coordinator presents first Flip album to principal Mr. De Jong	2.16 and 2.17	
17.15	End of programme, leave for hotel		
19.30	Leave for restaurant		Arno and Klaas will meet you at hotel
Wednesday 26			
8.30	Travel by bus to college		
9.00	Start programme Results of working groups Agreements meeting May	2.04	

	Follow up of project next year		
11.30	Evaluation of the meeting		
12.00	End of meeting Lunch possibilities		

Meeting Attendance List

[Project] meeting in [Place]**Participants 1st meeting, 23 – 26 January [Year]**

Participant's name	Partner organisation	Job title	Remarks	Signature
[Name in full]	[Name, Country]	Coordinator and teacher		
		Teacher		
		Coordinator		
		Coordinator of European projects of the city council		
		Director of centre for economic development		
		Manager Flexible Training Unit		
		EU project coordinator		
		Director Training Centre		
		Trajectory Manager, specific target groups		
		Webmaster		
		Director		
		Consultant		
		Rector		

Meeting Minutes

PROJECT MEETING REPORT**Dates** _____**Place** _____**Host institution** _____**Participants**

Partner institution 1 (coordinator)	2 persons	[Names]
Partner institution 2	2 persons	[Names]
Partner institution 3	2 persons	[Names]
Partner institution 4	2 persons	[Names]
Partner institution 5 (host)	4 persons	[Names]
Partner institution 6	2 persons	[Names]
Partner institution 7	2 persons	[Names]
Partner institution 8	2 persons	[Names]

Plan of activities

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		20.00	Dinner
		Tuesday	19.6
		10.00 – 12.00	Preparation for project dissemination conference
		12.00 – 14.30	Lunch break
		14.30 – 20.00	Visit around city
		20.00	Dinner
Wednesday	20.6		Departure of participants

Project meeting results

1 Monitoring project development

2 Project evaluation

3 Work plan

According to the project work plan the following tasks should be done by the end of the project period:

- Dissemination of the project results in all the participating countries
-
-
-

Responsible: All partners

Activity to be completed: 30 April [Year].

- Preparing the final project report
-
-
-

Responsible: Project coordinator

Activity to be completed: 15 June [Year].

Letter of Intent

Letter of Intent

Grundtvig Learning Partnership project: '[Title]', call [Year].

Our organisation agrees to participate in the transnational partnership for the Grundtvig Learning Partnership project: '[Title]'.

We will engage in the following activities within the framework of the project:

- To receive teachers from [Name institutions] and support in establishing contacts within our organisation and with our local network
- To cooperate in the innovative work as described in the project plan
- To invest staff hours in order to contribute according the project agreements

Name of the organisation

Address

Telephone

Fax

E-mail

Contact person

Function in organisation

Signature

Name

Function

Date

Stamp of organisation

Monitoring Report

Project title _____**MONITORING REPORT FOR THE PERIOD AUGUST [Year] – JULY [Year]****Project partners:**

Partner 1 (project coordinator) _____
 Partner 2 _____
 Partner 3 _____
 Partner 4 _____

Delivering the project objectives as described in the application

The work plan activities were fulfilled according to the allocation of tasks and deadlines in work plan (see work plan 1. year document) as following:

Elaboration of draft questionnaire for revision on present situation and needs

A common methodology

Final version of questionnaire for revision on present situation and needs

Transnational meeting in Livorno (Italy) was held as planned. Activities planned were fulfilled (see the Livorno meeting minutes)

Analysis of the existing practice and needs in the filed lifelong learning in each partner institution**CONCLUSIONS**

Partner 1 _____
 Partner 2 _____
 Partner 3 _____
 Partner 4 _____

COMMON CONCLUSIONS

Project information and instructions

All the instructions for activities (meetings, translating, reporting ...) were given to partners (see the documentation for each activity) and project information was regularly given to project partners by the coordinator.

Communication between partners

Communications between partners were very good. A project e-mail group, regular e-mail, telephone, fax and website were used.

This report was presented to all project partner in the Edinburgh meeting, [Dates].

PROJECT EVALUATION PLAN

According to the project work plan there are two evaluations to be carried out in project period.

1 Evaluation of project effect on the involved learners

Tool to be used	questionnaire
Partner responsible	all partners
Form	report
Deadline	30 June [Year]

Questionnaire will be developed at project meeting in October [Year], each partner will evaluate the project's effect on the involved learners in the partner's organisation and produce a report (to be send to the project coordinator by the end of April [Year]).

The project coordinator will join all findings into a common evaluation report.

2 Project meetings evaluation

Tool to be used	discussion
Partner responsible	partner 3
Form	report
Deadline	two weeks after each project meeting

The evaluation should answer to:

- Meetings take place at the agreed times and locations.
- Meetings follow an agreed agenda circulated beforehand.
- All partners are given the opportunity to contribute to the meeting.
- Minutes are taken and circulated soon after the meeting.
- Meetings encourage open and clear communication.
- Meetings encourage everyone to contribute to discussion.
- Meetings support the less experienced and make everyone feel valued.
- Meetings discourage strong or opinionated individuals from dominating discussion.
- The objectives of the meeting are achieved.

The proposals for improvement of insufficient findings will be incorporated into the evaluation report.

Evaluation Form - How was the Event?

Date and place

NAME OF THE ORGANISATION

Every partner in the [title] project should fill in the evaluation form.

A grade should be given on a scale of 1 to 4, with 4 being the highest and 1 the lowest.
If you give 1 or 2, please explain why and if it is possible give an advice, using the remark lines!

Example

'Quality of the transnational partnership' (2.1)

This performance indicator is concerned with:

- The extent to which each partner contributes to the event
- The evidence of partners sharing roles and responsibilities during the event

A performance meriting Level 4 would be illustrated by:

- Each partner plays a role in the preparation and delivery of the event according to an agreed prior division of roles and responsibilities
- There is clear evidence of a collaborative approach with strong team work

A performance meriting Level 2 would be illustrated by:

- There is a lack of clarity in the partners' division of roles and responsibilities and consequently there may be evidence of a failure to contribute as required
- Where problems have arisen, there is a lack of commitment to finding a mutually acceptable compromise

No	Performance Indicator	Themes	4	3	2	1
1	Structure, content and delivery of the event					
1.1	Organisation of the transnational event	Evidence of clear planning				
		Realistic timescales				
		Appropriate selection of delegates				
1.2	Effectiveness of content and appropriate range and balance of activities	Appropriate content, clearly related to the aims and objectives of the event				
		Relevant mixture of activities e.g. icebreaking activities, didactic sessions, workshops, social activities, free time				
		Appropriateness of the social programme				
1.3	Effectiveness of the process of monitoring and evaluation	Quality of the mechanism for evaluation both short term and long term including follow-up activities, if appropriate				
		Evidence of on-going assistance to participants, if appropriate				
1.4	The quality of project management	Clarity of project coordination				
		Quality of the management of monitoring and evaluation by the project coordinator and introduced to administrative staff				
		The project partners are made aware of the administrative structure of the project				

Personal remarks about the theme:

No	Performance Indicator	Themes	4	3	2	1
2	Quality of the trans-national element					
2.1	Input into the event by the project partners	The extent to which each partner contributes to the event				
		The evidence of partners sharing roles and responsibilities during the event				
2.2	Links between the aims of the event and the overall aims of the project	Mutual understanding amongst partners about the project and event rationale and the short term and long term objectives of the event				

		Clear evidence in the event programme of real synergy with the overall objectives of the project				
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Personal remarks about the theme:

No	Performance Indicator	Themes	4	3	2	1
3	Quality of the partnership					
3.1	Transnational Partnership	Commitment to the project by each partner				
		Agreement amongst partners				
		Effective communication amongst partners				
		Development of trust and positive attitudes				

Personal remarks about the theme:

No	Performance Indicator	Themes	4	3	2	1
4	Quality of the domestic arrangements					
4.1	Quality and appropriateness of the domestic arrangements and the comfort factor	Attention to practical details and catering				
		Suitability of the working venue				
		Quality of overnight accommodation, if appropriate				
		Evidence of special requirements (dietary for example) being met				

Personal remarks about the theme:
