

Education and Culture

Socrates

**Striving for better European quality
in Grundtvig projects**

**European Quality Kit
12 recommendations**

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European Commission DG EAC A.1
Lifelong Learning Policy Development
04/10/2004

1. Follow European lifelong learning policy initiatives



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Follow European LLL policy development

- Lifelong learning from « cradle to grave »
- From « education » to innovative pedagogy based on « learning »:
 - o Teacher becomes « learning facilitator », guide, mentor, tutor
 - o Collaborative learning also without teacher in study circles, projects, peer groups or based on new information and communication technologies
- Learning should be « relevant » for the learner and attractive
- Learning should be made accessible by information and guidance systems
- Prior formal, non-formal and informal learning should be valued
- New « key competences » (basic skills) include social, intercultural and civic competences, learning to learn, foreign language learning, ICT, spirit of enterprise
- Bringing learning opportunities and learners together: local learning centres
- Lifelong learning based on more investment in human resources and on incentives avoiding disincentives

Read more on European Commission website on Education and Training Policies:

http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

...and lifelong learning European and national reporting systems



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and evaluate for your countries and adult learning themes

- National Lifelong Learning Reports 2003
- Progress made in the Work Programme on the Common future objectives for education and training in Europe until 2010 with their examples of good practice

Use other reporting systems on young adults and on social inclusion:

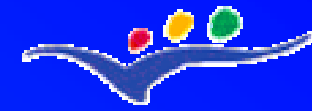
- Follow lifelong learning reports on young adults within the follow-up reports 2001 and 2003 for the Whitebook Youth (DG EAC, Youth directorate)
http://europa.eu.int/comm/dgs/education_culture/publ/new_fr.html #LB
- Social Inclusion (bi-annual) National Action Plans and their paragraphs on education and training or lifelong learning (DG Employment)
(http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm)

2. Contact past and current European Socrates-Grundtvig co-operation projects and networks



- ❖ **Make good use of the information available on past and current projects, exchange links, results and dates of conferences in order to meet and invite each other:**
 - Socrates II Grundtvig Compendia and Socrates I Adult Education co-operation projects, learning partnerships and networks in related areas
(http://europa.eu.int/comm/education/programmes/socrates/grundtvig/info_en.html)
- ❖ **Make applications for clustering (of projects with same theme) conferences**
 - Socrates Accompanying Measures (Grundtvig) (2004 final date 15 October, 2005: 1 April)
- ❖ **Arrange Socrates - preparatory visits or Grundtvig 3 study visits (National Agency)**

3. Discover other relevant European policy documents in your thematic field



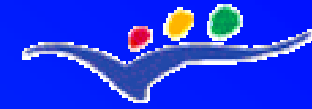
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Many documents exist on the thematic fields which are considered priorities for Grundtvig projects, links can be found on our EUROPA website:

Examples:

- **European Citizenship:** Draft Convention for European Union; about European “good governance” (http://europa.eu.int/comm/governance/index_en.htm); (sustainable) corporate social responsibility
- **European Social Model/ Social Inclusion in Lisbon Strategy :** Consult European Council conclusions of Lisbon, Feira, Nice and Barcelona and bi-annual priorities of National Social Inclusion Action Plans (DG Employment)
- **Gender:** Consult Gender directive, gender-mainstreaming website, gender and education recommendations DG EAC (http://europa.eu.int/comm/employment_social/egu_opp/index_en.htm)
- **Sustainability/ Environment:** Follow DG Environment and Commission contribution to UN Earth Summit Johannesburg; programmes like “LIFE” (http://europa.eu.int/comm/environment/wssd/wssd_rio_johannesburg_en.html)
- **Consumer education:** Follow consumer education strategy 2002-2006 and programme DG SANCO (http://europa.eu.int/comm/consumers/cons_info/index_en.htm)
- **Anti-Racism and Anti-Discrimination:** Consult Anti-discrimination and related directives and communications (http://europa.eu.int/comm/employment_social/fundamental_rights/index_en.htm)

4. Use European and international dictionaries and journals



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Dictionaries and journals on adult education at European and international level are useful for keeping up to date with current terminology and trends:

Dictionaries:

- ❖ Glossary of Adult Learning in Europe
(www.unesco.org/education/uie/pdf/glossary.pdf) (ed. EAEA/UIE)

Selected international adult education journals:

- ❖ LlinE: Lifelong Learning in Europe
(<http://www.orivedenopisto.fi/kvs/kansanvalistusseura//line.htm>)
- ❖ International Journal of Lifelong Education (ed. Peter Jarvis)
(<http://www.tandf.co.uk/journals>)
- ❖ « Convergence », International Journal of Adult Education, ed. ICAE
(<http://www.icae.org.uy/eng/pub.html>)
- ❖ Community Education International Journal
(<http://www.icea.de/>)

5. Build on EU research progress in lifelong learning and adult education



It's useful to build on the "state of the art" in research:

- ❖ **Educational research funded by DG Research:**
(<http://www.cordis.lu/en/home.html>) and the reader:
1995-2003: Briefing Papers for Policy Makers (EUR 20791),
ISBN 92-894-5770-8 (free order:Angelos.Agalianos@cec.eu.int)
- ❖ **Higher education thematic (gender, intercultural...) networks under Socrates (DG Education and Culture)**
Socrates-Erasmus thematic networks
(http://europa.eu.int/comm/education/programmes/socrates/tnp/overview_en.html)

6. Contact European research institutions and research associations in adult education



Make good use of the information provided by these organisations. They all have publications, organise thematic conferences and participate in Socrates-Grundtvig projects:

- ❖ **ERDI** Consortium of European Research and Development Institutes of Adult Education (<http://www.die-bonn.de/erdi/>)
- ❖ **ESREA** European Society for Research on the Education of Adults (<http://www.esrea.org/>)
- ❖ **EUCEN** - European universities specialised in adult continuing education (<http://www.eucen.org/>)

7. Use services of specialised European Agencies

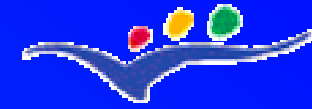


These institutions are all specialised in (adult) education or other subjects relating to Grundtvig priorities, visit their websites:

- ❖ **EURYDICE:**
Adult education in National Education Systems;
Education Statistics; LLL contributions;
compilation of literature and data with search tool
(<http://eurydice.org>)
- ❖ **CEDEFOP**
Teacher training network (TTN); thematic reports;
search for literature and projects; LLL web page
(<http://www.cedefop.eu.int>)
- ❖ **EUMC**
European Monitoring Centre on Racism and
Xenophobia in Europe, Vienna
(<http://eumc.eu.int/eumc/index.php>)
- ❖ **European Agency for Development of
Special Needs Education**, Copenhagen
LLL for persons with disabilities, based on
European Network of ministerial experts and
research (<http://www.european-agency.org>)
- ❖ **European Foundation for the
Improvement of Working and Living
Conditions**, Dublin
(poverty, families, age...)
(<http://www.eurofound.ie>)
- ❖ **EUROSTAT**
(<http://eurostat.eu.int/comm/eurostat/>)

8. Cooperate with European NGOs

8.1 Adult Education



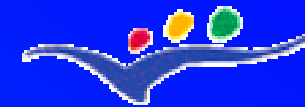
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Non-governmental organisations have knowledge and competences which may differ largely from mainstream research or governmental views. It may be worthwhile discussing whether value might be added (such as learners' views) to your project.

- **EAEA - European Association for Adult Education** (over 100 provider organisations in European countries European level)
(www.eaea.org/)
- **ICAE International Council of Adult Education**
(www.icae.org.uv/)
- **European adult education participant organisation??** Special teacher organisation??
- **Euro-WEA – European Workers' Educational Association and IWEA**
(www.ifwea.org/euro-wea/index.html)
- **FEECA - European Federation of Catholic Adult Education**
(<http://www.kath.de/kbe/international/iae/feeca.html>)
example for religious associations in European Adult Education

8. Cooperate with European NGOs

8.2 Related stakeholders and thematic NGOs



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Examples of « umbrella organisations » interested in LLL / Adult education, in dialogue with the European Commission:

- 40 Social movements European Social Platform
<http://www.socialplatform.org/anim/anim.htm>
- Young Adults: European Youth Forum
<http://www.youthforum.org>
- Gender/ Women: European Women's Lobby
<http://www.womenlobby.org/index2.htm>
- Senior Citizens: EURAG
<http://www.eurag-europe.org/>
- Persons with disabilities: European Disability Forum
<http://www.edf-feph.org/>

9. Keep in contact with European, national and local policy-makers in adult education and the media



Keep in contact with policy-makers, inform them about your EU project:

- Your national experts in the **Grundtvig Working Group**
- Your national representatives in the **Socrates Committee**
- Your “**Directors General**” for Adult Education in your Education or LLL Ministries at national and/ or regional level
- Your elected **Members of the European Parliament**, especially members of the Education Committee (<http://www.europarl.eu.int/whoswho/default.htm>)
- Your elected members of your **regional and national parliaments**
- your regional and/ or national **representation to the European Union**

And keep your regional and national radio/tv/press informed...

10. Discover international organisations

Council of Europe and OECD



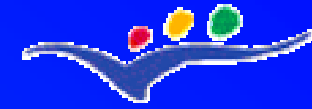
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The Council of Europe, OECD and UNESCO have their own policies, carry out research and collect data on adult education:

- Council of Europe (<http://www.coe.int>)
 - Language learning - Education for democratic citizenship
 - « Youth »: Young Adults – Intercultural learning – Roma - Migration
- OECD (<http://www.oecd.org>)
 - Adult learning report 2003 - Adult learning country reports –
 - IALS International Adult Literacy Survey - Publications with search tool (also on learning cities, ageing society...)

10. Discover international organisations

UIE

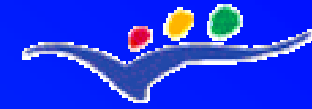


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❖ UNESCO-UIE UNESCO Institute for Education, Hamburg

- UIE - ALADIN international adult education library has an excellent search tool (<http://www.unesco.org/education/aladin/>)
- Education for all (EFA, especially basic competences) national action plans (http://www.unesco.org/education/efa/db/index_national_plans.shtml)
- UNESCO EFA monitoring country reports (<http://www.unesco.org/education/efa/monitoring/index.shtml>)
- CONFINTEA V 1997 plus national UNESCO Commissions' interim reports 2003 (CZ, DK, FI, DE, IS, LT, NO, PL, PT, SL, SE, UK) and thematic conferences (active citizenship,...) (<http://www.unesco.org/education/uiie/>)

11. Improve social and intercultural learning quality of partner meetings in Europe



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Travelling to partner meetings gives an excellent opportunity to learn from and about each other. Here are some tips to make the most of such meetings:

- Organise your partner meetings in **European academies and European residential folk high-schools** profiting from their European expertise, decent prices, professional adult education equipment for international meetings
- Use cheap transport in order to increase participation opportunities for more people or for **better personal mobility assistance/ child-care/ interpretation services**
- Give your **partners a chance to** introduce highlights of their region or country or their expertise to a adult education **broader public**
- At the meetings the organising partner should give an introduction to some **highlights of the history and culture of their countries**, preparing it with individual choices of favourite literature, places, persons in history and present.
- Provide time for a **social evening and make excursions in the countryside or to the next big city.**
- Avoid national stereotyping by finding **also out what you have in common...**

12. Develop your personal quality objectives and indicators



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Apart from the general quality of project management, do think about the objectives, indicators and monitoring tools for:

- Your personal learning objectives (another language?, country?...)
- Special European learning opportunities for all of your staff/ colleagues/ learners, at least during partner meetings in your country
- Multilingual, intercultural and gender equality objectives for selecting participants at local, national and European level
- Participation opportunities for persons with disabilities
- Voluntary contributions to democratic « European governance » of project (transparency and participation in decision-making for all partners, openness for greater professional public, accountability between all partners, participative communication, monitoring and evaluation rules and tools)

« Lernliebe »: « Eros in learning »



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**Man lernt nichts kennen,
als was man liebt und je
tiefer und vollständiger die
Erkenntnis werden soll,
desto stärker, kräftiger muss
Liebe, ja Leidenschaft sein.**

Johann Wolfgang von Goethe

Quoted from:

Rolf-Joachim Heger/Helga Manthey (ed.), LernLiebe, Über
den Eros beim Lehren und Lernen, Deutscher
Studienverlag, Weinheim 1993, p.158

On n'apprend jamais à connaître
Que ce que l'on aime,
Et plus approfondie et complète
Doit être la connaissance,
Plus fort et plus puissant
Doit être l'amour, ou plutôt la passion.
(Traduction libre: Guy Haug)

One gets to know nothing better
Than what one loves,
And the more profound and complete
The acquaintance needs to become,
The stronger and more powerful
Must be the love, and indeed the passion.
(Free translation: Prydwen Doueihy)