



EUROPEAN COMMISSION  
EDUCATION AND CULTURE DIRECTORATE-GENERAL  
Education  
Lifelong learning policy development

Brussels,

## **SOCRATES PROGRAMME – CALL FOR PROPOSAL 2005**

### **GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS**

#### **GRUNDTVIG 4 – GRUNDTVIG NETWORKS AND THEMATIC SEMINARS**

#### **INFORMATION NOTE FOR APPLICANTS**

The general aims of Grundtvig Networks and Thematic Seminars are:

- To strengthen the link between the various ‘actors’ involved in adult education and, in particular, those involved in past or present Grundtvig projects;
- To improve the quality, European dimension and visibility of activities or issues of common interest in the field of adult education, notably by sharing experience and disseminating good practice;
- To help to make lifelong learning opportunities more widely known and available to citizens.

Apart from supporting new networks, in 2005 the European Commission will continue to place special emphasis on contributing to evaluation and dissemination activities and the organisation of European thematic seminars in areas where Grundtvig networks do not currently exist. To this end, for the **1 November 2004 closing date**, applicants are invited to submit pre-proposals for **two different categories of Grundtvig 4 activities**:

1. creation and implementation of **Grundtvig Networks**
2. preparation and organisation of **Grundtvig Thematic Seminars** in areas not yet covered by existing Grundtvig Networks (see annex for the list of existing networks).

The purpose of the present information note is to inform applicants in more detail as to the kind of networks and seminars the Commission wishes to promote.

## **GRUNDTVIG 4 – GRUNDTVIG NETWORKS**

### **1. Aims and objectives**

Grundtvig 4 Networks are large-scale networks providing a forum or common platform for discussion and exchange of information on key issues, policy-shaping and/or research in the area of adult learning. Each Grundtvig Network addresses one particular thematic area, sector or set of key issues, chosen from the broad field of adult learning as a whole.

Within its specific area of work, each network should pursue the following objectives:

- To promote European co-operation and innovation, notably by assisting in the networking of Grundtvig projects and partnerships on subjects of common interest with,
- To further the debate on important aspects of policy and practice among policy-makers and the adult education community,
- To provide an overview of a field (through comparative studies and analyses) within a European context,
- To consider the various definitions used in different countries in terms of content and methodology, thereby contributing to the construction of a shared terminology at European level in the key areas of adult learning,
- To identify present, emergent and future needs, and in particular to pinpoint aspects where European co-operation could be especially beneficial,
- To promote the dissemination of results, insights and best practice derived from Grundtvig projects or other initiatives conducted at European, national or regional level,
- To help improve the training of persons involved in the teaching of adults, notably by identifying, developing and promoting the visibility of training courses,
- To make a major contribution to the dissemination of good practice available at national or European level.

Each Network should therefore become a key ‘player’ in the promotion of European cooperation in its specific sector of adult education, and the European Commission intends to work closely with the Networks in taking this agenda forward. Network co-ordinators are therefore expected to liaise effectively with the Commission services responsible for Grundtvig throughout the life-span of the Network’s activities.

### **2. Network activities**

Networks will be expected to undertake the following activities:

- Establish and maintain a good quality website,
- Produce an annual report,
- Inform the ‘players’ in Grundtvig fully about the Network's events and activities,
- Produce comparative studies, analyses, reference material, observations and recommendations on issues discussed,
- Play a proactive role in strengthening synergy and collaboration between Grundtvig projects working in the same field or theme, notably by organising at least one annual meeting of Grundtvig projects and partnerships in the thematic area of the Network (this meeting can also take the form of a seminar or conference open to additional participants not yet involved in Grundtvig),

- Set in place appropriate mechanisms for internal assessment of progress and for quality assurance of results,
- Develop a sound strategy for sustaining the Network after the co-financing by the Commission has finished or been substantially reduced.

Strong priority will be given to proposals relating to Grundtvig networks which include in their work programme a clear reference to the strategy and specific activities they intend to develop for “thematic clustering” of Grundtvig projects, such as thematic conferences, seminars and workshops.

In 2005 priority will be given to Networks in the following areas:

- **Methods of financing** adult education (effective models for funding and cost-sharing at national, regional or local level, including public-private initiatives),
- **Valuing non-formal and informal learning,**
- Adult learning opportunities for **people with disabilities,**
- Adult learning opportunities through **sport,**
- **Mathematics and science** education for adults.

The Commission will also give priority to the co-funding of **new work programmes of existing Grundtvig Networks** after the completion of their current grant agreements, in the light of the proven performance of the Networks concerned.

The European Commission will not support more than one network in each thematic area. If the situation should arise that several Networks are seeking to focus on the same field, the Commission reserves the right to encourage them to combine their activities and regroup into a single Network. Each Network is entitled and indeed encouraged to subdivide into several working groups addressing important sub-themes, while nonetheless ensuring coherence within the overall Network through effective co-ordination arrangements.

### **3. Partnership**

Each Grundtvig Network should have partners from as many countries participating in Socrates as possible. This broader membership is one of the features which distinguish Grundtvig Networks from the European co-operation projects supported under Grundtvig 1. Already at the time of the initial pre-proposal for support, a Network must comprise organisations from **at least 10 different countries participating in Socrates**, at least one of which must be an EU Member State. However, Networks involving only this minimum of 10 partners will be generally less likely to be funded than ones with an even wider partnership.

A Network is expected to grow during the funding period and to present a strategy for achieving such growth during and beyond the period of EU funding, as part of the initial application for support. The aim should be to involve a maximum of participating countries in the longer term, and if possible all the countries eligible to participate in Socrates. The funding for a Network is unlikely to be renewed beyond three years of activity if significant progress has not been made towards achieving such broad European coverage.

Where appropriate in view of the thematic area or sector to be addressed, it may be desirable for a Network to comprise organisations of various different types, rather than the partners all being similar types of institutions.

In cases where a Network is addressing the learning needs of a particular ‘target group’ in society, representatives of this section of the population should be actively involved in planning and conducting the Network’s activities.

A typical Network consists of:

- the co-ordinating institution, selected by the partners to be responsible for the overall organisation, management and co-ordination of the activities throughout the duration of the project period,
- other core institutions, many of which are likely to have been present from the start of the Network and which are particularly actively involved in carrying out the Network’s tasks. This will often, for example, involve chairing the Network’s working groups / task forces addressing specific topics,
- a number of other organisations acting as permanent channels for relaying information,
- occasional correspondents that take part in the Network’s activities.

This structure provides for the possibility of an increase in the number of participants involved in the Network during the project period, thus enabling multifaceted input to the Network, broad exchange of innovative initiatives and good practice, and the widest possible dissemination of results.

Co-ordination of a Grundtvig network should be undertaken by an organisation active in policy-shaping / research in the adult education field concerned with a solid infrastructure and strong links with the other relevant national and regional bodies in its country. Appropriate European organisations, including associations, working in the field concerned may also be well equipped to take on this task. Similarly, the other non-co-ordinating partners should be substantial organisations, well equipped for representing their respective countries actively and comprehensively in the Network’s development and the implementation of its activities.

#### **4. Financial support**

Each Network receives support from the European Commission on the basis of a programme of work - usually though not necessarily of three years’ duration - submitted by the Network and approved, possibly after modification, by the Commission before awarding the grant.

The grant is awarded for the entire period of the work programme up to a maximum period of three years, but is payable in several instalments and may be reduced or terminated in the event of under-performance in the light of the interim reports. It may be renewed for a further period, based on a new work programme proposal.

Funding for a further period of up to three years will be subject to a new application and work programme, with financing possibly decreasing.

Grants are likely to vary widely, depending on the type of network concerned and on the size and geographical coverage. Community financial support will be provided on a cost-sharing

basis. Participating institutions / organisations are therefore expected to commit other resources to the network and to declare such other sources of funding.

In order to avoid becoming too dependent on Community financing, each Network should develop from the beginning a strategy for enabling it to continue once Community support has finished or decreased.

For the purpose of monitoring and to promote synergy, at least one and possibly two meetings of Network co-ordinators will be organised by the Commission each year. Co-ordinators are expected to attend, using their Grundtvig 4 grant for this purpose.

## **GRUNDTVIG 4 – GRUNDTVIG THEMATIC SEMINARS**

**REMINDER:** Grundtvig Thematic Seminars will only be funded in areas not covered by an existing Grundtvig Network or a Thematic Seminar to be organised in 2004/2005. Future applicants are invited to consult the list of funded Networks and Thematic Seminars annexed to this note as well as the 2001, 2002, 2003 and 2004 Grundtvig Compendia for further information on the activities and composition of these networks.

### **1. Aims and objectives**

In each thematic area concerned, the objectives of the organisation of European thematic seminars are:

- To provide a forum for debate on concrete aspects of policy and practice with the aim of improving the quality and European dimension of adult education activities,
- To analyse and assess the extent and value of European co-operation activities,
- To identify, disseminate and ‘valorise’ project results, methodologies and best practices generated at European, national or regional level,
- To identify present, emergent and future needs as well as obstacles for the improvement of transnational cooperation activities,
- To lay the foundations for a future sustainable Grundtvig Network within a clear timeframe (by the closing date for pre-proposals relating to Grundtvig 4 Networks to be launched in 2007, i.e. probably 1 November 2006, subject to the continuation of such activities in the framework of the EU programmes to be implemented from 2007 on).

### **2. Activities**

Organisation of the Thematic Seminar itself is of course the central activity to be carried out.

Although there is no minimum or maximum duration, it is expected that the seminars will generally last around 3 days. They should involve individuals and organisations representing most of the countries participating in SOCRATES, including both previous / existing Grundtvig projects and representatives of other relevant bodies.

Partnerships submitting a proposal must demonstrate that they are acquainted with the projects so far supported by Grundtvig and the Socrates I Adult Education Action in the thematic area chosen for the seminar. Applicants must also demonstrate their capacity to identify and bring together recognised organisations and experts in the area concerned.

Partnerships organising a Grundtvig Thematic Seminar are also expected to undertake the following activities, before and after the seminar itself:

***Prior to the seminar:***

- Analyse the needs and compare recent developments in the chosen thematic area in the participating countries
- Analyse the obstacles and constraints for an increase and improvement of European co-operation activities
- Identify and analyse European project activities and results (e.g. case studies, testing of tools)
- Identify examples of good practice at regional, national and European level
- Define actions to be taken to draw together existing projects
- Identify and raise the awareness the target group which will participate in and actively contribute to the seminar

***Following the seminar:***

- Evaluate the results achieved in the thematic seminar
- Disseminate these results and disseminate information about the seminar
- Make concrete recommendations on how to improve the dissemination/valorisation of European projects
- Share good practices and link different European projects and successful initiatives implemented at national level
- Contribute to maintaining and strengthening the links between the key 'players' in the chosen thematic area
- Coordinate or contribute to the preparation of a pre-proposal relating to the creation of a Grundtvig 4 Network by 1 November 2006.

Each proposal may relate to one thematic area only. If a partnership wishes to apply for support to organise a Grundtvig Thematic Seminar in more than one thematic area, a separate proposal must be submitted for each of these areas.

### **3. Partnership**

Each Grundtvig Thematic Seminar should be developed by a partnership consisting of organisations coming from **at least three of the countries participating in the Socrates programme** (one of which must be an EU Member State). In many cases, the partnership will probably be even broader in geographical terms. Applicants are encouraged to involve in the partnership organisations which have been or are currently involved in Grundtvig projects or other European co-operation activities in the thematic area concerned.

#### **4. Financial support**

Each Grundtvig Thematic Seminar will receive financial support from the European Commission on the basis of a work programme submitted by the partnership and approved by the Commission. The grant will be awarded for a period of 1 year only.

Grants will be provided for the activities indicated in section 2 above (preparation and follow-up activities as well as the seminar itself, including the travel and subsistence costs of the partner organisations' representatives and any fees, travel and subsistence costs of additional experts).

In the case of projects and partnerships currently in receipt of Grundtvig funding, the cost of their participation in Thematic Seminars will normally be considered as an eligible expense under the budget of their projects / partnerships. In the case of projects for which the Community funding has finished, such participation can be financially supported from within the grant provided for the Thematic Seminar. Moreover, additional participants may apply for individual mobility grants via the Grundtvig National Agencies.

Each grant for a Thematic Seminar is expected to give rise to a proposal, either from the same partnership or other organisations participating in the Thematic Seminar, to create a Grundtvig network in the field concerned, by the closing date for pre-proposals relating to Grundtvig 4 Networks to be launched in 2007, i.e. probably 1 November 2006, subject to the continuation of such activities in the framework of the EU programmes to be implemented from 2007 on.

## LIST OF GRUNDTVIG NETWORKS AND THEMATIC NETWORKS

| <i>Title of the Network</i><br>(Project number)   | <i>Thematic area(s)</i>   |
|---|---|
| <i>Supporting the development of New Learning Pathways for adults</i><br>(90657-CP-1-2001-1-BE-GRUNDTVIG-G4)                          | Promotion of adult education activities; stimulation of adult learners' demand          |
| <i>New TELS - Towards a European Learning Society</i><br>(90690-CP-1-2001-1-SE-GRUNDTVIG-G4)  | Learning regions, learning cities   |
| <i>E2C – Europe (European Association of Cities for Second Chance Schools)</i><br>(90704-CP-1-2001-1-NL-GRUNDTVIG-G4)                 | Second chance schools for young adults at risk of marginalisation                       |
| <i>NILE – Network – Intercultural Learning in Europe</i><br>(100273-CP-1-2002-1-DE-GRUNDTVIG-G4)                                      | Intercultural issues in adult education   |
| <i>EQUIPE - European Quality in Individualised Pathways in Education</i><br>(100291-CP-1-2002-1-PT-GRUNDTVIG-G4)                      | Quality assurance of universities as lifelong learning institutions                     |
| <i>REPRISE - Result Exploitation for Project Research and Information on Social Exclusion</i><br>(100370-CP-1-2002-1-UK-GRUNDTVIG-G4) | Basic skills as a means of preventing and overcoming social exclusion                   |
| <i>FORWARD - Forum for Writing and Reading Difficulties in Adults</i><br>(100457-CP-1-2002-1-NO-GRUNDTVIG-G4)                         | Literacy, addressing the learning needs of adults with reading and writing difficulties |
| <i>Collect and Share</i><br>(101379-CP-1-2002-1-UK-GRUNDTVIG-G4)  | Promotion of adult education strategies in museums and art galleries                    |
| <i>OASIS - Gender Mainstreaming / Open Activities Strategies and Integrated Systems</i><br>(101386-CP-1-2002-1-IT-GRUNDTVIG-G4)       | Gender issues in adult education  |
| <i>Reality, Practice and Collaboration for Education in European Prisons</i><br>(105337-CP-1-2002-1-BE-GRUNDTVIG-G4)                  | Education in prisons; social re-insertion of offenders                                  |
| <i>INTALWINE- International Adult Learners Weeks in Europe</i><br>(109775-CP-1-2003-1-DE-GRUNDTVIG-G4)                                | Promotion and support for the organisation of Adult Learners Weeks                      |
| <i>Former sans exclure</i><br>(109787-CP-1-2003-1-FR-GRUNDTVIG-G4)  | Adult education strategies for NGOs working in social sectors                           |
| <i>CEA-N - Consumer Education for Adults – Network</i><br>(109899-CP-1-2003-1-UK-GRUNDTVIG-G4)  | Consumer Education for Adults   |

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|---|---|
| <b><i>DARE - Democracy and Human Rights Education in Adult Learning</i></b><br>(110070-CP-1-2003-1-DE-GRUNDTVIG-G4) | Democracy and Human Rights Education                            |
| <b><i>PEFETE - PanEuropean Network for Education for of the Elderly</i></b><br>(110301-CP-1-2003-1-NL-GRUNDTVIG-G4) | Education for Senior Citizens                                   |
| <b><i>SEREC – Sustainable Europe – Rural Education Centres</i></b><br>(114125-CP-1-2004-1-PL-GRUNDTVIG-G4.1)        | Thematic Seminar on adult learning opportunities in rural areas |
| <b><i>FALCON – The Family Learning Conference</i></b><br>(116723-CP-1-2004-1-NO-GRUNDTVIG-G4.1)                     | Thematic Seminar on parental and family education               |