

**COMPETENCIES
TO DEVELOP EUROPEAN
EDUCATIONAL PROJECTS**
WITHIN THE
EU *LIFELONG LEARNING* PROGRAMME 2007-13

- A *CITY LEARNING NET COURSE*

AARHUS DK / UDINE IT 2005

course. guide

Themes and progression of the course

- the participants prepare themselves before the course using the website resources
 - open dialogue with the participants
 - a real case for identifying the key problems in designing and carrying out a transnational project
 - how do we work with the different problems and how do we work with the complex interaction between the problems?
 - where can we get knowledge and information?
 - CASE: from idea to final proposal
 - CASE from grant to final evaluation
 - participants design the key elements in a transnational project based on their own ideas
 - evaluation: what is difficult, what is not?
 - final open and free dialogue
 - how to get started after the course?
 - the participants can go on using the website resources after the course.
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The following course program will be very flexible towards the needs and interests of the participants. Thus the time schedule should be understood as a framework.

1. day - OPEN DIALOGUE AND IDENTIFICATION OF KEY PROBLEMS

08.30 hello - and who are we? what are we going to do?

09.00 key subject a:

what is a european educational project?

language problems?

needed competences and resources?

description: introducing the world of lifelong learning projects, focuses and themes and also introducing knowledge about basic skills and competences needed in developing educational projects on a european level; a dialogue about the EU English project language: training?

basic resource: *EU Lifelong Learning 2007-13 + Example of EU project language training – EN/IT*

work form: JG introduction, open dialogue

10.30 key subject b:

identification and understanding of the key elements in european cooperation projects.

description: giving the participants a first an overall understanding of the elements of a european educational project: concept, partners, submitting procedures, budget and work plans.

basic resource: *The basic logic of European projects*

work form: JG introduction, open dialogue

13.00 – 15.00 key subject c:

how to work with the problems, how to find knowledge?

description: first empowerment of the participants: how do we identify a problem in the project? how can we solve the problems? where do we find the resources and where can we find the knowledge, that will support the problem solving?

basic resources: Searching the web and *The Chinese box of European project documents*

work form: JG introduction, open dialogue, participants active search

15.00 Preparations for 3. day: Case study

MATERIALS

The basic logic of European projects

The Chinese box of European project documents

EU Lifelong Learning 2007-13 - english

Example of EU project language training – EN/IT

Socrates Call 2005

Grundtvig - The Watertower project

National agencies

EU Commission: The Grundtvig website

EU Commission: The Lifelong Learning website

2. day - THE PHASES AND STRUCTURES OF EUROPEAN PROJECTS

08.30 key subject a:

the timelines of the project development and the project from idea to proposal – from grant to final evaluation.

description: empowering the participants to understand the concepts of phase based project development and project management. empowering the participants to be able to break down complex problems and descriptions into logical phases, thus building a basic understanding of the logic of time and flow in european project development. the breaking down in phases is the most important tool in project development and management: why do the other elements (plans, activities, budgets etc.) depend on the ability to break down the project into phases in time?
basic resource: *The basic logic of European projects + EU project stepstones + EU partner milestones*
work form: JG introduction, open dialogue, problem based dialogue

13.00 key subject b:

the complexity of the project.

the interrelations between the different project elements – the coherence of the project.

description: giving the participants simple tools to understand the complexity of a european educational project and to understand how one element is deeply related to another (example: how will work plan decisions affect the budget?). several graphical illustrations will be used to develop this understand of complexity and interrelation.

this work will also provide the participants with an understanding of the good project: the different project elements forming a coherent and realistic structure.

basic resource: *The basic logic of European projects + EU project stepstones + EU partner milestones*
work form: JG introduction, open dialogue, problem based dialogue

15.00 Preparations for 3. day: Case study

MATERIALS

EU project stepstones

The basic logic of European projects

EU partner milestones

The chinese box of EU project documents

3. day - CASE STUDY

08.30 key subject a:

discussions of a grundtvig 1 project proposal – the watertower project.

description: the participants will work with a real case – a proposal submitting to the commission in 2004 by a european grundtvig 1 partnership. the participants will use their basic understanding of the development of european projects to analyze and discuss the quality of this grundtvig 1 project. they will identify the problems discussed on day 1 and 2 in the proposal and they will thus develop an understanding of, how the different project elements work in practice.

basic resource: *Grundtvig - The Watertower project + Grundtvig - The Watertower project preproposal + Watertower - partner info for preproposal + The basic logic of European projects*

work form: JG introduction, participants input comparing the identified issues from 1. and 2. day with the papers on the *Watertower* project

11.00 key subject b:

content, partnership – dialogue.

description: then we will focus on the elements of content and partnership in the grundtvig 1 project. how was the content developed and how does the project correspond to the general and specific priorities of the grundtvig programme? how was the partnership developed? why is this partnership strong or weak? how can we establish good and effective partnerships?

basic resource: *Example of Final Application Grundtvig + The basic logic of European projects*

work form: JG introduction, open dialogue and discussing the subjects of 1. and 2. day in relation to the example of a final application

13.30 key subject c:

workflow, budget – dialogue.

description: finally we will focus on the workflow and budget elements of the grundtvig 1 project: we will analyze how the project descriptions are broken down into workplans and activities and we will discuss, how the budget supports and corresponds to the workplans. for many participants the budget element is the most difficult one, but our dialogues will develop a positive and constructive approach to the functions of the budget within the project. we will also work with some simple ways of using the excel programme as a tool for constructing a basic budget. the dialogues will provide the participants with an understanding of the crucial relations between activities and budget.

basic resource: *Example of partner budget Grundtvig + EU project basic budget (Excel) + Workplan example + The basic logic of European projects*

work form: JG introduction, open dialogue and discussing the subjects of 1. and 2. day in relation to the example of a final application

15.00 Preparations for 4. day: Focus on the participants

MATERIALS

The basic logic of European projects

Grundtvig - The Watertower project

Grundtvig - The Watertower project preproposal

Watertower - partner info for preproposal

Example of Final Application Grundtvig

Example of partner budget Grundtvig

EU project basic budget - programmed Excel document

Workplan example

4. day - FOCUS ON THE PARTICIPANTS

08.30 key subject a:

which projects do you want to develop? how will you do it?

description: we will ask the participants to describe, which kinds of projects they would like to develop and we will have an open plenum dialogue about, how these ideas could be transformed to practical actions.

basic resource: All available documents and web resources

work form: JG introduction, open dialogue, introducing the project development work of the participants

10.00 key subject b:

individual or group project development (project key elements)

description: based on the different input from the participants we will establish 3 or 4 working groups. they will discuss and describe the key elements of a future european project within the lifelong learning programme. an important dimension in this work will be to collect the information needed from the eu and national agency websites, so that the project outlines will be based on realities, not on fiction. the course trainer will be available for the work groups for advice and counselling.

basic resource: All available documents and web resources

work form: JG introduction, individual or group based project development work

13.30 key subject c:

reports and discussion, questions and answers.

description: at the end of this working day the groups will explain to all participants how they discussed the problem and what methods they used for developing the project outline. there will be an open dialogue about the project outlines and we will ask the question: could this project outline be developed into a european lifelong learning project?

after the course the project outlines will be edited and put on the course website to inspire future course participants.

basic resource: All available documents and web resources

work form: groups or individuals explain how they approached the project development work, responses from JG and other participants

15.00 Preparations for 5. day: Which actions after the course?

MATERIALS

All available resources, especially:

EU project stepstones

The basic logic of European projects

EU Commission: The Grundtvig website

National agencies web resources

All the materials can be accessed from the course website: *materials* and *workplan*.

The basic logic of European projects and *Italien* and the *EU project stepstones* will be printed and sent to the course participants before the course.

5. day - MANAGING A EUROPEAN PROJECT

08.30 key subject a:

a guide to good practice in european project managing and coordination.

description: although the course will focus on the competences to develop european lifelong learning projects, we will use the last day to build an understand of good practices in project management. how will a project coordinator deal with the key elements in the project, discussed during this course? how can the granted proposal be transformed into practical actions and which are the most important issues for a coordinator of a transnational lifelong learning project? this dialogue will function as a guide for the european project coordinator and the participants will be provided with information about further studies on european project management. the survival kit for european project managers will be introduced.

basic resource: *Survival Kit - guide for EU project management*

work form: JG introduction, open dialogue, problem based approach to project management

13.00 key subject b:

final dialogue: how will you work with european projects after the course?

description: the course will end with an open discussion about, how the participants intent to use their new knowledge: how will they act after the course? will they be taking initiatives to develop transnational lifelong learning projects? where can they get support and counselling? how can they find european partners to cooperate with? there will also be an open dialogue about the participants needs for follow-ups on the course: how could this be organized? which are needs of the participants? finally the participants will be asked to fill out the evaluation form. the evaluation form will be divided into two sections: a questionnaire and a free text section.

basic resource: *Survival Kit - guide for EU project management*

work form: JG introduction, open dialogue with a strong focus on the participants future actions

MATERIALS

Survival Kit - guide for EU project management

Socrates guide

National agencies web resources

EU Commission: The Grundtvig website

Materials for the course

The participants will receive the following materials for the course:

1.

Printed copies of:

- detailed course plan
- *The basic logic of European projects*
- *EU Lifelong Learning 2007-13*
- Example of EU project language training: EN - IT
- Socrates Call 2005
- *EU project stepstones*
- *EU partner milestones*
- *The Chinese box of EU project documents*

These papers will be sent to all participants no less than 2 weeks before the course kick-off.

The papers will be printed in Denmark and sent to the course host no less than 3 weeks before the course kick-off. The course host will forward the papers to the participants.

2.

Printed copies of:

- Grundtvig: The Watertower project
- Grundtvig: The Watertower project proposal
- Watertower – partner info for preproposal
- Example of final application Grundtvig
- Example of partner budget Grundtvig
- Workplan example

These papers should be printed by the course host and delivered to the participants on the first day of the course.

The course host can download all the papers from the CLN website, section *Workplan*.

3.

Copies of:

- *Survival Kit – guide for EU project managers*
- *Socrates Guide*

These large documents should be ordered at the host country's National Agency by the course host and delivered to the participants on the first day of the course.

4.

Web resources:

- National Agencies' websites
- EU Commission Grundtvig website
- EU Commission Lifelong Learning website

These websites can be accessed directly from the course website.

5.

The participants should be informed by letter or mail well before the kick-off, that they can access all the course plans and materials themselves directly from the course website: sections *Workplan* and *Materials*.

They should well before the kick-off by mail receive the *Programmed Excel EU budget*, that can be downloaded from the course website. This document can only be used electronically. The participants should also receive by mail the precourse and postcourse questionnaires, that can be downloaded from the course website: section *Materials* – and be asked to return the filled out documents as described in the questionnaires.

It is very important, that the participants have access to computers and internet during the course – to be able to use the web resources and to produce outputs for the course. They should also have access to printer facilities.

NOTE

The hosting institution of the course is responsible for the access of the participants to computers, internet and print facilities throughout the course. And also for computer, internet access and projector facilities in the classroom for the teacher during the teaching activities.

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