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| Programme | LIFELONG LEARNING |
| Subprogramme | GRUNDTVIG |
| Action Category | MOBILITY |
| Action | GRUNDTVIG In-Service Training for Adult Education Staff |
| Objectives and description of the action | <p>The objective of this Action is to help improve the quality of lifelong learning by enabling persons working in the field of adult learning, in the broadest sense, or who are engaged in the in-service training of such persons, to undertake a training course in a country other than that in which they normally live or work. In this way, participants are encouraged to improve their practical teaching / coaching / counselling / management skills and to gain a broader understanding of adult learning in Europe. The course concerned must have a strong European focus in terms of the profile of trainers and participants.</p> <p>Note: Grants for more informal training such as a placement or observation period in an adult education organisation or a public or non-governmental organisation involved in adult education (job-shadowing), are available under the Grundtvig Visits and Exchanges for Adult Education Staff (see the relevant page in this Guide).</p> <p>The training for which grants are awarded must relate to the candidate's professional activities in any aspect of adult learning, whether formal, non-formal or informal. This may have to do with:</p> <ul style="list-style-type: none"> • The content and delivery of adult education, in particular course content and teaching methodology; • The accessibility of learning opportunities for adults, in particular for disadvantaged social groups; • The management of adult learning, including governance at local and regional level, administration, quality assurance, support services such as counselling and guidance, developing community-based schemes for adult learning etc.; • The system/policy-related aspects of adult education including all types of strategic issues, funding models, development of cooperation between providers in the context of learning regions, indicators and benchmarking etc. <p>Grants will only be awarded for participation in training which is suitable for achieving the applicant's demonstrated training objectives, which complies with the necessary quality criteria and which presents an added value through the European dimension of the proposed course compared with training in the applicant's home country.</p> <p>An on-line database of training activities, known as the Grundtvig Course Catalogue, is available to help applicants identify training which is eligible for funding under this Action and which best meets their training needs: http://ec.europa.eu/education/trainingdatabase/. However, applicants may also choose training which is not listed in the database, provided that it meets the necessary criteria. This will be determined by the relevant National Agency.</p> <p>At the website for the Grundtvig Course Catalogue indicated above, organisations wishing to register a course in the Catalogue will find details on how to do so.</p> |
| Who can benefit | Teachers and other staff working in adult education, in-service trainers of such staff, former teachers (or other former educational staff) re-entering adult education in a professional capacity after a period away, and graduates with a qualification in adult education / andragogy (see "Specific eligibility rules" below for details). |
| Who can apply | Individuals belonging to one of the categories indicated in the "Specific eligibility rules" below. The application will normally be submitted through their home institution, which must be a legal entity, but where no such home institution exists (for example in the case of former teachers or other former educational staff re-entering the profession after a period away), the application may be submitted directly to the relevant National Agency). |
| PRIORITIES | Applicants should consult the website of the National Agency in their country in order to ascertain any national priorities. There are no European priorities in 2009 for Grundtvig In-service Training for Adult Education Staff. |
| HOW TO APPLY | Applications should be sent to the National Agency of the country where the applicant lives. In case the applicant works in a country other than that in which he/she is resident, the application must be sent to the National Agency of the country where he/she is working. |
| Please consult the relevant Agency website for further information. | |
| Selection Procedure: | NA1 |
| Application Form Code: | iMBinST |
| <i>Please make sure you use the application form showing this code in the header.</i> | |
| Application | 16-January-2009 |

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| Deadline(s): | 30-April-2009 |
| | 15-September-2009 |
| Duration | |
| Minimum Duration : | 5 working days |
| Maximum Duration: | 6 weeks |
| Comment on Duration: | For the deadline of 16/01/2009 training activities must start on or after 1 April 2009 For the deadline of 30/04/2009 training activities must start on or after 1 September 2009 For the deadline of the 15/09/2009 training activities must start on or after 1 January 2010 All training activities must end by 30 April 2010 at the latest. |
| FINANCIAL PROVISIONS | |
| Please consult Part I of this Guide, Chapter 4 Financial Provisions for more information. | |
| Applicable Grant Table(s): | Table 1a |
| Maximum Grant €: | See NA website |
| Comment on Funding: | Course fees: A contribution may be granted on the basis of real costs, up to a maximum of € 150 per day. Linguistic preparation. A contribution may be granted – see Guide, Part I, Section 4 C.C.-Other costs. (Note: a grant for linguistic preparation is not allowable where the training itself is oriented exclusively or predominantly towards the improvement of language skills.) Please consult the NA for special rules on additional funds in the case of people with special needs. |
| EVALUATION AND SELECTION PROCEDURES | |
| Please consult Part I of this Guide, chapter WHAT IS THE LIFECYCLE OF A PROJECT for further information about the evaluation and selection procedures | |
| Eligibility Criteria | |
| General eligibility rules: | |
| The general eligibility criteria for applications in the LLP Programme are outlined in Part I of this Guide, Chapter 3. | |
| Participating countries: please refer to Part I of this Guide, section "Which countries participate in the Programme?" | |
| Specific eligibility | |

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| rules: | <p>1) Individual applicants must be either:</p> <ul style="list-style-type: none"> - nationals of a country participating in the Lifelong Learning Programme; - nationals of other countries, provided that they are either permanent residents, or registered as stateless persons of hold refugee status in a country which participates in the programme. <p>2) Individual applicants must be one of the following:</p> <ul style="list-style-type: none"> - Persons at any stage in their career who are already working on a part-time or full-time basis in any part of the adult education sector (formal, non-formal or informal), including volunteer staff as well as those who are formally employed. This includes notably: <ul style="list-style-type: none"> o Teachers/trainers in adult education in the broadest sense (formal, non-formal and informal) o Heads and managerial / administrative staff of organisations directly or indirectly involved in providing adult learning opportunities o Staff involved in intercultural adult education, or working with migrant groups, travellers, occupational travellers and ethnic communities o Staff working with adults with special learning needs o Staff such as mediators and street educators working with adults at risk o Counsellors or career advisors o Staff working in local or regional authorities dealing with adult education, including the inspectorate - Persons involved in the in-service training of adult education staff - Former teachers and other educational staff (see above) re-entering adult education - Persons who have completed a qualification leading to a career in adult education and intend to start or re-start a career in adult education - Persons who are recycling into adult education from other labour market situations (work, retirement, absence from professional life due to family responsibilities etc.) - Other education staff at the discretion of national authorities. <p>In the case of persons re-entering adult education or recycling into adult education from another labour market situation, NA may give precedence to applicants who are able to demonstrate that their (re-)commencement of work in adult education is imminent.</p> <p>3) The course organiser must be an organisation located in a country participating in the LLP.</p> <p>4) The course applied for is taking place in a country participating in the LLP in which the applicant is not a resident and in which he or she is not working.</p> <p>5) Grants will only be awarded for the purpose of attending "pure language courses", i.e. training aimed exclusively at developing competence in a foreign language, where the applicant fulfils at least one of the following conditions:</p> <ul style="list-style-type: none"> - the applicant is a teacher requesting training in less widely taught and less used languages (see the Glossary of terms in Part I of this Guide); - the applicant is engaged in teaching a non-language subject through the medium of a foreign language; - the applicant is re-training as a foreign language teacher; - the applicant is participating in a Grundtvig Learning Partnership and needs foreign language training for this purpose. <p>Please verify with the relevant National Agency whether additional national requirements apply.</p> |
| Minimum number of Countries: | Not applicable |
| Minimum number of Partners: | Not applicable |
| Comment on participants: | See above |
| Award criteria | <p>1. European added value</p> <p>The training activity abroad will have a greater potential value than similar training in the applicant's home country and it is clearly demonstrated that the applicant will benefit from this experience in terms of personal and professional development.</p> <p>2. Content and duration</p> |

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| | The programme for the mobility action is clear and reasonable; its duration is realistic and appropriate. | |
| | 3. Impact and relevance | |
| | There is a clear match between the training selected and the applicant's training needs. The training activity can be expected to have a positive impact on the professional development of the staff member concerned and on his/her institution/organisation. | |
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| CONTRACTING PROCEDURES | | |
| Probable sending date of pre-information on the results of the selection process | | See NA website |
| Probable sending date of agreement to the beneficiaries | | See NA website |
| Probable starting date of the action | | See NA website |