

SOCRATES / Grundtvig 3



Grundtvig Mobility - How to organise training courses for an international audience

A handbook on project management

inVent

Internationale Weiterbildung und Entwicklung gGmbH Capacity Building International, Germany



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Education and Culture

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Welcome to Grundtvig European training courses!

This is a handbook for managers of:

- in-service training courses for adult educators
- open to an international audience
- eligible for Grundtvig mobility grants and
- publicised via the European Commission's Grundtvig Training Database.

Never heard about this? Look inside for background information as well as hints and supporting materials for planning, promoting and logistically organising a course within the Grundtvig framework.

Foreword

The diverse picture of adult education in contemporary Europe reflects adult education activities in many countries. Adult education has only a short history, its foundations having been laid about two hundred years ago in the beginning of the nineteenth century. The history of adult education in each country is linked with the historical and political context of the country concerned: instead of one developmental trend in European adult education, there are several processes which have been closely bound with the social development within each country.

Among the significant countries which have shaped adult education in Europe today are Britain, Germany and Denmark. The basic idea in Germany and Britain was to spread higher education among the middle classes, as well as among farmers and workers. In Germany reading clubs (Lesevereine) were started; in Britain the emphasis was laid on the importance of universities, individual development and Christian Socialist values. Nikolaj Frederik Severin Grundtvig, a Danish pastor who lived from 1783 to 1872, was the father of the Danish folk high school, the aim of which was to prepare young adults from rural areas for life, as they were then still largely outside of the reach of organised education. Folk high schools spread rapidly in Denmark and in other Nordic countries. In Nordic countries popular movements (like workers' movement, farmers' movement, temperance movement) also played an important role in strengthening liberal adult education activities.

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Adult education today is strongly geared not only to local, regional and personal requirements, but also to current economic interests and vocational training. As the European internal market develops, so the international component of adult education is becoming increasingly important. By including the Grundtvig action in Europe's education programmes, the European Union has recognised adult education as a sector in its own right and with its own relevance. The funding arrangements in this sector cover a wide range of measures and enable adult education bodies to work together on an institutional basis and also to develop individual projects.

One of these measures is the Grundtvig mobility action, which concerns further training for adult education staff. Today, some countries have a fully developed system of further training for adult education staff at their disposal, while others do not have this kind of infrastructure at all. What they do have in common is the fact that existing further training opportunities rarely have what might be described as a European dimension. Grundtvig mobility, therefore, concerns individual participation in seminars, courses and other training events abroad that enable staff in adult education institutions to attend further training within a European learning context.

This handbook addresses those who offer these European training activities within the Grundtvig framework. Its purpose is to give training providers assistance with the general management of training courses for an international audience. It attempts to find answers to questions such as: What

topics for further training are successful in Europe? How can participants be recruited internationally? How can offers of this kind be financed? The handbook is not an end in itself but is designed to stimulate ideas and action in this area.

A first edition of this handbook addressed German course providers and was published in August 2003. We would like to thank the German course managers who helped make that project a success, particularly Jürgen van Capelle (Bad Oeynhausen), Dr Beate Blüggel (Cologne), Ulla Bode (Berlin), Alexandra Haas (Siegburg), Marion Raster (Regen) and Bernhard S.T. Wolf (Frankfurt am Main).

The first edition of the handbook was received by the National Grundtvig Agencies with much sympathy and interest. Therefore the European Commission financed its translation into English for circulation among all National Agencies, interested organisations and further training providers in adult education throughout Europe. Under the auspices of the European Commission the text has now been updated to give new ideas and proposals on a much larger scale: InWEnt organised an international workshop from September 14th to 17th 2006 in Bonn, with representatives of National Agencies and course managers. This publication is the result of their work. We would like to thank Rosangela Baggio from Italy, Kirsten Gibbs from the United Kingdom, Eduardo Marin from Spain, Andrei Popescu from Romania, Michela Salizzoni from Italy, Matti Skor from Germany and Katarina Zelinova from Slovakia for their considerable contributions. We especially thank Ulla Bode from Germany who managed to sum up the contents of our discussions and put them into a readable paper. A special thank-you also to Kirsten Gibbs for the proofreading of the English.

Last but not least, we would like to thank the German Federal Ministry of Education and Research and the European Commission for their support to this project.

We hope that this paper will help to grow new initiatives for the Grundtvig programme and its future in the new generation of the Lifelong Learning Programme starting in 2007.

Bonn, October 2006

Internationale Weiterbildung und Entwicklung gGmbH
German National Agency Socrates
Claudia Laubenstein and Rainer Krippendorff

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1. Introduction: The Grundtvig-Philosophy

This handbook is designed to act as a stimulus and to highlight particular challenges for training providers interested in cooperating within the Grundtvig framework. Among the various European programmes, Grundtvig offers a targeted funding scheme for international mobility. The two aspects of this programme are:

On one side **adult educators** – whether teachers or those employed in the administration of adult education institutions – can receive a grant to undertake a training activity in a country abroad. The training activity can be either a training course or a less formal type of training activity, such as a study visit, job-shadowing, attending a conference or seminar. This could be called the **out-going-side**: individuals go outside of their country to improve their professional competences.

As it is difficult enough to obtain a clear idea of the kinds of training activities offered in one's own country, it is almost impossible to know which further training activities are on offer in other European states. In a bid to address this problem, the European Commission offers an internet training database presenting a selection of training activities. The quality of these offers can, however, only be guaranteed to a limited extent – the database is simply an attempt to bring European further training systems closer together and make it possible for people to attend courses in other countries.

On the other side, there are **training providers** and **adult education institutions** who receive participants or colleagues from all over Europe: the **in-coming-side**. These host organisations can publish their courses in the Comenius Grundtvig Training Database, where potential learners can search the database for training activities. When organising such training activities for an international audience, host organisations should bear in mind and support the multiple ideas within the Grundtvig mobility scheme:

- Adult education in Europe can be strengthened by developing the professional competency and international awareness of adult education staff, including teachers, trainers, administrators and managers.
- Participants who attend Grundtvig training activities wish to acquire new knowledge, experiences and skills which are relevant for their own career, work and target groups, employer or organisation.
- Participants will have the opportunity to reflect on their own daily experiences from a European perspective. Through comparison with other systems and practices, they can understand more deeply the importance and relevance of their own work in a wider political and educational context.

1. Introduction: The Grundtvig-Philosophy

- For participants, learning in a European context is often an “eye-opener” for the specific experiences, methods and tools of their colleagues in other European countries. It is not only the input of the trainers or hosts, but also the learning with and from each other which can help learners to develop particular professional skills.
- Through exchanging thoughts and experiences within a course, participants may be able to generate ideas and find partners for further cooperation projects under the various other Grundtvig actions or other European programmes, and so support the EU's educational policies (see also Chapter 7, Useful Links on the Internet).
- In working together, participants and staff can also develop their individual intercultural skills, which, in today's world, have become basic transversal skills: a learning aim for all adult educators whether in a national or international context.
- Back home, participants can spread awareness about the advantages of international further training courses and motivate others to join in a Grundtvig programme.

These are important features of Grundtvig mobility. Training providers should take care to stimulate and evaluate all these benefits of a European learning context and its intercultural dimension.

2. The Intercultural Dimension

Grundtvig courses are **international courses** with a European dimension. They are attended by an international audience from the adult education sector. They may involve lecturers or trainers from different parts of Europe, and they may also be organised by an international team, for example, when training providers from different countries cooperate in the organisation of a course.

Whatever their role in the course, everyone will experience working and learning in an environment that is **different from the usual**. The courses allow participants to learn about adult education in other countries, to learn from practice and experience in other educational structures and traditions, to reflect on their own work in the view of others, to communicate in foreign languages, to learn about other daily life and work cultures, to develop ideas for future cooperation, and much more.

As course organisers, you and your colleagues are asked to **facilitate this diversity** of experience and expectation. This might affect your course at various levels:

- Adult educators are not all the same. The **broad field of adult education** in Europe ranges from purely informal to strongly formalised and institutionalised learning contexts, and from purely general to very specific job-related education. The systems are still very different, and professionals in adult education might have quite different social backgrounds, professional roles, target learners and practical experiences (see also Annex A). In a course group, learners might therefore need more time than usual, to explain their individual, institutional and national context and background, in order to be understood by other participants.
- The use of a foreign language, often a third or **bridge language**, might also demand extra time during the course for additional explanation, translation or clarification in different languages.
- Different **communication codes** might challenge your facilitation skills. For example, there will be subtle or great differences between individuals and cultures in how to interpret interrupting each other or not, ways of criticising, of presenting one's opinion more or less directly, the level of politeness in the use of language, body language signs, physical distance when talking to and working with each other, dress codes for work and leisure time, keeping to time limits or not, demanding the right to speak or waiting for being asked.
- **Cultural preferences** concerning for example: diets for religious, health or lifestyle reasons, or concerning what time of year to hold your course, might influence logistical organisation.
- People might be surprised by what you offer as daily life and work culture (kind of meals, schedule of working hours and breaks, standard of accommodation, teaching and learning methods, options for cultural activities). Be aware of different habits and expectations, and be prepared to **communicate** your way of doing things.

2. The Intercultural Dimension

Intercultural learning, in the sense of learning through exchange and cooperation with each other, should be considered an essential **cross-curricular aspect** throughout any course, whatever the course topic. It should be taken into consideration when learning aims, content and methodology are defined; there should also be a balance of both the intercultural and the factual, topic-related aspects. It may affect also the **duration** of a course. Many course providers opt for a duration of at least 5 days for an international course, in order to achieve valuable results at all levels, particularly when taking into account the organisational efforts undertaken by participants to attend the course, for example, travel, applying for grants etc.

Do not stick to stereotypes ("the Greeks do this", "Scandinavian people are like that ..."). European cultures are mobile and dynamic: thus your German participant might have Croatian parents, your Polish participant have immigrated from the Ukraine, your French participant be a former student from UK who stayed in France, your participant from UK be of Pakistani origin, and your Finnish participant of Swedish mother tongue. And even if not: habits change, and shared lifestyles and work experiences might bring people closer to each other than a shared country or mother tongue. It might be useful to give everyone the opportunity to **present themselves** and their "culture" as they want to do it, whether primarily as a representative of their country or not.

The following chapters try to give some ideas and guidelines how to handle in practice a Grundtvig international training course, taking into account its intercultural dimension.

3. Planning the Training

The “Grundtvig Philosophy”, the intercultural dimension of Grundtvig training activities, and the requirements for Grundtvig database entries will build a general framework for your course (see Chapters 1, 2 and 4.1). In addition, please note that while Grundtvig is a programme for the adult education sector, there is also the Comenius programme for the school education sector, which provides a similar mobility scheme for teachers and other school education staff. Within Comenius, a “Survey of strengths, weaknesses and opportunities of Comenius 2.2 in-service training programmes in Europe” (SCOPE) was published in 2004 and gives additional interesting and helpful ideas for the planning of Grundtvig courses (see Chapter 7, Useful Links on the Internet).

The following reflections are to support you when starting to **design in detail your training** for an international audience.

3.1 The Topic

Whether your organisation adapts an existing course to an international audience or develops a new course, the topic must be of **European relevance**. It needs to be relevant for professionals in adult education from different countries and for their adult education systems. There are different ways to check this (see also Chapter 7, Useful Links on the Internet):

- The European Commission publishes a **Call for Proposals** under the Grundtvig programme every year. Along with the programme guidelines, this call also sets priorities on themes and activities to be funded, according to the EU's political priorities in developing adult education.
- **Grundtvig project compendia** give an overview on what has been worked on throughout Europe, during recent years, to improve adult education in Europe. You might identify questions in your field of expertise that could contribute to this work.
- Within the **Grundtvig Virtual Community** current developments in adult education in Europe are discussed (see Chapter 7, Useful Links on the Internet).
- Your National Grundtvig Agency, who will check that your course conforms to the Grundtvig philosophy, might have **national thematic priorities** for courses offered in your country. They are published on the respective websites of the National Agencies (NAs).
- An analysis of the existing **international surveys and studies** made in your field of expertise and about further training needs for professionals in adult education can help to identify trends and markets. It may be complemented by your own market analysis for your course idea.
- The Commission's **training database** for Comenius and Grundtvig courses shows what courses are currently offered at international level. You might find ideas for how to present your topic, or find that your organisation has got specific know-how or tools for adult education, which could add to what is on offer in the Database.

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- **Discussing** with colleagues from other countries or with other providers of international courses can help to refine your ideas. You could contact **your partner organisations** from former projects for this purpose, profit from **Contact Seminars** organised by the National Agencies, or use other **Grundtvig actions** beforehand: meet people by participating yourself in a Grundtvig course, start a learning partnership to exchange about your topic idea, or cooperate in a transnational co-operation project to develop the course.

Considering the intercultural dimension of an international training course (see also Chapter 2, The Intercultural Dimension), **learning about each other** at the professional and the personal level will be a cross-curricular topic of any course. Topic-related contents and learning objectives should be carefully defined with respect to this.

Given the diversity of professionals in adult education throughout Europe, the topic-related content and learning objectives should also be very carefully focused on a **realistically defined target group**. You should be very clear in all your materials about what you offer and whom you address (e.g. only persons working in libraries, or anybody involved in adult education? people who are experienced, or who are not experienced in the field of the course topic, or both?). It may be useful to collect participants' individual profiles beforehand in order to fine-tune contents and objectives. At the same time be prepared to find a more heterogeneous group than you imagined.

3.2 Methodologies

Trainers, lecturers or speakers in your international course on adult education will meet participants who are **all experts** - if not in the specific course topic, in other areas of adult learning and in their own educational system and practices. Participants, therefore, should have a say in what content and skills they need and how they are going to use them, and they are the ones to decide from whom they will learn - trainers or lecturers and other participants. Trainers are challenged to **facilitate this expertise** in a way that profits the full group. As a trainer it may be helpful to (re)consider the following:

- Participants have as much to teach each other as you have to teach them: treat participants as your **equals**, do not feel superior, and do not feel obliged to be more "expert" than they are.
- Participatory and activity-based methods allow participants to present their experience and **contribute** to shaping the learning process: i.e., input or presentations on the topic prepared by participants themselves, as well as case studies taken from participants' own experience to be discussed in small groups can work well.
- People might have different learning styles and be used to different methods and tools; a **variety of methods** should be offered, and each method be explicitly introduced and explained: not everybody throughout Europe is familiar with working techniques that you may consider as being usual.

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- An intense group learning process of several days requires a **good balance** of theory and practice, and of group activities and individual learning.
- Adult educators in your course might learn from two perspectives: gather the content you offer, and at the same time gather the methodology you use, to find new ideas for their own pedagogical practice. They will probably appreciate the opportunity to **reflect on methods and tools** used in the course.
- Assignments to guide **participants' own preparation** before the course might help them to get more easily acquainted with the specific learning situation they will encounter.
- **Flexible time management** during the course is essential to meet diversity and unforeseen expectations in the group. While setting a framework, trainers and also organisers should be open to changes and adaptations of schedule and methodologies.

Trainers may also be challenged by the **linguistic situation** in an international course. Interpretation is expensive and also not always ideal for the facilitation of a personal relationship between participants, or between participants and staff. Usually courses and course materials are offered in a language which is likely to be widely shared by persons whom the course addresses. When communicating in a **(third) common language**, not only will understanding each other require more time and explanations, but:

- Working in a foreign language for several days is **demanding for all**. Changing methods, regular breaks, pauses for own reflection, energising games, physical exercise and other balancing activities are even more important here than usually, to close thoughts and to reopen minds. During the training, the need of some for translation or clarification in mother languages will be a profit for all, **to reflect and relax** for a moment.
- **Native English speakers** in particular need to remember to speak slowly and clearly to facilitate comprehension by all. Decide at the beginning of the course how to **signal politely** to a presenter or learner who cannot be understood.
- Trainers will have to communicate their input and to discuss it with participants in the common language (language of tuition). This does not require just "perfect skills" but more than that the ability to handle **different levels of language skills and different ways of speaking the language**, due to the variety of mother tongues and working and living context. Some ideas may help to facilitate this situation beforehand (see also Chapter 5. Organising the Course):
 - **define** the expected level of language skills in the course information materials (e.g. "be able to present and discuss about work-related issues")
 - ask participants with their registration to **self-evaluate** their language skills, referring for example to the Common European Framework of Reference for Languages (see Chapter 7, Useful Links on the Internet)

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- send a basic text on the course topic for **preparatory reading**, so that participants can get acquainted with the relevant vocabulary and the expected level of technical language.

It is useful for course coordinators to involve the trainers when designing registration and other information materials, and for trainers to study all available **information about participants** when fine-tuning topic-related contents, learning objectives and the course methodology.

3.3 Dissemination Strategy

The European Commission and the National Grundtvig Agencies ask you as course provider to **support the Grundtvig philosophy** (see also Chapter 1, Introduction). Satisfied course participants are the best multipliers to implement and spread the content developed in the course, to share their enthusiasm for learning in an international environment, and to generate new transnational partnerships and project ideas. Some proposals for how to integrate **adequate support to participants** in the training concept are to:

- **Inform participants about the Grundtvig programme** and its different opportunities for adult educators and adult education institutions in Europe. A short info session and a hand-out with basic information and further sources will make people aware about the wider context in which the course takes place and in which their grant was accorded (see also Annex L).
- **Strengthen informal exchange** among participants. Many new partnerships and projects arise from informal personal contacts. Enough time for exchange, a location that invites learners to spend free time together, and an extra input from optional cultural activities or study visits may prompt ideas.
- **Evaluate individual development.** Tools like a personal **reflective journal** kept during the whole course, or a **self-evaluation sheet** used during and at the end of the week make people aware of the course benefits, both at the topic-related and intercultural level, for their professional and their personal development.
- **Support individual action planning.** Various methods in the course can support participants in using and spreading their experiences and achievements after the course. Trainers will need to find a suitable way for their specific course model.

One idea for this is to hold a short dissemination session, ideally right after the first phase of becoming acquainted with the course and with each other, in which participants develop **their own dissemination strategy**. During the course, they will then prepare necessary materials and present

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these to the group at the end. Suggestions are:

- an **article** about the course content and intercultural experience, to be published in a relevant newsletter or newspaper at home. This could be based on the report that Grundtvig grant holders will have to write for their NA;
- a concept for a **Grundtvig Learning Partnership** (see Chapter 7, Useful Links on the Internet), developed out of the course topic or contents together with other course participants and to be submitted for funding under the Grundtvig programme;
- a **presentation** in the home country addressed to colleagues, bosses, peers or funding bodies;
- a **training session** illustrating a lesson to be implemented in one's own practice after the course.

Another approach could be to structure the entire course alongside an **implementation plan**: Every session would contain input and provide for a debriefing with regard to completing, step by step, an individual implementation plan by the end of the course.

- **Guide preparatory work assignments.** This way, trainers can help participants to reflect about the use of the course and their motivation and intentions regarding it beforehand.
- **Assure a follow-up** to participants' dissemination strategies. It is very time-consuming and generally too expensive for course providers to offer individual consultancy and support to participants after the course. However, some simple methods can be applied that might help participants to implement their dissemination strategy:
 - provide an **online platform** to the group for mutual exchange of experiences and materials. A group or a forum offered free of charge in the Internet will do. A simple way may be to support participants to establish their own forum or group, by doing it together during the course or handing out step-by-step-instructions;
 - send a **questionnaire** about how things were applied, and about their impact, some time after the course. Such questionnaire may be a reminder for participants of the benefits of the course, and can provide additional longitudinal feedback to the course provider;
 - ask trainers to prompt activities and exchange by **launching questions** and suggestions on the platform from time to time after the course.

Another important aspect of dissemination for course providers is to further **promote their course offer**. The participants' dissemination products (journals, articles, presentations, implementation plans, training materials and evaluation sheets) may be helpful, in a depersonalised version and with the participant's consent, to illustrate the course when advertising it for the next time, when giving a feedback to your own National Agency, or in an accreditation procedure. (See Chapters 4, Finding Participants, and 3.4, Recognition of the Course.)

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3.4 Recognition for the Course

For both your participants and your organisation, the **value of the course** also depends on its formal or informal recognition. Participants may ask you about the type of certificate or diploma they will receive, and about its usefulness for their professional career. No European accreditation system exists that could apply to this type of course and neither the European Commission nor any other EU body or programme agency can certify the quality of a course or participants' individual skills gained as a result of attendance.

You may, however, wish to consider the following ways of achieving recognition for your course and participants:

- Issue a meaningful **Certificate of Attendance**. It is useful to state in the certificate, in a clear and simple way, the following:
 - title, date and location of the course;
 - the number of training hours. Some countries will give credit points for Grundtvig and Comenius courses within national further teacher training systems;
 - the course contents, particularly relating to improved theoretical knowledge or practical skills. Added to an individual portfolio, for example, in a job application or a request for promotion, employers should be able to understand how they can profit from a person's attendance on your course;
 - a profile of the trainers and the involved organisations, if these are a reference to expertise;
 - the fact that it was an international course. Employers may recognise this as evidence for applied language and intercultural skills, for openness and special commitment to improving one's professionalism.
- Include **endorsement by recognised, competent institutions**. On promotional materials and certificates, a stamp and logo of, or a reference to the following types of institutions can be useful:
 - your NA may confirm that the course conforms to the requirements that apply to international further training courses for adult educators published in the European Commission's training database;
 - national or regional bodies responsible for the accreditation of further training, or of further teacher/educator training, can check and acknowledge the conformity of your course with their requirements. A course which is part of an accredited national / regional pathway may be more valuable also for participants from abroad;
 - if your organisation normally provides accredited training within your national framework, this can be indicated on the certificate, even when the individual course is not accredited as such;
 - topic-related and educational national and international associations or networks can confirm certain quality dimensions of your course.

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- Support participants in using the **Europass Mobility** to document their learning experience and achievements in your course. This Europass is a European instrument to display skills and competencies, with the Europass Mobility as a module to record learning and working phases abroad (see Annex D).

Formal or informal recognition of the course will have an important impact on your course planning, therefore you will wish to consider it at an early stage.

3.5 Cost Planning

The Grundtvig programme does not fund courses or course providers but offers **individual grants** to people who want to attend your course. This is valid for participants who travel from abroad to the country where the course is held, and who apply in time for a grant to their National Grundtvig Agency (see also Chapter 4, Finding participants). If you want to enable your participants to benefit from Grundtvig grants to attend your course, you should take into account, when planning course costs, the regulations for these grants:

- The National Grundtvig Agencies grant their applicants a maximum average of 1.500 Euro to cover **travel and subsistence costs and a course fee**. An additional amount may be accorded individually to meet **special needs** such as interpretation into sign language or support for specific disabilities.
- **All costs of the course provider need to be included in the course fee**. Take into consideration:
 - fees for trainers, lecturers, tutors, technicians, interpreters and other staff present at the course;
 - travel costs, accommodation and subsistence of trainers, lecturers and other staff present at the course;
 - training rooms and equipment hire;
 - course materials (copies for participants, facilitation materials, presentation of the locality etc.);
 - local transport for study visits and other events that are part of the training programme;
 - additional catering (coffee/tea/snack during the sessions and breaks) if considered appropriate and necessary to offer;
 - insurances (liability);
 - promotional materials (leaflets, advertisement, mailings etc.);
 - staff costs to promote and logistically organise the course and recruit / support participants before and after the course;
 - general overhead for administration and coordination (salaries/fees, offices, communication, bank transfer costs if not covered by participants, etc.);
 - external evaluation if considered appropriate (see also Chapter 6, Evaluation).

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Costs may be lowered by seeking **sponsorship**: in order to support an international event, local government or educational authorities may arrange a reception, local transport or visits for free; local businesses may offer in-kind contributions to catering, training rooms, photocopies, etc.

Course providers often underestimate the **staff costs** for course promotion and organisation and for the support of participants during the recruitment, preparation and follow-up phase of the course.

- Regarding the **financial administration** of participants attending on Grundtvig grants, you should be aware that:
 - delegates may ask to pay you in **cash**, for example because of very high bank transfer costs or regulations to limit money transfer abroad. Bank transfer costs can be avoided if your organisation is able to accept payment by credit card;
 - delegates may ask to make **staged payments**, according to when they receive their grant or an advance on their grant;
 - **invoices and receipts** will need to be issued / available, according to the different grant categories of expenses;
 - some people will ask you, along with their receipts, for a **confirmation of attendance** stamped and signed by the course provider. Such confirmation forms part of their reporting documentation to their National Agency, and is not to be confused with the Certificate of Attendance (see also Chapter 3.4, Recognition).
- Delegates might simply not come in the end. National Grundtvig Agencies are not responsible in this case and will not cover any costs that have occurred to you or to the participant. Try to avoid this happening through clearly defined and personally supported registration and payment procedures (see also Chapter 4.3, The Registration Procedure and Chapter 5, Organising the Course). A **cancellation fee** is an important signal to claim binding registration, but it will be very difficult formally to claim your rights.

Grundtvig is to be considered as one possible in-service training scheme to place your course in. It offers, but does not guarantee any source for financing the course.

To cover your costs, **active promotion and marketing** for your course is needed.

4. Finding participants

Marketing an international training course will differ from your usual financing and marketing strategies, because you will be **addressing people abroad**, who are operating in other networks, adult education structures and in-service training systems. The following intends to give you some ideas on how to reach these people and guide them to attend your course.

4.1 The Online Training Database

As a counterpart to the individual Grundtvig grants, the European Commission collects and publishes appropriate training courses in an online training database. You will find this database and related documents on <http://ec.europa.eu/education/trainingdatabase/>. For you as course provider, this database is one tool to **publish information about your course** on the web. There is one single database for Grundtvig (adult education) and Comenius (school education) in-service training courses. In order to enter your course in this database, please follow these guidelines:

- Have a **look around** the course database, check the searching features available for your potential participants to use, and see how your course will be presented.
- **Contact** your National Grundtvig Agency for further information and support.
- **Read carefully** the "Instructions for Providers of Comenius and Grundtvig In-Service Training", which contain the formal requirements for Grundtvig database courses and are available at the database web address (see Annex C).
- **Fill in** the online training description form, which is available at the database web address.
- **Submit** the form, both electronically and as a signed and stamped paper copy, to your National Grundtvig Agency. Some NAs may ask for further documents along with the training description (e.g. statutes of your organisation).
- Your NA will check whether your course is in accordance with the **Grundtvig requirements** and may possibly ask you for further specification, before they finally publish your course in the database.
- The **time for processing** a course description will vary. It depends on the quality and completeness of your training description, as well as on the procedures your NA has to follow. Get information from your NA beforehand.
- When published in the database, your course will receive a **reference number**. You should mention this number on all correspondence and information materials related to your course. It will help grant applicants and all National Agencies involved to find your course data in the database, and to understand that your course has already been evaluated and approved with regard to the Grundtvig requirements.

4. Finding participants

The European Commission and the National Grundtvig Agencies wish to steadily **add to and improve** the international in-service training for adult educators offered in the database. They also wish further to **spread awareness of the database** among adult education institutions and adult educators throughout Europe.

However, for the time being the database is **not exclusive**: adult educators may receive Grundtvig grants to attend other courses which are not listed in the database, as long as these fulfil the Grundtvig requirements.

4.2 Promotion / Marketing

A crucial role in promoting your course is played by **multipliers abroad**, including your own partner organisations and their national and international networks. Whether your partners spread information about your course, or vice versa, some hints may prove to be helpful:

- Clearly **define whom to address** with your promotional activities and materials: Potential participants directly? Managers and in-service training managers in adult education institutions? Associations of one or the other? And by which activity?
- Provide your **partners**, who will spread information about your course, with all materials they need: covering letters, info leaflets etc. Make it **clear and easy** for them to distribute the information to their relevant contacts.
- Publish course information prominently **on your website** and **link to it** from as many relevant places as possible (your own and your partners' current publications, newsletters, websites etc.).
- Inform relevant **associations and public bodies**; they generally have targeted mailing lists.
- Place course announcements, or thematic articles promoting your work, in **relevant publications**: specialised newspapers, newsletters, periodicals or web-news.
- Promote the course to colleagues from your **own partner organisations** and networks - but be careful not to send emails indiscriminately; select the relevant addressees.
- Use **exchange channels** such as relevant mailing lists, web-forums or newsgroups.
- Present your materials at appropriate **events** such as conferences, seminars or project meetings.

The **National Agencies** may provide public mailing lists and project databases, contact data of useful EU-programme publications and other instruments for their own networking and public relations. Concerted actions with **other Grundtvig course providers** might be useful.

4. Finding participants

In addition to Grundtvig, **partnership with national training schemes** for adult educators might be useful, and cooperation with an appropriate accredited organisation, if your organisation is not accredited (see also Chapter 3.4, Recognition for the course). This may also help you to attract **local participants**. Although these local / national participants are not eligible for Grundtvig grants, in most training courses the quality will be enhanced when participants from abroad are able to learn and work together with local colleagues who actually represent the visited area.

Many adult education institutions have significant budgets for the in-service training and continuing professional development of their staff. It might be possible to attract them to your course, by meeting manifest training needs, and by assuring transparency and quality of the offer (see also Chapter 3, Planning the Training).

4.3 The Registration Procedure

Grundtvig mobility grants allow people to attend an international training course, who otherwise could not afford it. If you want your participants to benefit from Grundtvig grants to attend your course, you should get acquainted with some aspects of the **grant application procedures** your participants will go through:

- Many people do not know about the Grundtvig scheme, the training database and the grant option: you should therefore include **references and links in your course information materials**.
- Candidates will have to apply by a **specific deadline** for a grant to attend your course. From 2007 onwards deadlines are expected to be broadly the same in all countries. Depending on your course date, this deadline can be from 2½ to 6 months or even earlier. It is most important therefore to publish a course in the database as early as possible so that grant applicants can meet these deadlines.
- With their grant application, candidates will have to prove their interest and present a **confirmation of pre-registration** for your course, issued by you as course provider. At this stage, you must confirm that a candidate is accepted onto your course, without the candidate definitely being registered on the course. In order to strengthen candidates' commitment to a course at this stage, some course providers consider this first registration as binding but accept withdrawals if the Grundtvig grant application is not successful.
- It is likely that not all grant applications will be approved, not all grant holders will receive the same amount, and not all applicants will know the results at the same time. The NAs have **different budgets** for individual grants at their disposal, and they follow **different procedures**. You should be clear, at this stage, about the **contractual relationships** between you as course provider and the

4. Finding participants

person interested in the course, and between the NA and the person who wants to receive a grant for your course:

- for the NA, the applicant is a grant candidate. **The NAs consult and support candidates / grant holders** in the application, administration and reporting phase. As course provider, you are not formally involved in the grant contract. You should refer candidates to their National Grundtvig Agency for everything that might concern their Grundtvig grant;
- for you, the applicant is a course candidate. The candidate's NA is not formally involved in the training contract, they will not inform you about anything concerning grant applications, approvals or rejections. Candidates sometimes confuse these different roles: you should ensure that **candidates keep you directly informed** about their grant situation.

Bearing all of the above in mind, you can see that you will not know which applicants will be able to attend your course until the results of all grant applications are known. At the same time, you may not be able to confirm that the course will actually take place until you have achieved a minimum number of confirmed participants. You will, however, have to confirm the course in good time before the start date so that participants can purchase travel tickets and book accommodation (if the course is not residential). Course providers should therefore provide **two deadlines** for candidates: one deadline for participants' **confirmed registration**, and a second deadline for the course provider's **definite course confirmation**. These deadlines need to be carefully scheduled in accordance with the above grant application procedures, but also with your obligations and agreements when logistically organising the course (booking accommodation, training rooms, etc.).

5. Organising the Course

The following reflects some aspects that might be useful to consider **before, during and after** holding an international training course within the Grundtvig framework.

5.1 Work and Time Planning

When organising an international course, many different people and organisations will be involved, and **interests and needs integrated**: trainers, participants, own staff and local partners (for example, hotels, restaurants and community organisations):

- Given the time and materials you will need for promotion, and the deadlines for grant applications, it may be useful to start planning and organising the course as much as **one year before**.
- **Milestones** in the course organisation will include:
 - the launch of the promotional materials, including publishing the course on the database: ideally 9-12 months before the course
 - the deadline for Grundtvig grant applications: 3-6 months before the course
 - final confirmation that the course will take place: 4-8 weeks before the course
 - the course itself: from the day of arrival until departure
 - the last course-related communication with participants such as a record or documentation of the course or a mailing to thank for reports on dissemination activities
- As course coordinator you will probably manage a team involved in different parts of this process. It can be very helpful for the course coordinator to consider the course as a project and to establish from the beginning a detailed work plan and timetable, to be used as a **checklist** of tasks, with individual roles and responsibilities defined, and clear deadlines.

5.2 Information flow

Once attracted to your course, participants will need and appreciate being kept well informed. The more details you provide at the appropriate moment, the better people will **feel taken care of**. This is most important to overcome anonymity and distance in an international training course.

It concerns:

- Information on **how to reach** the place and the premises: the nearest airport or train station, the best way of transferring to the hotel or accommodation, and the likely cost of local transport. Grant applicants will need this information for their grant application, in order to calculate their travel grant.

5. Organising the Course

- **Practical information** about the place and premises: currency / exchange (if appropriate), weather, language (a mini-dictionary for daily life and travelling could be an nice idea), shop opening hours, the accommodation and training premises, shopping and spare time options nearby.
- **Cultural information** about the place, the city, the region, and the country. This could be provided via web-links or suggested guidebooks.
- The **detailed programme**: both the training programme as well as social and cultural events planned or suggested. This will allow participants to decide and prepare what they want to bring to the course, to choose appropriate clothing, etc.
- The **mode of payment**: deadline(s) for payment(s), possible ways of money transfer, bank details. An international identification of your bank account will be needed. People might request different types of documents – invoices, requests for payment – to transfer money abroad. Requiring participants to bear any bank transfer charges will avoid additional costs for you.
- The **preparation for the training**, including trainers' pre-reading materials, task assignments for self-preparation and information about the materials to bring to the course (see also Chapter 3, Planning the Training).
- The **documentation** of the course. Places and people, activities, input and results can be recorded on **photo or film** and disseminated among participants. Make sure that participants agree to the use of their image or work – you may wish to devise a pro form photo release for this purpose.
- Trainers' **follow-up** communication and activities (see also Chapter 3.3, Dissemination Strategy).

A simple **online platform** may help to pass on and record information and materials in a transparent and easily available way. At the same time it allows and records **mutual** presentation, exchange and cooperation in the group, and it helps participants to stay in touch after the course. Course providers are advised to respect **protection of personal data**: You may not be allowed to share personal data among the group without the individual consent of each person.

5. Organising the Course

5.3 Arranging Accommodation and Subsistence

Course providers tend to opt for one of three **different models** of supporting participants in finding adequate accommodation and subsistence:

- Accommodation and full board at the training premises (in a conference hotel, a seminar house or similar). In some countries, this type of **residential course** is quite common, and well-equipped seminar houses offer reasonable package prices. This model of people learning and living together implies a specific group dynamic which should be taken into account by the trainers and tutors. It might be useful to have a tutor staying at the house with the group throughout the course.
- Accommodation and meals left up to **participants' self-organisation**, but with suggestions for hotels and restaurants at reasonable prices and logistically fitting with the training and social programme.
- A **mixture of models** can also be adopted. For example, course organisers could book (but not pay for) rooms at suggested hotels, and then ask the delegate contact the hotel to confirm the individual booking, including paying any required deposit and the balance due. Group meals can also be organised on a 'pay your own way' basis. Unless one person has substantially more to eat (or drink) than everyone else, the easiest way is to divide the total bill by the number of delegates dining and each pay a share. Restaurants can usually provide individual receipts for delegates' own financial records.

Course providers should carefully check the **contractual agreements** pertaining to both models (who contracts with whom, who invoices for what?) in order to avoid unintended liability and tax obligations for their organisation.

Whatever model is chosen: as course provider, you should make sure that participants have access to the following, according to **individual needs and preferences**:

- specific diets, due to religion, health, other choices;
- single and double **rooms**. Some people will not be happy with sharing a room, particularly with someone they do not know. On the other hand, others might appreciate the option to save money by sharing a room;
- **barrier-free access** to the premises for everybody, with particular attention to physical access requirements.

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Be aware that some participants might not consider vegetarian dishes or wheelchair access as a **special requirement**. You will therefore need to ask specific questions about access, diet and other needs on the registration form. In order for participants to plan their costs, however, you will need to choose options for accommodation and subsistence before people register. You will therefore have to plan for a range of individual needs before you know whether these are required. You will need to ensure that hotels have accessible accommodation and restaurants can provide vegetarian or other special meals, since these are not yet universally available within hotels or restaurants throughout Europe.

Other requirements to be considered when choosing options for accommodation and subsistence might be

- **internet access** for everybody;
- **common space** to stay together and spend free time;
- the **location** itself: an isolated seminar house may support a specific group dynamic and a special experience of relaxing and outdoor activities, but make it difficult for participants to experience local daily life, to buy souvenirs or to discover the country or area in their own time. A city, on the other hand, will provide a wealth of cultural offerings, but may distract participants from the group learning process.

5.4 Arranging the Training Premises

Training spaces, as well as restaurants, hotels and cultural visits, need to be fully accessible to people with physical disabilities. If you are using a space which is new to you, it is advisable to pay a visit beforehand to ensure that access facilities are as described.

Trainers and facilitators will also have specific requirements for the training rooms and equipment. They will need to communicate to the organiser by an agreed deadline what will be required in terms of:

- number and size of plenary and group work **rooms or spaces**;
- whether **internet** access is required;
- **computer** needs, including hardware and software;
- **teaching aids** (pens / paper, supplies for any creative activities, pin boards, flipcharts, whiteboards, overhead projectors, etc.);
- type and arrangement of **furniture**.

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Make sure that **technical know-how** is available whenever something has to be fixed or changed during the course. It can also be helpful to have a **trainers' room** where trainers can reflect and plan their work every day, without interfering with participants' activities.

5.5 Arranging a Social Programme

The social programme that accompanies the training activities plays a crucial role in the intercultural learning process (see also Chapter 2, The Intercultural Dimension and Chapter 3, Planning the Training), and should be considered as **integral part** of any international course. The social programme may be:

- Related to the **training**: be prepared and implemented together with the trainers in order to prompt further thematic exchange among participants. This might include a visit to an adult education institution, meeting with local experts, intercultural events such as a "buffet of specialities".
- Activities to complement the process of learning and working will all help to **relax and refresh** participants. These might include physical activities such as a group walk or artistic activities such as a creative workshop, or cultural activities such as a museum visit.
- Helping people to become familiar with **local daily life, culture, and customs** (for example, meals, guided tour, typical or traditional events). Remember, participants chose your course not only for the training and to meet colleagues from different countries, but also to learn about the place and the country they visit.

Participants should clearly understand which activities are part of the official programme and **included** in their course fee or (in the case of meals) boarding package, and which activities are **optional** and have an additional fee. Make sure that all essential programme parts are covered within the course or boarding package. Your participants will have quite **different budgets** for additional activities.

Do not **overfill** the programme, though: participants will also appreciate space, time and suggestions to spend time on their own, go shopping for souvenirs, go sightseeing, or to socialise informally with new colleagues.

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5.6 Individual Support

In order to promote candidates' commitment to become participants on your course, it is important to offer the availability and support of a named contact person within your organisational team. This person needs to respond quickly to questions or requests from candidates, and to keep in touch regularly. This is true during the recruitment phase (see Chapter 4, Finding Participants), when participants have not yet finally confirmed their participation. It is also true during the final preparation and the training phases, as it may compensate for the minor disappointments that you will always have in a course. And it is true during the follow-up phase, when participants transfer their experience into their daily work and life.

Do not underestimate the role of a **person supporting participants all the way through**, which might cover a period of up to one year. Course providers' experience shows that even if you systemise information flows and take care of all necessary arrangements, international courses require a maximum of individual support for participants before, during and after the course. Here are some examples of what you may experience:

- Some people may be **travelling abroad for the first time**, and may ask for detailed advice concerning their trip (flight connections, how to book their flight, time schedules of local train and public means of transport, etc.) and their stay (where to get money, facilities to wash clothes, etc.).
- Some people might wish to combine their training stay with a **holiday** before or after the course and ask you for further information and arrangements concerning places to go, travelling and accommodation.
- Some people might wish to bring along their **partner or family**, and may also ask for accommodation and programme arrangements for them. A special case may be the request for childcare.
- **Logistical questions** arising from delayed flights, lost luggage, different interests for spare time activities (theatre, museums, sports, clubbing), different expectations regarding the standard of accommodation and meals, etc., can be time-consuming and very frequent during international courses.

You will want to respond to your **participants' wishes** to the best of your ability. However all organisations have limited capacity and you will need to think about what you are prepared to offer and what you will expect participants to find out for themselves, for example through internet searches or conversations with other participants. Nevertheless, you should also:

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- Make clear **your conditions of participation** (acceptance and full attendance of the official programme, participation in parts of the optional programme, requiring a specific standard of language, etc.). Many course providers do not admit accompanying family members in any programme parts and premises because it can have an adverse impact on group dynamics during the course. Others may choose to put a visiting spouse to work, for example by making him or her the course photographer. You should carefully discuss this question with the responsible trainers and come to an agreement which you are all happy with.
- Make sure that you do not become **legally liable** (as a travel agency is) for any arrangements you might offer or organise for accompanying persons (booking rooms, contracting childcare etc.).
- Instead, refer them to **professionals or professional agencies** offering tourist and hospitality programmes, childcare, ticket booking etc. for direct contact, information and contracting. It may be suitable, for this purpose, to make a list of useful local addresses and contact persons beforehand.

5.7 Internal and External Relations

Many aspects of hosting people from all over Europe can **positively affect your organisation** as a whole. For example:

- Involving **staff at different levels** of your organisation, in order to build skills within a learning organisation. Administrators, caretakers, technicians, secretaries, managers, students and trainees can develop intercultural skills and competencies to work in European cooperation projects through taking on a role in the course organisation.
- Involving the **local media and partners**. Contact with the public, local experts, politicians or community organisations may raise awareness about your organisation's international competency and help to diversify your profile and "offer" to potential partners and contractors.

6. Evaluation

It is common sense to evaluate a training event. As provider of a European training course within the Grundtvig framework, you should carefully devise your evaluation strategy in accordance with the specificities of this course type.

- The course as such is embedded in a longer period of preparation, implementation and follow-up. Considering it as a **long-term project** (see also Chapter 5.1, Work and Time Planning), it might be useful to consider the whole process and its outcomes within the evaluation.
- The course is the outcome of the effort of **different people** – the course provider's team, trainers, participants, representatives of National Grundtvig Agencies, and staff of the training facility (see also Chapters 1, The Grundtvig Philosophy, and 5, Organising the Course). It might be useful for evaluation to reflect these different perspectives.
- The course is **performed in a very flexible way**, due to the diversity of the target group. Even if you offer one course regularly or several times, the process and outcomes will not be the same. It might be useful for evaluation to identify fixed and variable elements of your course.
- The experience of past course providers shows that there are often **not many resources** (time, money) available for evaluation, therefore the evaluation planned must fit the resources available.
- The course engages a group process over a period of several days and beyond. Group dynamics and organisational issues such as quality and time of meals may steer the general level of satisfaction and influence the assessment of the training, and vice versa. Be aware of this **“emotional dimension”** and keep in mind the original purposes of the course.
- The course is demanding, in terms of time, for all people involved. Therefore do **not overstress** evaluation, do not overwhelm people with evaluation activities. Evaluate only what you really need to know and collect only data that you are able to process. Be aware, that Grundtvig grant holders will also have to provide a report and an evaluation to their National Agency within the four weeks following the course.

There are **no formal requirements** for evaluation within the Grundtvig framework. In practice, course providers throughout Europe discuss under the term evaluation both an assessment of the quality of the course and an assessment of participants' competencies. Actually, evaluation may help **two major aims**: for course providers to improve the course, and for participants to become aware of their skills.

- **Course providers** may be interested in participants', trainers' and their own staff's final assessment of content and methodology of the training, trainers' performance, practical organisation before, during and after the course, and the group dynamics.

6. Evaluation

- **Trainers and course providers** may be interested also in the local partners' assessment of the cooperation in this type of event, with a view to future cooperation.
- **Participants** may be interested in self-assessment of individual development and achievements with regard to original expectations and dissemination strategies (see also Chapter 3.3, Dissemination Strategy).

The following general reflections on evaluation may help you when developing an appropriate **evaluation methodology** for your course:

- Evaluation should be **honest**. Stress the supportive value of evaluation for both course provider and participant, and not an external view or expectation of success.
- A **formative, or process evaluation** allows you to continuously adapt the work to the manifest needs and expectations of participants. This might be of special use in an international course where participants and their experience cannot easily be identified beforehand or even at the beginning of the course. Formative evaluation may be performed by day-by-day reflection and feedback in the group and separately in the team, by being attentive to participants' remarks in breaks and during meals, or by a reflective journal kept daily by the participants.
- A **summative, or outcome, product or impact evaluation** allows you to assess participants', trainers' and course providers' experiences and achievements, and their impact in the view of the Grundtvig philosophy (see also Chapter 1, Introduction). It can be done during, at the end of, and a couple of months after the course. Interviews, questionnaires and report assignments may be helpful tools.
- For cost reasons, course providers generally opt for managing their own **self- or internal evaluation**. It can be beneficial, however, occasionally to commission an **external evaluation**, done by a specialist person who is not involved in the course. This can focus on the whole process or on selected quality aspects of your course, and will have the advantage of gaining specialised expertise in evaluation methodologies, and additional feedback on the basis of collected data and observation. In this sense hiring an external evaluator could also be seen as professional development for the course organisers.
- A compromise might be **cross-evaluation or peer evaluation**, where course managers mutually observe and evaluate each other's courses. Some costs will still arise, for staff time and travel, but you will profit in a double sense: from the external feedback to your course and from the experience of observing another course.

Your **National Agency** will be very happy to receive any kind of information or materials showing how you performed the course, how it was perceived by participants, and what was its impact within the Grundtvig philosophy!

7. Useful Links on the Internet

Comenius Grundtvig Training Database

<http://ec.europa.eu/education/trainingdatabase/>

Grundtvig programme

<http://ec.europa.eu/education/grundtvig.html>

Socrates project database

<http://www.isoc.siu.no>

Grundtvig Virtual Community (GVC)

<http://grundtvig.euproject.net/>

EAEA - European Association for the Education of Adults

www.eaea.org

ESNAL - European Service Network Adult Learning

<http://www.esnal.net>

ALICE - Adult Learning Information Centre Europe

www.isisnl.org/alice/ewwwiris.htm

SCOPE - Survey of strengths, weaknesses and opportunities of Comenius 2.2
in-service training programmes in Europe

www.retestresa.it/europa/europa/progetto_scope.asp

EUROPASS

<http://europass.cedefop.europa.eu/europass/preview.action>

Common European Framework of Reference for Languages and related issues

http://www.coe.int/t/dg4/linguistic/default_en.asp

All EU educational programmes on the EU server

http://ec.europa.eu/education/index_en.html

Socrates Partner Finding Database for European projects

<http://partbase.eupro.se>

Annexes: Practical Materials and Examples

To complement the handbook "Grundtvig Mobility: How to organise training courses for an international audience" here are some examples of materials which course providers have used in the organisation of their Comenius or Grundtvig course. The materials are to give you some ideas when designing your own procedures and materials.

The following package of materials, listed below in chronological order of their use, is available to download as .pdf file on <http://ec.europa.eu/education/grundtvig.html> and on the CD-ROM which is included in the handbook.

- A** "Professional Development of Adult Educators in Europe, Trends and Challenges": A speech given by Susanne Lattke, German Institute for Adult Education (DIE), Bonn, at the occasion of the 2nd European Grundtvig 3 Conference in Pafos / Cyprus, 17-18 November 2005
- B** A Template for a Work Plan for course managers (CILTA, University of Bologna, Italy)
- C** "Instructions for Providers of Comenius and Grundtvig In-Service Training": the formal requirements for Grundtvig courses and guidelines to enter a course in the database (DGEAC, European Commission)
- D** General Information about the Europass as a possible means to promote recognition of a course (Cedefop)
- E** A Course Advertisement published in a specialised magazine (ed-lab, Gremmelin, Germany)
- F** A Course Leaflet spread by electronic mailings (Joint Effort EWIV, Berlin, ORIENTATION-course Poland)
- G** An Application Form (English Matters, Jaen, Spain)
- H** Pre-Registration and Final Registration Forms (Joint Effort EWIV, Berlin, Germany)
- I** Correspondence with Participants during the registration and preparation phase (CILTA, University of Bologna, Italy)

Annexes: Practical Materials and Examples

- J** Pre-Course Questionnaire for participants (Engage, London, UK)
- K** An E-Learning and Communication Tool used before, during and after the course (ed-lab, Gremmelin, Germany)
- L** A Leaflet about the Grundtvig Programme to inform course participants about the Grundtvig philosophy (published by National Grundtvig Agencies)
- M** An Implementation Plan (covering pages) used to structure the learning and dissemination process (ed-lab, Gremmelin, Germany)
- N** A Handout for a Dissemination Exercise to develop the participants' individual dissemination strategies (English Matters, Jaen, Spain)
- O** A Template for a Reflective Journal for participants to prepare for evaluation and dissemination (English Matters, Jaen, Spain)
- P** A Day-by-Day Evaluation Sheet for participants (CILTA, University of Bologna, Italy)
- Q** A Final Evaluation Questionnaire for participants (Engage, London, UK),
- R** A Final Evaluation Questionnaire for participants (English Matters, Jaen, Spain),
- S** A Certificate (joint effort EWIV, Berlin, ORIENTATION-course, Greece)
- T** A Certificate (English Matters, Jaen, Spain)
- U** A Scheme for Self-Evaluation and Further Planning for course promoters and organisers (Joint Effort EWIV, Berlin, Germany)

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Phone +49 228-4460-0
Fax +49 228-4460-1766
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Rainer Krippendorff, Claudia Laubenstein

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Guðrun Näkel de Noronha

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