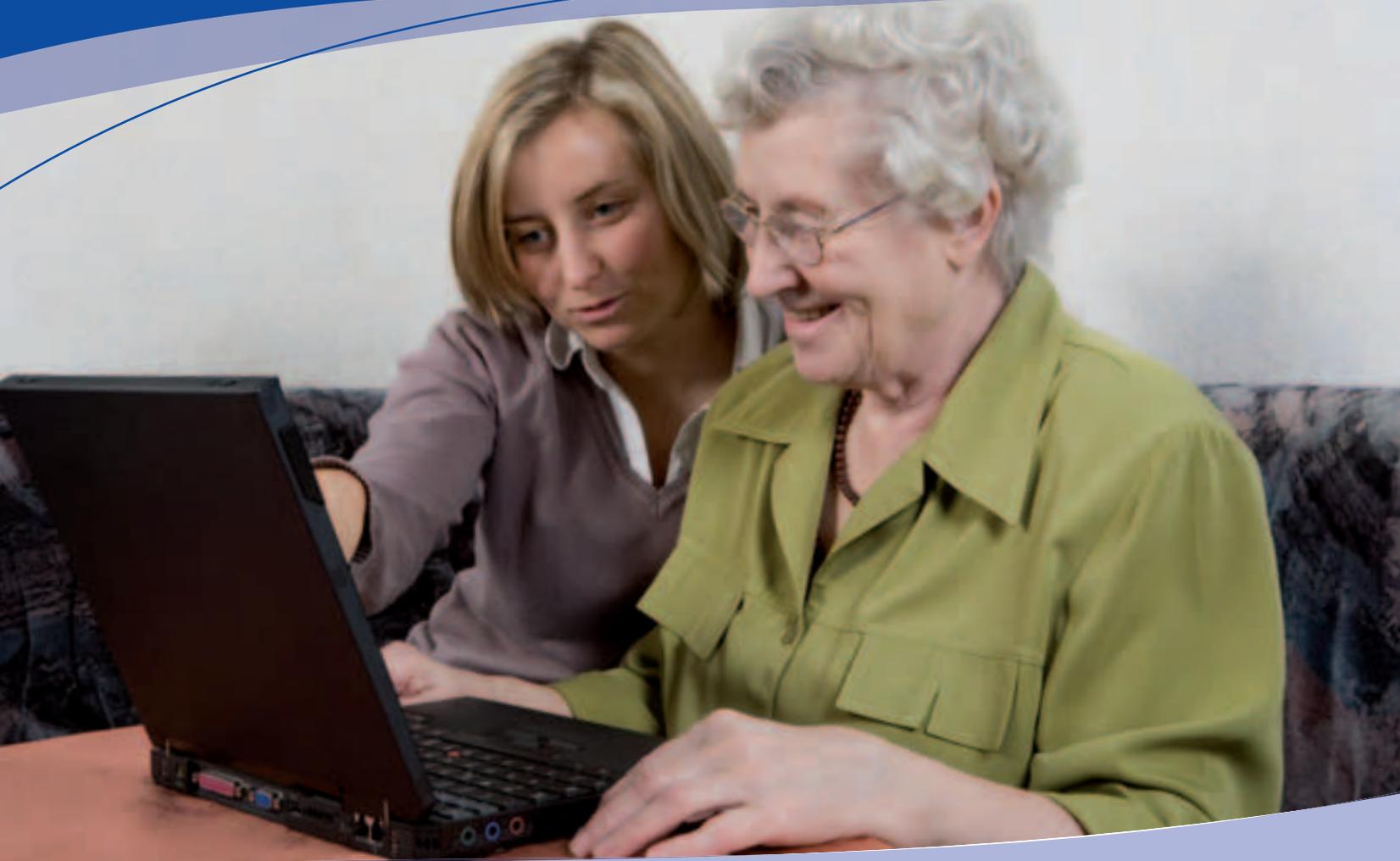




Education and Culture DG

Lifelong Learning Programme



GRUNDTVIG

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## Grundtvig: Keep on learning

Europe is undergoing a major transformation. Knowledge and the innovation it sparks are its most valuable assets in today's world economy. Lifelong learning and the accessibility and quality of Europe's education and training systems play a decisive role in the ambitious goal of transforming the EU into a dynamic, knowledge-based economy.

Lifelong learning requires many fundamental skills: the ability to pursue and continue learning and to organise one's own learning process. Basic skills such as literacy, numeracy and ICT skills are needed in order to assess, gain, process and assimilate new knowledge and skills. European citizens also face new challenges: language skills and multicultural competences are becoming more important on the European labour market and in European societies which are made up of a wide variety of traditions and cultures. New technologies change work processes and require additional skills.

Traditional family patterns are called into question and the "ageing society" also creates new challenges.

The *Grundtvig* programme addresses the teaching and learning needs of those involved in adult education; it aims to provide new learning opportunities for all especially for adults at risk of social exclusion and for older workers. It brings together learners, teachers and organisations in adult education and enables them to exchange experiences, learn from each other and develop new approaches in adult education.

This brochure presents 20 multilateral projects and Learning Partnerships as examples of best practice. I invite all those active in adult education in Europe to draw upon these examples as a rich source of inspiration for their Grundtvig activities in the new Lifelong Learning Programme.



**Ján Figel'**

*Member of the European  
Commission responsible for  
Education, Training, Culture and  
Youth*

A handwritten signature in black ink that reads "Jan Figel'". The signature is fluid and cursive, with a long horizontal line extending from the top of the first letter.



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## It's never too late to learn The Grundtvig programme

4 | The Grundtvig action was launched in 2000 in the framework of the Socrates II programme, giving adult education the same structural status within the programme as higher or school education. Grundtvig was designed to encourage the European dimension of lifelong learning, to contribute – through enhanced transnational co-operation – to innovation and improved availability, accessibility and quality of other educational pathways, and to promote the learning of languages.

Grundtvig encompasses all levels and sectors of adult education and all forms of learning: formal, non-formal and informal. It also has all needs of adult learners within its scope but gives special attention to those with more significant needs. Grundtvig actions support especially people lacking basic education and qualifications, people living in rural or disadvantaged areas, or who are disadvantaged for socio-economic reasons. They also focus on people with special educational needs and / or belonging to groups which are "hard to reach" and which do not generally tend to take part in educational initiatives.

Between 2000 and 2006 Grundtvig supported 424 Multilateral Projects aiming to produce innovative results and products in the field of adult education. In addition more than 1600 Learning Partnerships were supported. These are small-scale cooperation projects involving adult education institutions, their teachers and learners.

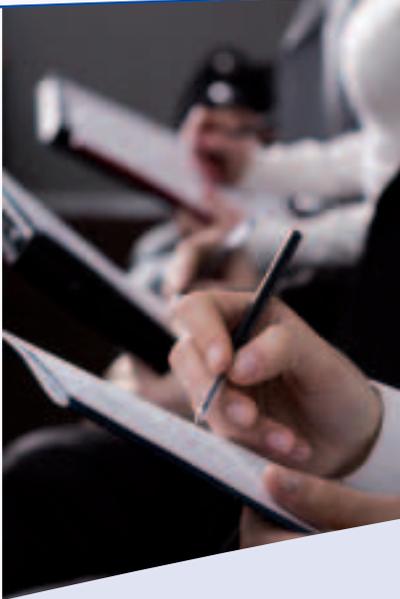
Grundtvig in figures	2000	2001	2002	2003	2004	2005	2006
Adult education institutions participating in Partnerships	0	478	924	1,182	1,402	1,795	1,980
Multilateral Projects, Networks and Thematic Seminars	78	67	59	45	74	81	51

## Learning Partnerships bring adult education institutions together

The emphasis of these small scale cooperation projects is to enable and support adult education institutions in exchanging best practices and know-how in specific thematic areas. Learning Partnerships are often the first experience of European cooperation for many participating partners. They are also a valuable instrument for European mobility and an opportunity for personal and professional development.

Learners also profit from this kind of European cooperation; they communicate with adult learners in other countries on the internet, exchange arts and crafts or meet them at project meetings. Grundtvig changes the lives of many disadvantaged learners by giving them self-confidence, improving their motivation to learn, their communication skills and their understanding of other cultures.

## The contribution of Grundtvig Multilateral Projects



Multilateral projects aim to develop high quality didactical material and innovative didactical approaches, and develop solutions in areas like valuing learning, guidance and counselling in adult learning, or information tools. They disseminate their results in their respective field and aim to advance the development of a European dimension in adult education.

In this way Grundtvig projects influence the development of adult education in many countries and in Europe. They deal with topics like basic skills and key competences, learning in later life, prison education, language learning, internet use and ICT, or cultural education.

| 5

## The story continues – Grundtvig in the Lifelong Learning Programme

With the change to the new Lifelong Learning Programme, the Grundtvig programme becomes part of the overall effort to contribute through lifelong learning to the development of the EU as an advanced knowledge society with sustainable economic development, more and better jobs and greater social cohesion.

Grundtvig aims to provide support for all those active in adult education. Its actions are focussed on responding to the educational challenge of an ageing population in Europe and in providing adults with pathways to improving their knowledge and competences.

As in previous years, the Grundtvig programme will support

- Individual mobility such as in-service training courses for teachers and other staff in adult education
- Learning Partnerships between adult education institutions from different European countries
- Multilateral Projects and Networks in the field of adult education

More information can be found in the annex to this brochure and on the following website:  
[http://ec.europa.eu/education/programmes/llp/grundtvig/index\\_en.html](http://ec.europa.eu/education/programmes/llp/grundtvig/index_en.html)

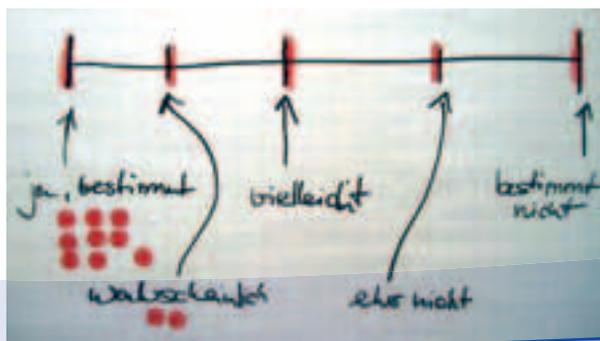
# Still Active!

6 | "Still Active!" proved clearly that volunteers do not have to be young to take part in an international exchange scheme. With regard to the demographic changes in Europe, international voluntary services can make an important contribution to the promotion of active citizenship among seniors thanks to its social and cultural features of active solidarity.

The project developed the concept of and operational approaches to implementing an international voluntary service for older people. This voluntary work is not only conceptualised as a way to be active and useful to others, but also as a recognised vehicle for informal learning. Due to its previous experience in the setting up of international volunteering schemes for seniors, the project could focus its activities on developing a training model for volunteers and host organisations. During the course of the project 29 seniors from 6 different European countries participated in voluntary service projects abroad. Their experiences formed an important basis for the development of handbooks both for volunteers and host organisations.

The project produced a wide range of results, including studies, workshops, a web site, and evaluation reports. A European Conference was also organised to disseminate the idea and the first results. The two handbooks which reflect the results of the whole project can be used easily by other organisations, NGOs and local authorities.

The results provide a rich source of inspiration for NGOs and local authorities, and the project has already generated a number of bilateral agreements to launch new volunteering activities. It offers also a starting point for new volunteering activities to be introduced in the framework of the Grundtvig Learning Partnerships within the new Lifelong Learning Programme.



## Still Active! Performing Voluntary Service After 55 Years Old A (Survival) Training Scheme

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**Download of publications:**  
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<http://www.isis-sozialforschung.de/download/PubFD2b.pdf>

**PROJECT DURATION**  
2003 - 2005

# A Sporting Chance

This 2-year Grundtvig project, entitled "A Sporting Chance", was launched in October 2003. It aimed to establish support centres for young, socially disadvantaged people at local sports venues in order to reintegrate them into society and enhance their personal development. Using the positive and attractive image of sports clubs provides a means by which young people can become active in the local community and re-start to learn.

The idea came originally from England where most professional football clubs have a study centre. Experiences have shown that getting the "stars" closer to the "underachievers" and "making learning fun" is extremely motivating for young boys and girls at risk of underachievement in school.

The objective of the Sporting Chance project was to transfer the UK concept to other partner countries i.e. the Netherlands, Germany and Sweden, and also to target the age group of 16-25. Young people at that age have already left regular schooling, are already drop-outs and have to be motivated to start learning again. Sporting Chance intended to offer them a different and more successful learning experience.

During the life time of the project the partners managed to create a set of learning assignments (min. workload of 20 hours) to be transferred to other situations across Europe, a toolkit containing best practises and innovative strategies, and an analysis report based upon a comparative study on the outcome and impact of the project. In addition the partner organisations created local partnerships in their cities, based on major sports venues, organised the recruitment of disadvantaged learners, and organised the training of teachers. A website gives access to all the results of this project, and the first spin-off effects show the usefulness of this unusual approach.

| 7



## A Sporting Chance

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**PROJECT DURATION**  
2003 - 2005

# ICAR – Internet Communication and Active Rehabilitation for People with Mental Disorders

8 | The ICAR project tried to help mentally ill people to acquire computer skills i.e. the ability to use the Internet and build websites. It also assessed how computer and Internet training can contribute to the rehabilitation of mentally ill patients. Together with its partners, the Brodno Association in Warsaw developed a concept and a programme for IT training courses, a training manual and a website.

Schizophrenia is one of the most frequent and serious mental illnesses; 1% of the population develops it and it usually appears before the person turns 30. People suffering from schizophrenia are one of those groups that are particularly exposed to social marginalisation and exclusion. This project introduced the use of modern ICT technologies in the rehabilitation and education programmes for mentally ill persons, enriching the traditional methods of rehabilitation with multimedia techniques. The patients learnt new skills and competences in IT and got closer to a new medium that can help them in expressing themselves. For example the websites developed by course participants show their interests, hobbies, and allowed them to express their opinions.

Over two years, 240 people with mental disorders benefited directly from the IT courses offered in the different training centres of the partnership. Since the method is a new scientific initiative it was crucial to monitor the patients from the very start of the project. It turned out that the project had a considerable impact in the field of rehabilitation of schizophrenic patients. It also became very clear that the courses not only helped patients in their therapy, but also contributed to their future employability.

A website gives information about the project results, the ICAR course programme, the evaluation reports and a handbook on the method of social integration of people with mental disease.



## ICAR – Internet Communication and Active Rehabilitation for People with Mental Disorders

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**PROJECT DURATION**  
2002 - 2004

# LANDWORKER – New Education Locations for Adult education in rural areas

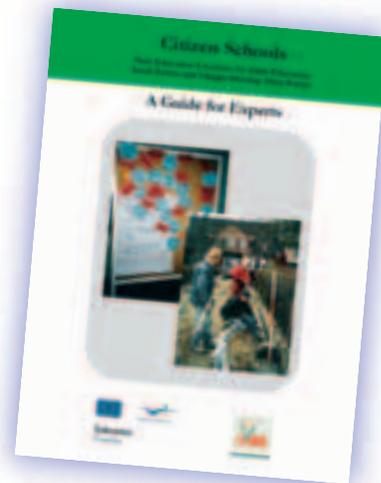
Access to adult learning in rural or remote areas is often limited and following training courses cannot be easily integrated into daily life. The project LANDWORKER aimed at creating “citizen schools”, neighbourhood and community oriented adult education centres in rural communities.

Besides clearing space for learning, e.g. in former school houses or other abandoned public buildings, the project partners also analysed the specific qualification needs of people in rural areas and developed a specific adult education syllabus for their communities.

During the project, all partners managed to set up their citizen school, which is supposed to provide teaching, information and project work. Citizen Schools are not only a place to learn in the traditional sense of the word; they are intended to become the “centre of the village” next to the town hall. The key person of these newly established schools was right from the beginning the so-called Landworker. He or she was involved in the set-up of the citizen school and was then subsequently responsible for coordinating its activities. Typically the landworkers selected by the project partners have a strong pedagogical background, but are also fully integrated in the local social life.

First activities of the new adult education organisations have been the identification of training needs and testing of courses, Agenda 21 work, the implementation of ICT and language courses and the set up of local support networks. The partnership produced a “Guide for Experts” which provides essential information on how to create a citizen school, reports on experiences gained in the project and describes the example of each partner. The Guide can be downloaded from the project’s website.

| 9



## LANDWORKER – Neue Bildungsorte für die Erwachsenenbildung - Kleine Ortschaften entwickeln ihre Zukunft

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**PROJECT DURATION**  
2002 - 2005

# Promoting Social Inclusion through Basic Skills learning

10 | One of the greatest challenges of societies in Europe today is to foster lifelong learning and to create inclusive learning environments for adults, especially for low-educated disadvantaged social groups including also ethnic minorities. The learning of basic skills is not easy for adults, who have already faced learning difficulties and are not easily motivated.

The project "Promoting Social Inclusion through Basic skills training" tackled this problem: partners from eight European countries aimed to develop simple and innovative work tools for adult education providers, enabling them to improve their basic skills training. Right from the start it was decided that these tools had to be applicable in different social and cultural contexts. The partner institutions shared their experiences and expertise, and also collected also information on existing basic skills programmes. All the different existing practices and programmes were evaluated; surveys to identify basic skills needs among the adult population were conducted.

This led to the development of a more European tool, the project opting for a "bottom up" approach, starting at a small regional level (NUTS IV); experience made here is supposed to influence the basic skills strategies at regional and national levels. The project partners assume that a bottom-up approach could help countries who have not yet developed measures in the field of basic skills learning for adults. The project also aimed at sensitising local policy makers towards basic skills development and was successful in raising awareness on this issue. It managed to change the attitude towards what basic skills and key competencies are today and questioned the opinions of people about what learning is and where it can take place.

Further research and promotion will be needed to tackle one of the unexpected outcomes: how small a role is generally attributed to civil society as a learning setting. The project made a start in this area.

## Promoting Social Inclusion through Basic Skills learning



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**PROJECT DURATION**  
2002 - 2004

# Twinning the elderly disadvantaged and disabled with the young by enabling active reminiscence

Intergenerational learning offers benefits for all generations involved. The Grundtvig Learning partnership TEDDYBEAR involved older people (50+) from all sectors of the community, including those who were disadvantaged or suffering from disadvantages or mild dementia/Alzheimer. They were invited to share their life stories with young children in primary schools, between 6 and 12 years old.

The partner institutions from Italy, the UK, Finland and Slovenia selected issues affecting both groups - the disadvantaged adults and the children - and managed to ease the interaction between them. They discussed questions related to food, celebrations, crafts, games and historical events. The seniors encouraged the children to respond to their life stories with questions and by producing creative work such as artwork, plays or written text. Due to the children's response and interest the adults felt motivated to "translate" their experiences into a language suitable for children.

In return the children helped them to acquire new skills like using the Internet and playing new games. While the adults acquired IT skills, more self-confidence and self-esteem, the children enriched their knowledge of the history and the social changes in their community.

The impact the project had on all participants and the local community was extremely positive: the Learning Partnership encouraged the whole community to adopt a caring approach to its senior citizens thus improving the overall quality of life. It led to a better integration of the elderly disadvantaged and disabled people, which felt more motivated to start learning again and play a more active role in their community.

The concept of TEDDYBEAR project enriched the methods and techniques used by the partner organisations. It received wide attention from other institutions.

11



## TEDDYBEAR – Twinning the elderly disadvantaged and disabled with the young by enabling active reminiscence

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**PROJECT DURATION**  
2004 - 2006

# European Computer Network – Opening the internet for the elderly

12 | Information and Communication Technology (ICT) is of increasing importance within Europe. Much information about social and political development is only accessible on the Internet. More and more Europeans have Internet access, but so far many older people have been excluded from recent ICT developments.

Within this Grundtvig Learning Partnership all EuCoNet partners from seven different European countries developed learning and teaching methods for seniors and exchanged existing approaches like peer-learning and intergenerational learning. The participants in these specialised courses played an active role by reflecting on their cultural experience of learning and using the Internet, and exploring new ways of using a computer, such as e-learning.

The partner institutions exchanged and compared information, and reviewed ways of applying what is best from each country. Multiplier networks, development of Internet Cafés for older people and the development of learning material for this target group have all made substantial contributions to advancement.

EuCoNet disseminated its experiences, supported Internet Cafés for older people and contributed to the development of interactive learning material for seniors. It also connected senior citizens both virtually and in reality: the participants could communicate with each other making use of modern technology. In a broader sense, EuCoNet bridged the gaps between the generations and familiarised people from various European cultures with each other.



## Europäisches Kompetenz-Netzwerk – Erschließung des Internets für ältere Erwachsene

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**PROJECT DURATION**  
2002 - 2004

# Practice Makes Perfect: Promoting European citizenship through language

This Learning Partnership examined how the command of a foreign language can help to promote intercultural awareness and active European citizenship. The project aimed to break personal, cultural and social frontiers and looked for possibilities to put European adult learners in contact so they could practice their target language authentically.

The content of the Partnership was based on using modern technologies aimed at local community groups, persons living in socially detached areas or hard-to-reach regions and elderly people. The use of ICT tools was necessary and challenging at the same time as many participants were not used to them. The project resulted in creating a portal for virtual communication, implemented the "Virtual Meeting without Borders", which is a virtual communication program in English and Spanish, and delivered a practical course for adult educators on how to use a virtual communication program in the classroom. Using the programme, learners could virtually travel around Europe, visit places of interests, book hotel rooms or buy souvenirs. Their counterparts in the other partner countries acted as guides or hosts for visitors. Learners had the chance to express their own cultural identity and get more information on other cultures and traditions.

"Practice Makes Perfect" encouraged the learners to understand that they are a part of a multi-cultural European environment, which offers a rich variety of cultures, nations and languages. They also experienced that living and working in a knowledge society calls for active European citizenship. The project introduced critical thinking about own traditions and customs as well as tolerance towards other European countries and cultures. It established also a permanent trans-national European network of electronic learning facilities in which cultural, historical, economical and geographical information can be exchanged by adult learners to promote their knowledge of foreign societies and cultures.

13



## Practice makes perfect: Promoting European citizenship through language

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**PROJECT DURATION**  
2003 - 2006

# Meeting Point Ethics

14 | The Grundtvig Learning Partnership "Meetingpoint Ethics" focussed on ethical questions and dilemmas in modern society and used ICT tools for organising and fostering the discussions between adult learners in Europe. The project set up a virtual platform which gave access to background information on the various questions and offered communication possibilities.

Within the partnership, learners from Germany, Austria, Italy and Lithuania discussed topics like abortion, gender, sustainable development and the relation between ethics and the labour world. The discussions were parts of courses, developed by all partners and provided in the form of "blended learning", which combines ICT based learning with face to face discussions in regular meetings. Learners appreciated this experience and valued the new European perspective in their thinking.

But the project did not only succeed in changing perspectives: it proved that blended learning can also be used in ethical education. The positive experiences the partner organisations made in the course of the project led to new approaches in adult learning and enriched their educational activities.

Blended learning gives better access to adult education in rural areas and hard-to-reach regions. Its introduction added value to the organisation and accessibility of adult education. Meetingpoint Ethics proved not only the usefulness of this technique but brought people together and broadened horizons.

## Meetingpoint Ethics



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access to learning platform

**PROJECT DURATION**  
2004 - 2006

# READCOM – Reading Clubs for Adult Learning Communities

The development of reading habits among adults is one of the best ways to raise their intellectual and social activity. The READCOM Learning Partnership aimed to develop reading habits among adults, organising groups of adults, particularly seniors, which are interested in lifelong learning through reading.

Mentoring and leading the Reading Clubs requires careful planning: How to attract people and make them interested in reading? How to choose the books? Also the pedagogical and didactical approaches of using the books have to be defined. Mentors need training for making reading clubs a success.

Although it only started in 2005, the READCOM project has enabled many adults to share their experiences and to extend their knowledge through reading. The partner organisations developed a webpage for communication among READCOM groups across Europe, developed appropriate pedagogical strategies, and organised the exchange between members of reading Clubs. For people interested in organizing mentoring READCOM Reading Clubs (RRC) a special course programme has been prepared. It helps future reading club mentors to arrange "creative meetings with books", looking at intercultural aspects, teaching reading strategies and gives basic knowledge in literary writing, editing and publishing.

15



## READCOM – Reading Clubs for Adult Learning Communities

### PROJECT COORDINATOR

BIBLIOTEKA PUBLICZNA IM. W.  
J. GRABSKIEGO W DZIELNICY  
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### PROJECT DURATION

2005 - 2007



# NEWROLE

16 |

Studies show that especially older workers face difficulties in remaining in or re-entering employment. In order to avoid the higher risk of unemployment and social exclusion, workers over 45 need special support. This was the starting point for the Grundtvig Learning Partnership **NEW ROLE: adult education providers from France, Norway, Spain, Italy, Bulgaria and the UK focussed their activities on working with enterprises, local authorities and other agencies to support the learning and development needs of older people.**

For many adult education providers supporting workers over 45 is a new approach and a shift in their traditional role. All partner institutions in this Learning Partnership had to undergo a process of organisational change and development in order to improve what they provide for elderly workers. They also experienced the challenge to respond better to the need of employers and the local labour market and to adapt their services to these demands.

Within three years, each partner developed a better practice for creating local networks with local authorities, enterprises, job centres, or research institutes. They set up new functions in their organisations and raised the competence of staff members. The latter was realised also by designing a new training course for seniors and developing the adequate didactical approaches. In addition the validation of acquired skills of course participants has been improved considerably in each of the partner institutions. During the course of the project 662 senior workers were already involved in the newly established training activities of the partner institutions.

The **NEWROLE** of organisations in the field of adult education as "adult brokers" and their performance in this field of activity was brought to the attention of the management in enterprises. Due to this local cooperation and the visibility of results the project improved and eased the recognition of the competences and experiences of workers over 45 and contributed to their social inclusion.



## NEWROLE

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### PROJECT DURATION

2003 - 2006

# Immigrant Pathways

This Grundtvig Learning Partnership started with analysing the immigration process in each of the partner countries and evaluating the social conditions, resources and methodologies for dealing with immigration. In a second step the partners exchanged and implemented best practices in helping immigrants to integrate better in society and fight their discrimination.

Each project partner gained improvements of its own practices. To mention one example in more detail: the South Kerry Development Partnership in Ireland and the partner organisation in Finland adopted the "Shadow Theatre", a best practice example from Spain. The "Shadow Theatre" is the concept of an organised drama course that meets once a week and both immigrant and native learners are invited to participate. The participants work together on a play and perform it behind a screen using lighting. In this way the participants are not seen by the audience until the end of the performance. They feel much more at ease and encouraged to perform and express themselves without having the daunting task of doing it in full view of the audience. The "Shadow Theatre" helps learners from different backgrounds to work together on a co-operative activity, to improve their skills in team work, gain more self esteem, self respect, initiative and self expression. "Shadow Theatre" groups are now part of the courses offered by the two institutions.

Other practices were also exchanged successfully: the South Kerry Development Partnership presented its "Anti Discrimination Training", which was delivered in Spain and France. Also the organisation of a Multicultural Summer Camp, another best practice example coming from Ireland, was newly implemented in Finland and Spain. Finland disseminated practice around their 3 year support system for immigrants including language training, knowledge of the Finnish customs and culture and other support services.

17



## IMPACT – Immigrant pathways

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### PROJECT DURATION

2003 - 2006

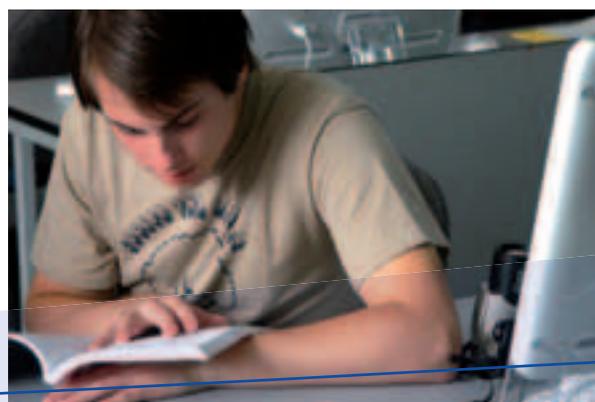
# CASCADE – A second chance

18 | Time, economic resources, family problems and motivation are the most common reasons which prevent many European citizens from taking advantage of adult learning opportunities. The project CASCADE aimed to tackle some negative attitudinal barriers to learning, attitudes arising from difficulties related to social disadvantage, lack of confidence, age perception or general lack of motivation.

Starting from an analysis of the previous didactic-methodological experiences of the partner institutions in Italy, UK, Denmark, Romania and Spain, certain thematic areas relating to the European dimension in the education of adults were identified. A short modular course for raising awareness of and teaching these aspects was developed, which could be used in similar institutions in the partner countries. The course tackled questions of European citizenship, lifelong learning and the importance of language learning, using techniques of empowerment. Due to the modular set-up of the course, it was easy to spread out (cascading) the themes identified and developed in the first stage of the project.

The project contributed to the improvement of adult education, provoked first changes in the organisation of adult education, disseminated new and existing concepts and practices among the partner institutions and spread the concept of lifelong learning among learners and local communities. It also raised the motivation of adult learners to learn languages.

The Learning Partnership developed not only a CD, a DVD, and a publication "Adults in Europe", but organised also seven seminars on the issues during the project life cycle and developed two learning modules, one for teachers in adult education and one for adult learners. The project partners used intensively a computer mediated communication approach and this enhanced also their ICT competences. Project results were disseminated widely and supported the "cascading effect" – motivating others to use the results for own projects and changes in their institutions - and the sustainability of the results.



## Cooperative Adult Second Chance Action Development in Education



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**PROJECT DURATION**  
2001 - 2006

# Living in Europe

Within this Learning Partnership three institutions from Germany, Belgium and Spain working with disabled people exchanged their experiences in special needs education for adult learners. By focussing on the topic "Living in Europe" the partnership aimed to improve the existing pedagogical approaches. Learners were involved actively in the project; the developed teaching materials were widely disseminated.

"Living in Europe" actually covered three smaller themes: Living in rural or urban environments, culture, arts and human activity, and history and the future. By treating these different aspects of living in Europe, the project partners developed teaching materials and didactical approaches which suit learners with special needs, but give also others a variety of learning opportunities. "Living in Europe" collected different methods of inclusive adult education, strengthening also intercultural understanding and the knowledge about Europe and its huge variety of cultures and languages. The teaching material includes pictograms and other non-verbal communication techniques for disabled learners, adequate presentation techniques and methods to present a country to learners with special needs as well as multi-sensorial teaching techniques.

After regular schooling young adults with special educational needs often lack further educational opportunities. "Living in Europe" also tried to fill this gap and to offer these adults broader opportunities to develop their skills and competences. The project partners also gave information on work opportunities for people with special needs.

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## Leben in Europa – Menschen mit schwerer geistiger und/oder mehrfacher Behinderung entdecken die Vielfalt Europas

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**PROJECT DURATION**  
2005 - 2007

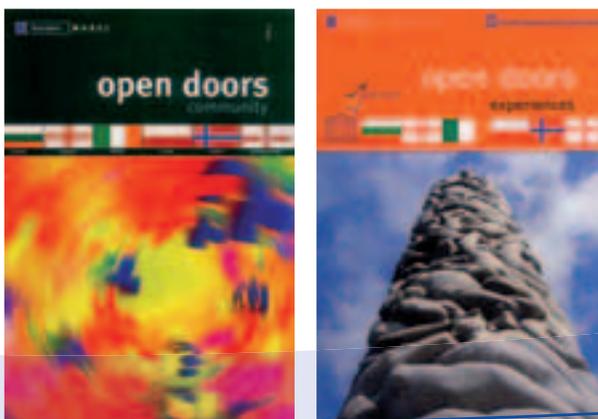
# Multi-disciplinary Approach to Adult Basic Education and Learning in Prisons

20 | The first aim of this project on prison education was to develop and to explore a multidisciplinary approach to adult and basic education and learning in prisons. But central to the project was that also the prisoners participated actively in the cooperation and produced three collaborative magazines, called "Open Doors".

The teaching staff of the six prisons from Ireland, the UK, Bulgaria, Poland and Norway explored subjects together, shared ideas on teaching methods and techniques and developed common lessons that can be delivered to adult learners using a cross-curricular approach. The core curriculum included basic numeracy, literacy, ICT and social and life skills. Staff exchange visits were organized and enabled teaching staff to experience other teaching techniques and models and best practices.

For the production of the Open Doors Magazine, prisoners contributed by writing articles, poems and short stories, but they were also responsible for drawing the collection together and getting the magazine designed and printed. This gave them the opportunity to showcase their creative talent. The themes explored in the magazines attracted a wide range of responses from each of the prisons involved. Although from different prison systems, prisoners shared their experiences as well as a little about their backgrounds and hopes for the future. The standard of the work has been exceptionally high and thought provoking.

The success of this learning partnership also motivated other prisons to start cooperative projects dealing with different educational topics and encouraging prisoners to discover and use their creativity.



## MABEL – Multi-disciplinary Approach to Adult Basic Education and Learning

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### PROJECT DURATION

2002 - 2004

# European Quality in Individualised Pathways in Education (EQUIPE)

This Grundtvig network brought together a substantial number of universities and adult education providers in order to raise the quality in university based lifelong learning. Adults in education programmes in universities tend to have different needs, motivations and expectations than young people in the mainstream of university provision.

By developing, testing and promoting quality assurance and enhancement tools, EQUIPE aimed to increase confidence in and thus encourage innovative educational practices in lifelong learning in universities. Participants in these programmes experience an individualised learning pathway. The learning experience can be much more motivating both for learners and teachers by improving practices in relation to access and entry issues (e.g. the learning contract, advice, guidance, orientation), the learning arrangements (e.g. courses, projects, ODL and E-learning, tutorial support, certification), and impact and progression (e.g. student satisfaction, personal and professional impact, social and community development).

By exploiting the expertise of all partners and the European network EUCEN, the network contributed to capacity building in European universities and to the improvement of university adult learning.

21

A web based tool kit has been developed to support quality projects in university adult learning. The tool kit focuses particularly on guidance services, accreditation of prior learning, ODL and individual programmes of learning. The tool kit includes a handbook, case studies from over 35 universities across 28 countries of Europe, an annotated review of quality models, an interactive web site with examples of good practice, and a series of comparative and reflective articles.



## European Quality in Individualised Pathways in Education (EQUIPE)

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<http://www.equipeplus.org/>

**PROJECT DURATION**  
2002 - 2005

EQUIPE ■■■■

# Listen and Touch: A basic English course for the visually impaired

22 | The project developed a methodology to teach foreign languages to blind and visually impaired adults, as well as creating teaching materials adapted from a successful course in English for sighted learners. These methods were based on a communicative approach that had not been previously trialled with blind learners.

Foreign language teaching for the blind is notoriously limited in resources and methods in most European countries and its delivery is hindered by many barriers. One of these is that modern foreign language teaching relies heavily on visual teaching styles. The methods developed by the project place the learner at the centre of the teaching process, with the teacher acting as a facilitator and co-communicator rather than an instructor. A multi-sensory approach using the four senses available to blind people (hearing, smell, taste and touch), and the additional use of the total physical response method, provided alternative techniques to the use of visual stimuli.



The project created a number of successful products that were met with great interest by teachers and learners alike. *The Methodology of Teaching a Foreign Language to the Blind* promotes the concept of learning a foreign language through a multi-sensory, communicative approach, including both theoretical and practical information for teachers. The book covers the four main language skills (speaking, reading, writing and listening) and is available in Bulgarian, English, German and Greek. For the adapted English language course (*Streamline English*), a Braille Manual was specially developed for blind learners. In addition, an interactive course was produced on CD-ROM, enriched with vocabulary exercises, tests, a talking dictionary and specially selected audio recordings for the improvement of listening comprehension skills.

Apart from the development of the teaching and learning products, the project partners carried out pilot courses that formed an important part of the project and actively involved blind learners in the project development process. The European Blind Union gave a positive response to the outputs of the project and the partners have received ongoing proof of interest in the project not only from countries in Europe but from as far afield as the Middle East and Argentina.

## Listen and Touch

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### PROJECT DURATION

2002 - 2004

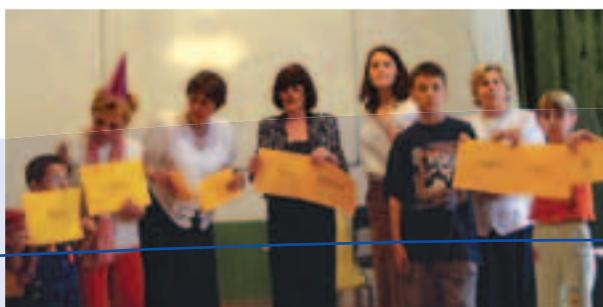
# Join Your Grandchildren in Learning a Foreign Language

The project capitalised on the close intergenerational relationship between grandparents and grandchildren, with each motivating the other to learn languages through shared activities. It achieved notable success with the grandparents, for whom almost no language learning opportunities were previously available. In addition, it demonstrated to reluctant learners that the process of learning a foreign language can be fun, and did much to dispel the stereotype that languages can only be learned when you are young.

In many European countries children are looked after by their grandparents while their parents are at work. This is certainly the case in Bulgaria, Greece, Italy and Spain. Grandparents are expected to help out not only with everyday activities at home, but also increasingly with their grandchildren's homework. This was seen as an opportunity to motivate grandparents whose grandchildren were studying a foreign language to join in.

To overcome grandparents' reluctance to go back to school, the partners developed non-formal activities as a way of engaging their interest. They came up with the idea of games similar to those used in teaching young children which improve memory skills. These games also added to the fun and helped to create a relaxed atmosphere in the classes. Making mistakes is never pleasant, particularly for adults, so the emphasis was on attaining survival-level competence and partial speaking skills. The grandparents enjoyed the social aspects of learning in informal clubs with the other grandparents, and they participated very enthusiastically in the various language competitions, pairing up in a team with their own grandchild.

There are hardly any precedents for promoting languages to this target group, and the project has attracted considerable interest and been cited and disseminated at numerous events all over Europe. It has served as an inspiration for many organisations who have contacted the co-ordinator and who are developing similar activities. Moreover, the project had an extremely high retention rate among learners, almost all of whom are now paying to attend language classes.



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**PROJECT DURATION**

2001 - 2004



# ALLEGRO – Access to Language Learning by Extending to Groups Outside

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The project contributed both to co-operation within the educational sector and to the establishment of partnerships with a range of social services previously uninvolved in language teaching. It had a very positive effect on the chosen target groups (socially or physically disadvantaged groups, all of whom may be regarded as "non-traditional" language learners) by making them aware of the benefits that can accrue from a knowledge of foreign languages.

For a variety of reasons, many EU citizens are restricted in their opportunities for language learning, or even excluded from it altogether. This may disadvantage them in a variety of ways, restricting their employment opportunities and excluding them from the educational benefits and enjoyment which language learning brings. ALLEGRO proceeded from the belief that everyone has the right to experience language learning and, by extension, to share in the European ideal. To achieve this, the project introduced innovative, easy-to-access approaches to take language learning into new communities where the idea of learning a language or being part of Europe has little or no meaning.

Over 60 groups of language learners across the partner countries were involved in a wide variety of language learning activities, from short taster sessions to longer courses. Participants included mothers and children living in difficult social and economic circumstances, prisoners, people recovering from addiction, the long-term unemployed, asylum seekers, people with learning disabilities, people with physical impairments, victims of war and sufferers of mental illness. In order to reach these target groups, ALLEGRO partners worked in close collaboration with agencies in the field of social and community work, government services, charities and other providers of community care. Part of the aim was to convince professionals in these organisations of the value of language learning.

The project had a profound impact on everyone involved in it - learners, teachers, partners and social and community agencies. Participants reported that the project had given them more confidence in themselves, better communication skills, pride in their achievements and improved self-esteem. To begin with, some of the agencies involved were uncertain about the value of language learning for their clients. This attitude changed in almost every case and a number of the agencies have continued with language teaching beyond the end of the project.

## ALLEGRO

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### PROJECT DURATION

2002 - 2005

# Opening the Door to Language Learning

The project aimed to widen participation in language learning and raise cultural awareness by identifying and embedding good practice in the provision of open learning opportunities. As a way of engaging with its target group (mainly "non-traditional" learners from the local community), the project sought to address the notion of "failure" or dissatisfaction that learners can experience in formal learning contexts.

The project tested a number of models of good practice in open language learning in different local and national contexts. It promoted learning outside the formal classroom, in a manner designed to suit the needs and interests of the learners. This was achieved by opening university resource centres to the public, providing independent learning packs to learners and resource centres, taking resources out to the public (e.g. in the local library or through language roadshows), providing on-line and distance learning, using drama to motivate learners, offering learner training and setting up study groups.

The partners worked with other service providers to set up learning schemes that were accessible to non-classroom learners. Some schemes were designed to promote the benefits and enjoyment of language learning, while others were designed to provide a more structured (but still informal) learning experience.

The target groups varied according to the model of learning used. They included: the local community in general; parents; young people; lapsed learners; unemployed people; retired people; people with special needs; and distance learners. They were given an opportunity to set their own goals and enjoy learning without the stress of tests, exams or the need to attend long courses. This approach, which values all learning experiences, helps citizens and employers to see the value of lifelong learning.

The project changed attitudes among both learners and providers. Many of the former realised for the first time that they could learn languages in the way that suited them best and that there was a much wider range of resources available to them. For some partners, the project gave their institutions an opportunity to work in the local community, which is not always viewed as an "acceptable" activity for universities. For others, it helped create public-private partnerships where none previously existed.

## Opening the Door to Language Learning

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**PROJECT DURATION**  
2002 - 2005



# Further information on the Grundtvig Programme 2007 – 2013: Objectives and Actions

26 |

## The Grundtvig Programme aims to

- respond to the educational challenge of an ageing population in Europe
- help provide adults with pathways to improving their knowledge and competences

## More specifically the activities shall

- improve the quality and accessibility of mobility throughout Europe of people involved in adult education and increase its volume, so as to support the mobility of at least 7,000 of such individuals per year by 2013
- improve the quality and increase the volume of co-operation between organisations involved in adult education throughout Europe
- assist people from vulnerable social groups and in marginal social contexts, in particular older people

- and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education
- facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others
- support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- improve pedagogical approaches and the management of adult education organisations

## Who can participate?

**Basically everyone involved in adult education can participate in the programme, e.g.**

- Learners in adult education
- Institutions and organisations providing learning opportunities in adult education, their teachers and other staff within those institutions or organisations
- Establishments involved in the initial or further training of adult education staff, higher education institutions, research centres and bodies concerned with adult education issues
- Associations and representatives of those involved in adult education, including learners' and teachers' associations, bodies providing guidance, counselling and information services relating to any aspect of adult education
- Persons and bodies responsible for systems and policies concerning any aspect of adult education at local, regional and national level
- Enterprises, not-for-profit organisations, voluntary bodies, non-governmental organisations (NGOs)

## Grundtvig supports the following activities

### Mobility of individuals which may include:

Exchanges for learners and staff in adult education, in-service training courses for adult education staff, preparatory visits for Learning Partnerships.

In-Service Training grants shall enable educational staff working with adults to undertake training activities in a country other than the one in which they work, thereby broadening their understanding of lifelong learning in Europe and improving their practical teaching, management, counselling or other skills.

That can mean either to participate in a training course or to follow some less formal kind of training activity, such as a study visit, job shadowing or attending a conference or seminar. Basically, any activity which will help the professional development of staff involved in adult education in the broadest sense.

### Grundtvig Learning Partnerships

- Grundtvig Learning Partnerships between adult education institutions from different European countries focusing on themes of mutual interest to the participating organisations.

Learning Partnerships are small-scale cooperation projects involving adult education institutions from at least three European countries. The emphasis is on the process of establishing exchanges between the partners on specific themes and on the active participation of adult learners in the projects. Themes that can be addressed are e.g. active citizenship, language learning, intercultural dialogue, European history, integration & society, basic skills, literacy and numeracy, intergenerational learning and learning later in life, inter-generational dialogue, counselling and guidance, ICT and education in prisons and for ex-offenders.

### Multilateral projects

- Multilateral projects aimed at improving adult education systems through the development and transfer of innovation and good practice. They may be defined as projects where institutions/organisations from different European countries work together to develop and transfer innovation in adult education. This can be by looking at the content and delivery of adult education, making analyses at system or policy level, looking at the accessibility of learning opportunities available for adults or improving the management of adult education.

### Networks

- Networks developing adult education in the discipline, subject area or management aspect to which they relate, identifying, improving and disseminating relevant good practice and innovation, providing content support to projects and partnerships, and promoting the development of needs analysis and quality assurance within adult education.

# Lifelong Learning

28 | Europe is undergoing a major transformation to become a world-leading knowledge-based society. This means that knowledge, and the innovation it sparks, are the EU's most valuable assets, particularly as global competition becomes more intense in all sectors.

It implies that high-quality primary, secondary and tertiary education are as important as ever. In addition, ongoing vocational training and learning have to renew constantly the skills base of EU citizens in order to equip them to handle the challenges and ever-evolving technologies

of today. The European Union has already created a vibrant single market and introduced a common currency, the euro. The third challenge now is to complement these achievements with a genuine European labour market in which well educated and trained citizens can take their qualifications across borders.

## A single umbrella for education and training programmes

The European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme. With a significant budget of nearly €7 billion for 2007 to 2013, the new programme replaces the existing education, vocational training and eLearning programmes, which ended in 2006.

The new Lifelong Learning programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It consists of four sub-programmes: Comenius (for schools), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training) and Grundtvig (for adult education).

A transversal programme complements these four sub-programmes in order to ensure that they achieve the best

results. Four key activities focus on policy co-operation, languages, information and communication technologies, effective dissemination and exploitation of project results.

Finally, the Jean Monnet programme stimulates teaching, reflection and debate on the European integration process at higher education institutions worldwide.

## How to apply ?

The application process, the level of support and the minimum number of partners required varies according to the type of action. Your first point of contact for general questions about the programmes, information material, funding, application procedures and application forms are the National Agencies, which have been set up in every participating country.

**A list of all National Agencies in the participating countries can be found on**  
[http://ec.europa.eu/education/programmes/llp/national\\_en.html](http://ec.europa.eu/education/programmes/llp/national_en.html)

**For detailed information on applying, please consult also the following web pages:**  
[http://ec.europa.eu/education/programmes/llp/index\\_en.html](http://ec.europa.eu/education/programmes/llp/index_en.html)

European Commission

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