

<b>Programme</b>	<b>LIFELONG LEARNING</b>
<b>Subprogramme</b>	<b>GRUNDTVIG</b>
<b>Action Category</b>	<b>PARTNERSHIPS</b>
<b>Action</b>	<b>GRUNDTVIG Learning Partnerships</b>
<b>Objectives and description of the action</b>	<p>The Grundtvig Learning Partnership is a framework for practical co-operation activities between organisations working in the field of adult learning in the broadest sense - formal, non-formal or informal. Compared with the generally larger-scale Grundtvig multilateral co-operation projects, which are more 'product' - or outcome-oriented, the partnerships focus more on process, and aim to broaden in particular the participation of smaller organisations wishing to include European co-operation in their education activities.</p> <p>In a Grundtvig Learning Partnership trainers and learners from at least three participating countries work together on one or more topics of common interest to the co-operating organisations. This exchange of experiences, practices and methods contributes to an increased awareness of the varied European cultural, social and economic scene, and to a better understanding of areas of common interest in the area of adult learning.</p> <p>One of the participating organisations must act as coordinator. It is strongly advised to indicate at application stage which partners volunteer to act as replacement coordinators, should the original coordinator be rejected in the selection procedure.</p> <p>The participating organisations are encouraged to monitor and evaluate their transnational work and to interconnect it with the initiatives of their local community. They are also encouraged to cooperate with organisations and authorities at the national level, to ensure a sound basis for their ideas and activities and open up channels for dissemination. This will maximise the value of the transnational exchange, promote the circulation of good practice, and thus ensure the wider impact of results.</p> <p>The following activities may be supported:</p> <ul style="list-style-type: none"> <li>• Partner meetings and seminars between all institutions involved in the Partnership</li> <li>• Exchanges of staff and adult learners involved in project activities</li> <li>• Exchanges of experience and good practice, by all appropriate means and in particular using information and communication technology (e.g. websites, e-mail, video-conferencing)</li> <li>• Making of technical objects, drawings and arts objects related to the project</li> <li>• Fieldwork, project research, etc.</li> <li>• Preparation of performances (e.g. theatre plays, musicals, etc.)</li> <li>• Linguistic preparation for persons involved in the Partnership to ensure they possess the necessary competence in the working language(s) of the partnership</li> <li>• Co-operation with other projects in related subject areas (in particular Partnerships, projects and networks supported by Grundtvig) and sharing experience with other institutions in the region, etc., including mobility to relevant events organised by these</li> <li>• Self-evaluation activities</li> <li>• Organisation of exhibitions, production and dissemination of information material or documentation on the co-operation activities</li> <li>• Dissemination of project experience and outcomes</li> </ul> <p>In Grundtvig Learning Partnerships focusing on learner participation, learners should be actively involved in the project and their mobility should be encouraged as much as possible. Partnerships in the most mobility-intensive category, i.e. those with at least 24 "mobilities", must involve mobility for a minimum of 16 different adult learners.</p> <p>Learning Partnerships focusing on management of adult education and/or teaching methods provide teachers, trainers and other adult education staff with the opportunity to exchange experience and information, to develop together methods and approaches which meet their needs, and to test and put into practice new organisational and pedagogical approaches.</p> <p>In all cases, projects can involve co-operation with bodies from the local community, such as local authorities, social services, associations and enterprises.</p> <p>Among the learners, particular attention is given to including people from disadvantaged social groups where possible.</p>
<b>Who can benefit</b>	Staff and learners of participating institutions and organisations as well as the local community.
<b>Who can apply</b>	All kinds of institutions and organisations working in adult learning, whether formal, non-formal or informal.
<b>PRIORITIES</b>	Please verify with the relevant National Agency whether national priorities apply. There are no European priorities for GRUNDTVIG Learning Partnerships.
<b>HOW TO APPLY</b>	This is a decentralised action and applications have to be sent to the relevant National Agency.
Please consult the relevant Agency website for further information.	
<b>Selection Procedure:</b>	NA1
<b>Application Deadline(s):</b>	21 February 2012
<b>Duration</b>	

<b>Minimum Duration:</b>	2 years
<b>Maximum Duration:</b>	2 years
<b>Comment on Duration:</b>	
<b>FINANCIAL PROVISIONS</b>	
Please consult <b>Part I</b> of this Guide, Chapter 4 Financial Provisions for more information.	
<b>Applicable Grant Table(s):</b>	Table 4
<b>Maximum Grant €:</b>	See Table 4
<b>Comment on Funding:</b>	<p>Funding for Learning Partnerships is based on pre-defined lump sum amounts that depend on the countries involved and the number of "mobilities" planned by the applicant organisations. The term "mobility" refers to travel abroad by staff and learners to participate in Partnership activities in the partner countries. Each organisation involved in the same Partnership can apply for a different amount, depending on its own possibilities for sending out learners and staff and on its degree of involvement in the Partnership activities.</p> <p>If a partner organisation's mobility activities involve staff or learners with special needs, or travel to or from the "Overseas countries and Territories" (see Part I of this Guide), its mobility activities during the Partnership period may be reduced by up to 50% of the minimum mobility number for the Partnership category in question, upon prior request to and approval by the NA.</p>
<b>EVALUATION AND SELECTION PROCEDURES</b>	
Please consult Part I of this Guide, chapter WHAT IS THE LIFECYCLE OF A PROJECT for further information about the evaluation and selection procedures	
<b>Eligibility Criteria</b>	
<b>General eligibility rules:</b>	
The general eligibility criteria for applications in the LLP Programme are outlined in Part I of this Guide, Chapter 3.	
Participating countries: please refer to Part I of this Guide, section "Which countries participate in the Programme?"	
<b>Specific eligibility rules:</b>	<p>Applications must be submitted by institutions/organisations which are legal entities.</p> <p>The mobility planning table includes the planned mobility actions of each participating organisation.</p> <p>The number of mobility actions planned by each participating organisation respects the minimum number required for the grant amount (Partnership category) in question. Learning Partnerships consist of a minimum of 3 partners each located in a different country participating in the LLP, at least one of which one must be an EU Member State.</p> <p>Please verify with the relevant National Agency whether additional national requirements apply.</p>
<b>Minimum number of Countries:</b>	3
<b>Minimum number of Partners:</b>	3
<b>Comment on participants:</b>	See above
<b>Award criteria</b>	<p><b>1. Relevance</b></p> <p>The Partnership addresses a subject which is relevant for adult learning in the countries participating in the Partnership. The objectives of the Partnership are clear, realistic and in line with those of the Grundtvig programme. The results envisaged are relevant for adult learning.</p> <p><b>2. Quality of the work programme</b></p> <p>The work programme is appropriate for achieving the objectives and suitable for the partnership type in question. The tasks are clearly defined and distributed among the partners in such a way that the results can be achieved within the timeframe envisaged. All partners are actively involved.</p> <p><b>3. Impact and European added value</b></p> <p>The impact and benefits of European cooperation on the participating institutions and the participating staff and learners are clear and well defined, and the methodology for evaluating the impact and benefits is clear. The application shows that the different partners will work in close cooperation and achieve results which would not be attained at a purely national level.</p> <p><b>4. Quality of the Partnership</b></p> <p>The participating organisations are appropriate for the topic on which the Partnership will be working. There is an appropriate balance between partners in terms of their involvement in the activities to be carried out. Appropriate measures have been planned to ensure effective communication and cooperation. The relevant staff and learners will be involved in the planning, implementation and evaluation of project activities. The project is integrated into the activities of the participating institutions/organisations.</p> <p><b>5. Dissemination and exploitation of results</b></p> <p>The activities planned for dissemination and exploitation of results are relevant and well defined. They involve all the participating organisations and, if possible, the wider community.</p>
<b>CONTRACTING PROCEDURES</b>	
<b>Probable sending date of pre-information on the results of the selection process</b>	July
<b>Probable sending date of agreement to the beneficiaries</b>	July
<b>Probable starting date of the action</b>	August