

GINCO: Quality and validation of competencies in EU Adult In Service Training

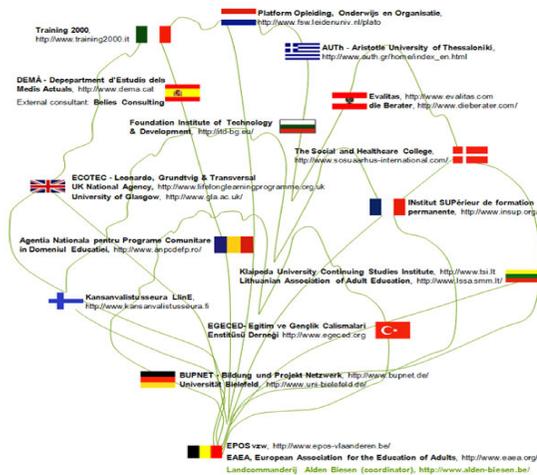
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Introduction

GINCO is a GRUNDTVIG network run by an international consortium of 21 partners. The aim of the network is to share expertise, to partner and share useful material and to enhance communication and cooperation in order to improve the quality of GRUNDTVIG courses, to enlarge the scope of provision and to improve the visibility and success of the action and the courses.

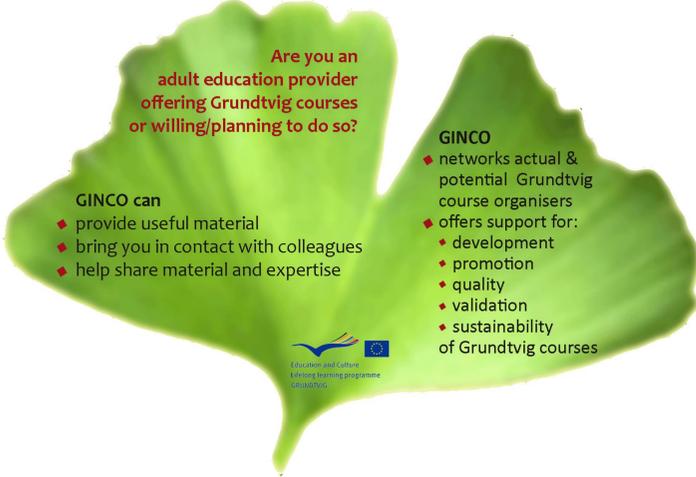


Aims and Objectives

GINCO wants to network with actual and potential GRUNDTVIG course organisers; not only offering a forum for cooperation and exchange of expertise but also offering support for the development, promotion of access, delivery, accreditation and sustainability of their course provision.

GINCO aims to help course organisers and stakeholders:

- To improve the quality of GRUNDTVIG European training provision and its accreditation systems.
- To share expertise with other (potential) GRUNDTVIG course organisers.
- To strengthen the cooperation between the relevant stakeholders: adult education providers, LLP National Agencies, the European Commission and other.
- To contribute to their professionalization concerning GRUNDTVIG course provision and delivery
- To help expand the GRUNDTVIG course offer in LLP countries
- To support the dissemination and sustainability of GRUNDTVIG courses .



What is a GRUNDTVIG Course?

If you are an eligible adult formal or non-formal education provider and you want a course you plan to be eligible for the participation of GRUNDTVIG grant holders, there are some rules you have to answer to:

It should be a structured course for adult or school education staff with a strong European focus in terms of subject matter and profile of trainers and participants lasting at least 5 working days (travel time excluded).

Eligible training activities must concentrate on providing participants with practical teaching skills, techniques, methodologies or skills related to management of learning.

The training must be delivered in one of the countries participating in the LLP Programme.

The training team should be multinational and have significant experience of more than one European education system. This requirement does not apply to courses with a significant language content aimed at language teachers.

You must make every effort to ensure that trainees come from at least three countries participating in the Lifelong Learning Programme. It is recommended that one nationality should constitute maximum 30% of all participants of the course.

You must provide the training in one (or more) of the 23 official European Union languages and give participants training and information materials in at least one of these languages.

You must include a final evaluation session at the end of the training activities, so that participants can report their opinion on the quality of the training. You are also advised to organise interim evaluation sessions throughout the training event, if relevant.

You must certify attendance at the training activity by certificate or otherwise.

Course organisers will also have to sign a 'declaration of compliance' before the LLP National Agency can enter the course in the course data base.

The course database is available on <http://ec.europa.eu/education/trainingdatabase/>

Issues of Quality in the GINCO Network

In order to achieve its objectives, The GINCO network will provide a wide range of support available to cover the specific needs of GRU training providers such as:

- * supporting course organisers to link up their courses with LLP policy
- * supporting organisers in applying appropriate, innovative adult LLL didactics for their courses
- * promoting the appropriate use of ICT in preliminary, face to face and follow up phases
- * supporting course providers in their care for quality
- * supporting improving intercultural skills of course organisers
- * provision of evaluation frames for the courses
- * supporting the organisers in follow-up and transfer of learning outcomes
- * helping organisers focus on course impact on participants
- * improving dissemination of programme opportunities and courses
- * analysing national course provision in LLP countries and develop strategies to turn this offer into Grundtvig course provision

What should be evaluated and when in a GRUNDTVIG Course?

	Pre-course	Course development	Course implementation	Post-course follow up
Basic conditions and strategic planning				
Outreach and marketing				
Needs assessment				
Goal setting				
Designing the course				
Construction the learning environment and materials/aids				
Managerial organisational activities				
Teaching, training, educating				
Social facilitating				
Assessment, monitoring, evaluation				
Networking, sustainability, embeddedness				
Policy feedback				

Quality and ICT for Grundtvig courses

Quality and ICT for Grundtvig courses was the theme of the first international conference hosted in Izmir, Turkey in 2010, organized by the GINCO consortium focusing on the quality of delivery of Grundtvig courses and on the appropriate use of ICT before, during and after courses. The conference targeted actual Grundtvig in-service training course organizers, all adult education organization willing/planning to organize such courses and all stakeholders in the field: LLP National Agencies, adult education policy makers, programme developers etc.

Validation of learning outcomes in GRUNDTVIG IST courses.

According to GINCO the Grundtvig IST course system offers the ideal structure for an effective and useful introduction of mechanisms for validation of learning out- comes in the AE sector. There are two reasons:

- * There is an intrinsic reason for Grundtvig course organisers to validate the learning outcomes of the participants at their course. A learning out- come validation system would therefore considerably increase the value of a Grundtvig course for its participants.
- * There is also a strategic argument. Grundtvig IST course participants are adult educators: teachers and trainers in a sector that is a major contributor to non-formal and informal learning. Adult educators, participating in a Grundtvig course, will experience the mechanisms of validation and will experience the value of evidenced competence development. These issues were discussed at the 2nd International Conference in Thessaloniki, Greece 2011.

GINCO AWARDS: QUALITY COURSE PROVISION FOR GRUNDTVIG IST - AN INTERNATIONAL CONFERENCE - Hasselt, Belgium, 26 – 29 September 2012

The GINCO network has carried out a statistical analysis of the Training Database. Also the West Of Scotland Colleges' Partnership' has carried out a study on offer and impact of the Grundtvig IST action. These analyses will be the basis for discussion and further development of tools and policy recommendations. The main objective of the conference is to improve this course offer in terms of quality and relevance. The GINCO AWARD selection – a quality label for Grundtvig courses – has been carried out by the GINCO network in 2012 in cooperation with the National Agencies. The award winners in the 3 categories: ICT use, quality care and validation of learning outcomes will receive their award. These courses will be presented as examples of good practice in the workshop sessions. All relevant material, developed in the 3 year life span of the network will be presented.

Acknowledgments

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For further information

Please go to <http://www.ginconet.eu/home> Where more information on all aspects of this project and further details on all activities and outputs can be obtained. A PDF version of the poster is available from the author: Muir.Houston@glasgow.ac.uk