



Education and Culture DG

Lifelong Learning Programme

Grundtvig

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for Combating
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Social Exclusion



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Grundtvig Tenth Anniversary Conference

European Cooperation in Adult Learning –
Shaping the Future

THE GRUNDTVIG PROGRAMME 2000-2010

Facts, Figures, Examples



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FACTS, FIGURES, EXAMPLES

The present document was compiled from various sources by unit EAC-B3 (Adult Education – Grundtvig) in the European Commission's Directorate-General for Education & Culture, with assistance from GHK. Statistics on the centralised actions were provided by the Education, Audiovisual and Culture Executive Agency. The contents of the project descriptions and the views expressed do not necessarily reflect the official position of the Commission

THE GRUNDTVIG PROGRAMME 2000-2010 – FACTS, FIGURES, EXAMPLES

The present document is designed to support the main Background Document for the Grundtvig Tenth Anniversary Conference (Copenhagen, 22-24 September 2010) by providing some basic facts and figures on the programmes, together with feedback from participants and examples of the activities supported.

I. BUDGET AND ACTIVITIES SUPPORTED

In 2010 Grundtvig has at its disposal a budget of around € 62 million, of which 73% are allocated to the "decentralised" actions managed via the National Agencies and 27% to the centralised actions managed by the Commission and the Executive Agency. Since its inception in the year 2000, the budget allocation for the Grundtvig programme has totalled some € 370 million. These funds have enabled the following activities to be supported:

Decentralised Actions

- **Learning Partnerships (LPs):** Practice- and process-oriented, often smaller scale projects between at least 3 countries around a subject of common interest; generally with strong learner involvement. Every year, some 80,000 adult education staff and learners are involved in the partnerships, almost 20,000 of whom carry out 'mobility' assignments to another European country. 13,464 grants have been awarded to enable organisations to participate in the Learning Partnerships since the start of the programme.
- **Mobility grants for adult education staff:** Four types of activity are now supported: Participation in *In-service training courses, Visits & Exchanges* of up to 12 weeks for teaching assignments, attending conferences and seminars, providing or undergoing non-formal training activities such as job-shadowing etc.; *Assistantships* for longer term professional activities abroad lasting from 12-45 weeks; *Preparatory Visits* to facilitate partner-finding for future projects and partnerships. By the end of 2010 around 15,000 grants will have been awarded for such staff mobility activities since Grundtvig began.
- **Grants for adult learners:** In addition to the opportunities for learner mobility within the Learning Partnerships, mobility grants are provided to enable adult learners to take part in *Grundtvig Workshops* (multilateral learning events with 10-20 learners from at least 4 countries), or to undertake volunteering activities as a form of informal learning within bilateral *Senior Volunteering Projects* for people over 50. Well over 3,000 learners have participated in the first experimental year of these new actions in 2009.

Centralised Actions

- **Multilateral Projects:** Larger scale, output-oriented projects involving at least 3 countries, to develop and transfer innovation
- **Thematic Networks:** Strategy-oriented networks of organisations from at least 10 countries, each in a specific field of adult learning, to promote needs analysis, encourage inter-project cooperation and strengthen the interface between policy and programme
- **Accompanying measures:** Projects to underpin the programme which would not be eligible under the main Actions (dissemination, conferences, etc.).

Some 700 such initiatives have been funded under the centralised actions since the programme began, involving around 4000 partners Europe-wide.

Further detailed statistics are provided in the Statistical Annex to this document.

II. PARTICIPANT SATISFACTION

A survey of Grundtvig beneficiaries was undertaken to find out what they thought of the programme. Here are some results:

On the projects' side...

- 83 % of project beneficiaries say the project would not have taken place without Grundtvig
- 92 % say the project has increased sustained cooperation amongst the partners although 56 % of beneficiaries were working with their partners for the first time
- 91 % acknowledge that the project has increased the European outlook of individuals and institutions
- 96 % of beneficiaries reported that the project has stimulated the exchange of good practices
- 92 % of the organisations report that the results or the learning derived from the project have been adopted in practice within the organisation to some extent and 71 % recognise that the project has improved the quality of teaching / curricula
- 83 % of project beneficiaries reported that some or all of the projects' activities continued after the end of the funding and 75 % reported that the project outputs were still in use within their organisation
- 70 % of project beneficiaries underline that the project has widened access to adult learning and developed new routes into education
- 75 % of project beneficiaries say that the project has improved information, guidance and support for learners
- Although Grundtvig addresses specifically non-vocational adult learning, 56 % of institutions say that the project has improved the employability / adaptability of participants; the rate is 47 % for participants facing disadvantage

On the staff mobility side...

- 79 % of beneficiaries say the training course they attended met most or all of their objectives
- 72 % report that their participation was accredited
- 70 % rate the added value of their participation in the Grundtvig training for their employer organisation as high or very high

And here is what participants say about their "Grundtvig experience"...

Adult education staff

Christophe, a French sign-language instructor visited Cyprus with the help of a Grundtvig in-service training grant:

"My job-shadowing experience consisted in an observation placement at the Deaf Federation of Cyprus in order to have an idea about their activities and experiences. The main objective of this job-shadowing visit was to gain an understanding of the methods/approaches used for both social and working inclusion of deaf people, as well as to observe activities developed by the deaf community in Cyprus more generally. For me this was also an opportunity to discover and appreciate the Cypriot education system targeted at deaf learners. I had the opportunity to observe some learners during an entire week. During my stay, I was guided by the President of the National Federation of Deaf and I had the opportunity to meet the Minister of Labour. This experience has been a tremendous success. I visited and met a number of organisations and actors active in promoting literacy. I attended courses targeted at young deaf people. This job-shadowing experience allowed me to better understand Cypriot deaf culture, which seems to share, with all other European deaf communities, a number of values and activities. I was encouraged to further learn and compare my experience with people I met in Cyprus, I further developed my sign language competences and gained a better understanding of the learning process that has to be implemented when teaching deaf learners. The opportunity to exchange experiences and compare them with different approaches and education systems was of great benefit to my school. My motivation to continue to stress the need for the recognition of sign language and the specific learning needs of deaf people, has unquestionably been greatly reinforced."

Annika is a teacher and responsible for internationalisation at a Swedish folk high school; she undertook a job-shadowing at the Education Board in Birmingham, UK:

"To get the opportunity to study in another country is a chance out of the ordinary. You cannot help but being influenced. I learned how you can work in a different way from what we are used to in the Swedish folk high schools. This inspired me to start to do things differently at home. I also improved my English considerably and gained better self-confidence, both in talking and in writing. New educational winds are blowing which, in my opinion, we are not quite aware of in the schools. That is why my visit to England was such a good source of inspiration to new ways of thinking, not only for myself but also for my colleagues. At the moment we are busy discussing internationalisation at my school and I am sure it will influence our students in a positive way."

Eva is a teacher and the managing director of a Czech Language School. She attended the course "Neuro-Linguistic Programming in the English Language Classroom":

"This course gave me an extremely high motivation to continue these studies in the near future. It really met my continuing professional development needs, greatly enhanced my skills and career prospects. The course helped me to reflect critically on my way of teaching, I acquired a lot of new teaching methods and skills and finally it led me to use these new teaching approaches in my school. I gained access to a huge range of teaching and learning materials too. I believe this will help me to motivate our learners and to open our school to new groups of adult learners. Participating in this activity also increased my knowledge of other countries and especially of the ways of teaching there. I exchanged experience with colleagues from Italy, Sweden and Poland. We are all in email contact, share new ideas and report on our progress."

John, from the Department of Lifelong Learning at the Institute of Technology, Tallaght, in Ireland, attended The Whats and Hows of Adult Numeracy–European Numeracy Seminar hosted by VOX, the Norwegian agency for lifelong learning, in Oslo:

"The opportunity to develop personal contact with a network of experts in the field, will have a far-reaching effect on the depth, quality and relevance of the future findings of this work while at the same time, adding to the research capacity of the Institute of Technology, Tallaght. Over the course of a few days...it was possible to explore different approaches to the problem, to highlight our shared objectives, and...establish a platform to support our shared future within and across the European Union."

Learners

Richard, from France: *"Grundtvig 2 is a Learning partnership but for me it was more: it was learning about me and a learning experience"*

Ivan, from Slovenia, was selected to participate, as a learner, in the Learning Partnerships conference "Bridges to co-operative adult learning in Europe": *"The opportunity to attend the European conference – that was something very special. I never had a feeling that I, Ivan, could be something special"*.

Richard, from the UK, is in his 80's and participated in the Learning Partnership "New approaches for Adults and their Multiple Intelligences": *"I have been a loner most of my life and did not particularly enjoy the company of others, but this has proved to me that I can join and enjoy myself"*.

Michelle was a learner in the Learning Partnership "Basic Skills and Social Enterprises", coordinated by Lancaster & Morecambe College, UK. The project aimed at identifying good practice developed by partners in engaging normally disaffected adults in lifelong learning, particularly where there is a need for basic skills development. Here's what she says about her participation:

- ❖ *I felt nervous and excited when I got the chance to visit Athens as part of the Grundtvig Partnership. I had to leave my young children in the care of others for the first time and find out how to get copies of my birth certificate to get a passport. I was also petrified of flying for the first time!*
- ❖ *In Athens, we visited different social enterprises and I found out more about how things are funded. This made me appreciate much more the opportunities I've had in this country.*
- ❖ *Since returning I haven't stopped talking about it! Last week a neighbour was telling me about her travels and I could share my experience. I could never have done that before as I hadn't been anywhere. It felt great!*
- ❖ *I go to my local community centre and am involved with Parents and Toddler groups and the Tenants Association. I used to sit back and listen, now I'm more confident in joining in and making my voice heard. I've also given a presentation at the Town Hall about the visit. I would never have done this before.*
- ❖ *It was a once in a life time experience. I'll never forget it.*

Other participants said:

"I would describe the visit as one of the most interesting, positive, uplifting experiences I have ever had"

"I feel I learned a few things about myself as well as others and found my motivation levels rising, enabling me think about my own achievements and the more to come".

"The word 'Integration' now has a different meaning. I feel less German and more European and I became more interested in the life-stories of migrant families living in my neighbourhood."

III. EXAMPLES OF GRUNDTVIG ACTIVITIES 2000 – 2010

The Grundtvig projects, partnerships, training courses and workshops described in the boxes that follow are intended to give a flavour of the types of activities undertaken under the Grundtvig programme 2000 – 2010. They relate to the contributions of the Grundtvig programme to the areas of adult learning set out in the Background Document for the Tenth Anniversary Conference (Copenhagen, 22-24 September 2010).

The examples chosen should not necessarily be regarded as constituting the systematically "best projects" from the Commission's point of view, but they illustrate the breadth and variety of ways in which Grundtvig contributes to stimulating innovation, improving quality and strengthening the European dimension of adult learning.

This collection of examples complements several other sources of information on Grundtvig outputs, notably:

- the many examples of Grundtvig activities identified in the documentation for the European Dissemination Conference "Grundtvig - A decade of European Innovation in Adult Learning" (Brussels, January 2010): see http://ec.europa.eu/education/grundtvig/doc1974_en.htm
- the yearly Grundtvig *Success Stories* publications – see http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm
- the annual compendia of Grundtvig Learning Partnerships – see http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm
- the annual compendia of Grundtvig Projects and Networks – see http://eacea.ec.europa.eu/lip/results_projects/project_compendia_en.php
- subject-specific collections, notably catalogue and analysis of Grundtvig partnerships, projects and networks identified for the European Conference on Prison Education "Pathways to Inclusion" (Budapest, February 2010) – see http://ec.europa.eu/education/grundtvig/doc2047_en.htm.

Examples of Grundtvig activities using adult learning to combat social exclusion

The **WOMEN: Gender Equality Creates Democracy** project (2003 – 2006) defined ways of ensuring equal opportunities for women and men by sharing good practice at European level. It succeeded in building bridges and social partnership between organisations from civil society and the political world in order to encourage and monitor gender sensitive policies. It also improved learning opportunities for a wide range of adult education stakeholders on gender equality issues. The project further contributed to capacity building through production of a curriculum, a manual and a transnational in-service training course for adult education personnel.

The **GAME ON** (2006 – 2008) project created highly motivating e-learning materials and e-games in small, accessible units, to support the personal development and the work-maintenance competences of prisoners and ex-offenders, including additionally marginalised groups of prisoners (i.e. deaf prisoners and those with a learning disability). Prisoners were fully engaged in the design, implementation and evaluation of the materials.

The project **A Sporting Chance** 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 provided a means by which young people can become active in the local community and re-start to learn. Partners from ten countries put the accent on teaching and learning for and with so-called deprived groups - young people who fail at school, disadvantaged ethnic groups or people living in isolated rural areas. The **SOCCER project (Social Citizenship Competence Recognition)** tried to find out what citizenship means in practice and how it can be taught as an attitude and a skill. In the course of the project, partners exchanged teaching modules, games and other tools and created the project's "White Book".

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. The **RURALpro** project developed a "European Training Course for Future Professional Trainers of Regional and Rural Development," using a holistic approach toward rural development to address the dramatic and complex socio-economic changes affecting rural areas across Europe.

The Partnership **Living in Europe** enabled institutions from Germany, Belgium and Spain working with disabled people to exchange their experiences in special needs education for adult learners and to improve the existing pedagogical approaches. The project **Act Well: Art and Creativity: Together Working and Learning at European Level** promoted positive attitudes towards the inclusion of young adults with learning difficulties and provided new innovative learning approaches. The project equipped the adult learners with new skills and confidence and art was used to present the daily lives of those with a disability. Since the project's completion, a new Grundtvig multilateral project began in 2009 (**FOCAL – Fostering Creativity in Adult Learners with Disabilities through Arts**) and the artistic works produced in Act Well will be exhibited in five European countries during 2010-2011.

The project **Teaching Sign Language and the Culture of the Deaf** wanted to raise awareness on European deaf culture, illustrate teaching methods for deaf students, and introduce the theory behind sign language. The course was aimed at reaching those with experience in sign language but without formal teaching qualifications.

The project **EducaRom** introduced the idea of lifelong learning to the Roma population and produced the first ever tailor-made learning materials for Roma adults – a prerequisite for promoting the participation in adult education.

The project **E-learning while in Hospital** promoted informal e-learning activities for adult patients in hospitals who are spending a longer period at hospital due to severe or chronic illness.

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.

Examples of Grundtvig activities contributing to literacy, numeracy, basic skills

EMMA – European Network for Motivational Mathematics for Adults (2005 – 2007) addressed the challenges experienced by adults learning numeracy.

FORWARD, Forum for Writing and Reading Difficulties in Adults - increased the quality of adult literacy work in many countries and produced, through a subsequent project, a set of materials that can be used by trade union shop stewards to improve literacy skills. The cooperation eventually led to the creation of **two basic skills and literacy networks** in Europe, one funded by Grundtvig.

The **MABEL project (Multi-disciplinary Approach to Adult Basic Education and Learning in Prisons)** developed and explored a multidisciplinary approach to adult and basic education and learning in prisons.

Examples of Grundtvig activities using adult learning to promote active and responsible citizenship

The **TEACH – Teaching European Active Citizenship** - project (2004 – 2005) based on grass-roots research among adult learning practitioners in several European countries identified a list of active citizenship competences and developed a related training approach. It subsequently developed and delivered a Grundtvig IST course aimed at improving the training of persons involved in formal and non-formal adult education in the area of active citizenship. By using a common European view on the competencies related to active citizenship and an easily transferable and adaptable methodology, the project strengthened the quality of adult education for active citizenship in Europe. The course is included in the Grundtvig/Comenius Catalogue of In-Service Training courses and to date has been offered nine times.

The **SLIC - Sustainable Learning in the Community** – project (2007 – 2009) developed methods to empower older people to become active citizens and, at the same time, develop their skills and competences through formal and non-formal learning. SLIC made a contribution to explicitly linking the concepts of participation, community involvement and lifelong learning. It offered older people an opportunity of reflecting on how and what could be their contribution, which competences they had/could build on.

The **Plus Volunteers for cultural heritage** project (2007-2009) designed and delivered short training modules for volunteers and coordinators of institutions on the grounds that organisations involving volunteers must offer adequate training, not only to provide the competences necessary to carry out what may be very specialised tasks, but also to contribute to the volunteers' growth as individuals, as members of a community and as European citizens.

The project **WARM Europe - Women as Role Models** in Europe investigated gender stereotypes and explored educational paths to diminish these stereotypes with a particular emphasis on very accessible positive role models.

The Grundtvig project **EWEC: Empowering Women to Active European Citizenship** strengthened women's political participation in Europe with a strong focus on strengthening women's European perspective and their influence at a European level.

The Partnership **Practice Makes Perfect: Promoting European citizenship through language** 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 project **Meta Europe: Media Training Across Europe** developed a training course to help raise media skills of teachers working in non-formal adult education. Participants learned how to work with local social groups in the context of community media (particularly radio). They developed skills to encourage individuals and groups to speak out with their interests and opinions, thus introducing members of local groups to a new means of communication and cultural exchange.

In the **ROSAE project (Road Safety in Adult Education)**, each partner focused on different target groups: police and safety services, policy-makers, driving instructors or associations representing the families of road victims. They contributed to defining a set of educational curricula on responsible driving and road safety policies and developed the proposal for a curriculum and a classroom course entitled "Road Safety Education for Adults", a guide addressed to adults and young adults learners and a CD-ROM looking at road safety education in six European countries.

The project **Growing with compost** offered training for adults and educational support to both organisations and individuals that wish to develop local community composting initiatives. The idea was to link organic waste management and horticultural services with social employment and education and training for adults at community level. The project developed a toolkit of resources which anyone can use to develop training programmes and seminars and also created a network of demonstration sites all over Europe showing innovative practices.

Examples of Grundtvig activities contributing to the development of artistic and cultural creativity

The materials produced by **CONNECTION - Cultural Organizations as Learning and Communication Environments** (2007-2009) - strengthened the learning dimensions of cultural organizations (archives, libraries, museums, cultural centres) by adapting, developing and transferring specific adult education methodologies, providing materials and techniques for organizational development and management and developing a Grundtvig IST course.

The **INEXTEX - Innovative exchange of knowledge, experiences and methods based on the cultural heritage of textiles** – project (2007-2009) developed methods for the renewal of the textile inheritance so as to inspire, stimulate and teach people how to use museums collections as sources of inspiration to create innovative new products. It highlighted how different cultural heritages can lead to the development of innovative learning processes in Europe.

The project **MAP for ID - Museums as Places for Intercultural Dialogue** – (2007 – 2009) experimented with the ways in which museums can support intercultural learning and dialogue and contribute to social and cultural inclusion. Some 30 pilot activities generated diverse initiatives, contacts and relationships in very different museums and organisations, addressed different audiences and carried out different actions, all with a common goal. This project is linked to and has developed through, a number of previous Grundtvig activities including: **Museums tell many stories** (LP) and **Lifelong Museum Learning** (MLP) and has led to a Grundtvig network funded in 2010.

Developing reading habits among adults is one of the best ways to raise their intellectual and social activity. The **READCOM (Reading Clubs for Adult Learning Communities)** Partnership achieved this aim by organising groups of adults, particularly seniors, interested in lifelong learning through reading.

The **Lifelong Museum Learning project (LLML)** is borne out of the fact that museums and other non-formal learning environments have a lot to offer in terms of bringing education closer to citizens and in providing learning opportunities for everyone. As part of this project, museums all over Europe set out to review and revise their relationship with society and local communities. They launched significant actions to create social change and integration, as well as to get more people interested in education.

In the project **Sing, smooth and smile**, simple tools such as ethnic music, heritage and local traditions were used effectively by the partners to make music therapy part of adult education in ways which were part of everyday life and which therefore make the learners' social inclusion continuous and natural. Whilst the project has now been completed, agreements have been made with outpatient clinics, hospitals, rehabilitations centres and groups representing cancer sufferers. New local initiatives have also been funded by the municipalities.

An Estonian beneficiary received an In-Service grant to attend a course dedicated to the methods used in music- and voice-therapy. As a result of the course, a training module "**Music in the hospitals**" has been developed and inserted in the curriculum of the further training course in the faculty of art therapies in Tallinn University

Examples of Grundtvig activities contributing to the integration of migrants and to intercultural awareness

To help European teachers and trainers who are on the front line of globalisation and work with people from a variety of cultural backgrounds, the project **Stars under the Cobblestones – Multicultural skills for teachers of adult education** designed a training course for them to acquire the skills and expertise to understand and recognise a multicultural environment as a valuable learning resource.

The **Equalineurope** project developed and managed an international, pre-professional online course for practitioners working with refugees and asylum-seekers in host countries. The project and training course was designed to provide tools and strategies for improving their professional abilities and skills in the field.

The **SPICES partnership (Social Promotion of Intercultural Communication Expertise and Skills)** developed a training course and supporting materials to provide knowledge and skills to educators who intend to create tailor-made courses for professionals working with foreign citizens, such as teachers of second languages, police officers, civil servants, medical doctors, operators in migrant centres, and other professionals, to improve their methods of communication and interaction.

The **INTEGRATION** project sought to improve the intercultural competence of pedagogical staff and teachers in different institutional environments in Europe as well as that of their target groups. Training material was developed in cooperation with migrants and is now partially available on the project's e-learning platform.

The **UNEC – Uniting Europe through Cultures** project (2006 – 2008) strengthened intercultural adult education and training systems by supporting adult education staff to gain a set of comprehensive intercultural communication competences for (and in) a multicultural classroom, in order to meet the challenges of intercultural communication and education in Europe. The project also promoted the teaching of lesser taught languages (Dutch, Finnish and Irish), thus creating an innovative approach to intercultural learning.

The Partnership **Immigrant Pathways** analysed 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 discrimination.

The **Religious Diversity and Anti-Discrimination project** developed and managed a new training programme to address diversity and discrimination issues around religion. The programme included subject-specific modules on anti-Semitism and discrimination against Islamic people, and is designed to help enhance adult education in areas where information about religious diversity and discrimination is needed.

The project **European Women between Tradition & Transition** invited women from the host country and from migrant groups to work creatively together, in a non-hierarchical way, building up respect and better understanding. They improved their intercultural communication skills through art works representing their views. These art works were part of a travelling exhibition "Grandmothers-Mothers-Daughters", for raising public awareness.

Examples of Grundtvig activities that have contributed to the integration of seniors, intergenerational learning and family learning

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 **e-Learning for Senior Citizens Academy** (2007 – 2009) supported heterogeneous groups of seniors to become involved in the information and knowledge society through the use of ICT both as a learning medium and learning content.

In the Partnership **NEW ROLE**, adult education providers from six countries worked with enterprises, local authorities and other agencies to support the personal learning and development needs of older workers.

Still Active! Performing voluntary service after age 55 - A (Survival) Training Scheme (2003 – 2005). The latter project provided seniors with knowledge on European matters and EU policy development through the creation of a mobile educational unit and the production of materials. 180 training sessions were organised by partners with the support of local authorities.

The **FamCompass** project (2007 – 2009) facilitated access to education and employment for disadvantaged groups through the development of a tool to assess family-related competences: the Family Competences Portfolio (FamCompass). The project examined the types of competences required in formal training programmes in social work related to families, care and childcare. In addition, FamCompass validated other types of knowledge and competencies, e.g. developed in voluntary work or political activities.

The **European Family Learning Network** (2007 – 2010) has contributed to the improvement and dissemination of a methodology that was innovative for the majority of countries. The cooperation between the small organisations taking part in the network led to remarkable results in terms of teaching and learning methods, and resulted in policy change in at least one European country (a reference to “family learning” was introduced in the Education Law of Liguria, Italy).

Examples of Grundtvig activities that have contributed to bridging the digital gap in Europe

The **ICAR** project (**I**nternet **C**ommunication and **A**ctive **R**ehabilitation for **P**eople **w**ith **M**ental **D**isorders) helped 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. The partners developed a concept and a programme for IT training courses, a training manual and a website.

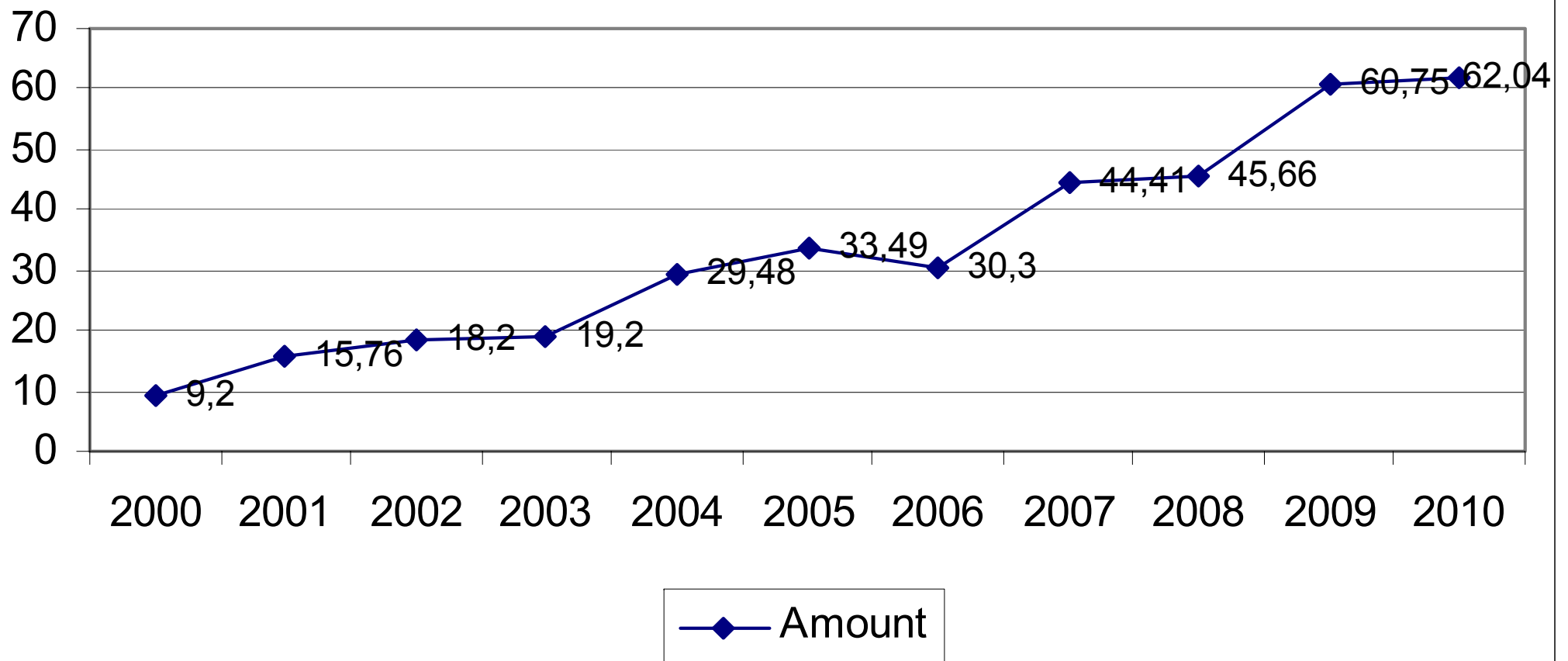
More and more Europeans have Internet access, but so far many older people have been excluded from recent ICT developments. **The EuCoNet (European Computer Network –Opening the internet for the elderly)** developed learning and teaching methods for seniors and exchanged existing approaches like peer-learning and intergenerational learning.

The 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.

The **Collaborative Learning in Teacher Training (COLTT)** project attempted to address a lack of familiarity with information and communication technology (ICT) while providing much needed training for adult education professionals. The project focussed on the use of new communication technology in education.

STATISTICAL ANNEX

GRUNDTVIG BUDGET 2000 - 2010 (in € Mio)



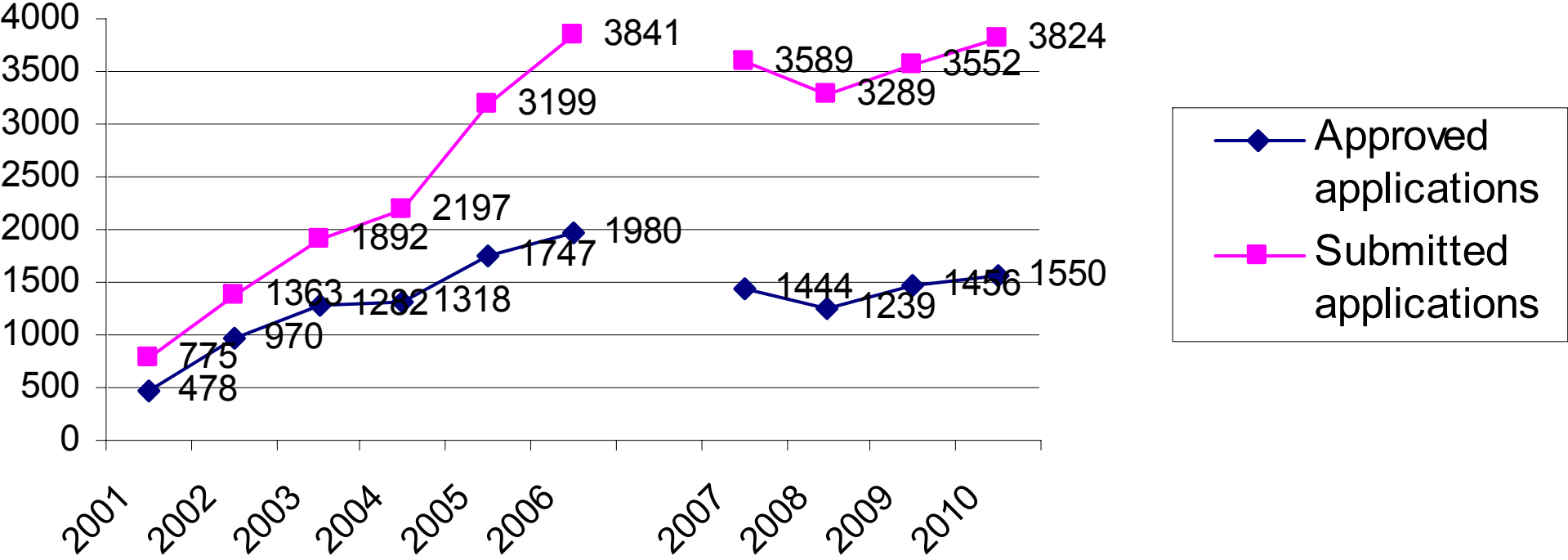
GRUNDTVIG LEARNING PARTNERSHIPS, BASIC DATA 2001-2010 - Applications received

National Agency	2001	2002	2003	2004	2005	2006	2001-2006	2007	% of EUR-31	% change 2007/06	2008	% of EUR-31	% change 2008/07	2009	% of EUR-31	% change 2009/08	2010	% of EUR-31	% change 2010/09	2007-2010	National Agency
Belgien (de)	1	0	2	3	5	5	16	5	0,14%	0%	2	0,06%	-60%	4	0,12%	100%	4	0,10%	0%	15	Belgien (de)
Belgique (fr)	8	23	24	30	44	42	171	30	0,84%	-29%	33	1,00%	10%	35	1,08%	6%	38	0,99%	9%	136	Belgique (fr)
België (vi)	11	18	27	23	48	55	182	51	1,42%	-7%	33	1,00%	-35%	38	1,17%	15%	46	1,20%	21%	168	België (vi)
Belgium (3 comm)	20	41	53	56	97	102	369	86	2,40%	-16%	68	2,07%	-21%	77	2,37%	13%	88	2,30%	14%	319	Belgium (3 comm)
Bulgarija	21	27	51	69	103	139	410	91	2,54%	-35%	98	2,98%	8%	95	2,92%	-3%	123	3,22%	29%	407	Bulgarija
Kypros	3	8	10	21	36	56	134	61	1,70%	9%	41	1,25%	-33%	43	1,32%	5%	45	1,18%	5%	190	Kypros
Ceska Republika	26	49	53	33	93	113	367	101	2,81%	-11%	89	2,71%	-12%	82	2,52%	-8%	89	2,33%	9%	361	Ceska Republika
Deutschland	68	125	150	162	246	306	1.057	267	7,44%	-13%	232	7,05%	-13%	230	7,07%	-1%	279	7,30%	21%	1.008	Deutschland
Danmark	28	40	72	57	62	72	331	66	1,84%	-8%	41	1,25%	-38%	35	1,08%	-15%	48	1,26%	37%	190	Danmark
Eesti	12	13	22	24	45	50	166	48	1,34%	-4%	36	1,09%	-25%	40	1,23%	11%	57	1,49%	43%	181	Eesti
España	74	140	207	214	295	314	1.244	255	7,11%	-19%	209	6,35%	-18%	217	6,67%	4%	271	7,09%	25%	952	España
Suomi-Finland	38	55	63	67	102	92	417	89	2,48%	-3%	62	1,89%	-30%	49	1,51%	-21%	61	1,60%	24%	261	Suomi-Finland
France	55	88	98	122	148	186	697	174	4,85%	-6%	207	6,29%	19%	180	5,54%	-13%	184	4,81%	2%	745	France
Ellas	24	52	65	85	124	132	482	150	4,18%	14%	123	3,74%	-18%	111	3,41%	-10%	144	3,77%	30%	528	Ellas
Magyarország	18	28	36	44	78	77	281	98	2,73%	27%	101	3,07%	3%	100	3,08%	-1%	109	2,85%	9%	408	Magyarország
Ireland	11	34	37	36	58	53	229	39	1,09%	-26%	41	1,25%	5%	35	1,08%	-15%	41	1,07%	17%	156	Ireland
Island	1	5	8	6	10	13	43	8	0,22%	-38%	11	0,33%	38%	17	0,52%	55%	18	0,47%	6%	54	Island
Italia	73	157	231	286	361	395	1.503	412	11,48%	4%	432	13,13%	5%	428	13,16%	-1%	463	12,11%	8%	1.735	Italia
Liechtenstein	0	0	0	0	2	0	2	0	0,00%	0%	2	0,06%	--	0	0,00%	-100%	2	0,05%		4	Liechtenstein
Lietuva	16	26	42	69	109	122	384	132	3,68%	8%	119	3,62%	-10%	118	3,63%	-1%	157	4,11%	33%	526	Lietuva
Luxembourg	1	1	3	7	8	14	34	8	0,22%	-43%	6	0,18%	-25%	8	0,25%	33%	8	0,21%	0%	30	Luxembourg
Latvija	11	19	23	41	59	66	219	75	2,09%	14%	65	1,98%	-13%	79	2,43%	22%	68	1,78%	-14%	287	Latvija
Malta	1	6	12	20	31	45	115	25	0,70%	-44%	17	0,52%	-32%	21	0,65%	24%	29	0,76%	38%	92	Malta
Nederland	19	26	51	49	71	88	304	62	1,73%	-30%	44	1,34%	-29%	64	1,97%	45%	73	1,91%	14%	243	Nederland
Norge	24	37	37	26	44	56	224	55	1,53%	-2%	33	1,00%	-40%	35	1,08%	6%	25	0,65%	-29%	148	Norge
Österreich	30	47	63	81	108	131	460	122	3,40%	-7%	118	3,59%	-3%	120	3,69%	2%	141	3,69%	18%	501	Österreich
Polska	26	67	85	102	144	153	577	197	5,49%	29%	211	6,42%	7%	165	5,07%	-22%	209	5,47%	27%	782	Polska
Portugal	23	37	47	90	112	158	467	121	3,37%	-23%	119	3,62%	-2%	154	4,74%	29%	139	3,63%	-10%	533	Portugal
Romania	49	57	134	165	188	256	849	186	5,18%	-27%	199	6,05%	7%	191	5,87%	-4%	241	6,30%	26%	817	Romania
Sverige	34	40	51	60	58	81	324	81	2,26%	0%	69	2,10%	-15%	56	1,72%	-19%	63	1,65%	13%	269	Sverige
Slovenija	12	33	19	20	34	36	154	36	1,00%	0%	54	1,64%	50%	33	1,01%	-39%	44	1,15%	33%	167	Slovenija
Slovenska Republika	6	10	23	30	59	85	213	117	3,26%	38%	60	1,82%	-49%	52	1,60%	-13%	63	1,65%	21%	292	Slovenska Republika
Türkiye	-	-	-	8	175	250	433	286	7,97%	14%	238	7,24%	-17%	214	6,58%	-10%	288	7,53%	35%	1.026	Türkiye
United Kingdom	51	95	146	147	139	200	778	141	3,93%	-30%	144	4,38%	2%	203	6,24%	41%	229	5,99%	13%	717	United Kingdom
HR															0,00%		25	0,65%		25	HR
TOTAL	775	1.363	1.892	2.197	3.199	3.841	13.267	3.589		-7%	3.289		-8%	3.252		-1%	3.824		18%	13.929	TOTAL

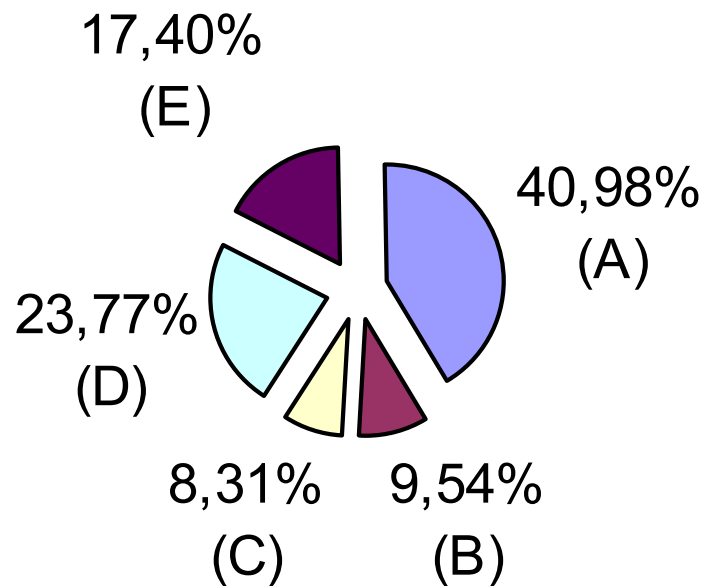
GRUNDTVIG LEARNING PARTNERSHIPS, BASIC DATA 2001-2010 - Applications approved

National Agency	2001	2002	2003	2004	2005	2006	2001-2006	2007	% of EUR-31	% change 2007/06	2008	% of EUR-31	% change 2008/07	2009	% of EUR-31	% change 2009/08	2010	% of EUR-31	% change 2010/09	2007-2010	
Belgien (de)	0	0	0	3	5	4	12	4	0,28%	0%	1	0,08%	-75%	1	0,07%	0%	3	0,19%	200%	9	Belgien (de)
Belgique (fr)	8	14	15	20	29	16	102	13	0,90%	-19%	15	1,21%	15%	17	1,17%	13%	18	1,16%	6%	63	Belgique (fr)
België (vl)	5	13	22	19	25	33	117	34	2,35%	3%	21	1,69%	-38%	25	1,72%	19%	22	1,42%	-12%	102	België (vl)
Belgium (3 comm)	13	27	37	42	59	53	231	51	3,53%	-4%	37	2,99%	-27%	43	2,95%	16%	43	2,77%	0%	174	Belgium (3 comm)
Bulgarija	5	17	26	na	28	6	82	5	0,35%	-17%	20	1,61%	300%	21	1,44%	5%	19	1,23%	-10%	65	Bulgarija
Kypros	3	5	9	15	26	33	91	27	1,87%	-18%	17	1,37%	-37%	18	1,24%	6%	18	1,16%	0%	80	Kypros
Ceska Republika	17	30	32	29	42	47	197	37	2,56%	-21%	24	1,94%	-35%	41	2,82%	71%	52	3,35%	27%	154	Ceska Republika
Deutschland	45	93	118	135	170	183	744	148	10,25%	-19%	117	9,44%	-21%	136	9,34%	16%	169	10,90%	24%	570	Deutschland
Danmark	21	31	70	47	51	42	262	35	2,42%	-17%	24	1,94%	-31%	18	1,24%	-25%	25	1,61%	39%	102	Danmark
Eesti	2	7	10	10	22	33	84	20	1,39%	-39%	15	1,21%	-25%	17	1,17%	13%	17	1,10%	0%	69	Eesti
España	47	101	140	154	196	206	844	138	9,56%	-33%	99	7,99%	-28%	103	7,07%	4%	114	7,35%	11%	454	España
Suomi-Finland	23	34	38	50	57	60	262	40	2,77%	-33%	33	2,66%	-18%	30	2,06%	-9%	31	2,00%	3%	134	Suomi-Finland
France	39	65	90	78	122	121	515	73	5,06%	-40%	86	6,94%	18%	105	7,21%	22%	98	6,32%	-7%	362	France
Ellas	16	41	56	49	60	65	287	51	3,53%	-22%	44	3,55%	-14%	52	3,57%	18%	47	3,03%	-10%	194	Ellas
Magyarország	8	15	na	32	41	47	143	26	1,80%	-45%	30	2,42%	15%	41	2,82%	37%	41	2,65%	0%	138	Magyarország
Irland	8	23	31	28	33	31	154	20	1,39%	-35%	13	1,05%	-35%	18	1,24%	38%	19	1,23%	6%	70	Irland
Island	1	5	6	5	7	6	30	5	0,35%	-17%	4	0,32%	-20%	7	0,48%	75%	6	0,39%	-14%	22	Island
Italia	57	117	151	167	193	209	894	144	9,97%	-31%	132	10,65%	-8%	161	11,06%	22%	167	10,77%	4%	604	Italia
Liechtenstein	0	0	0	0	0	0	0	0	0,00%	0%	0	0,00%	0%	0	0,00%	0%	1	0,06%		1	Liechtenstein
Lietuva	5	17	32	48	55	81	238	58	4,02%	-28%	40	3,23%	-31%	46	3,16%	15%	44	2,84%	-4%	188	Lietuva
Luxembourg	0	1	0	5	5	8	19	5	0,35%	-38%	4	0,32%	-20%	4	0,27%	0%	5	0,32%	25%	18	Luxembourg
Latvija	4	12	12	22	26	35	111	26	1,80%	-26%	18	1,45%	-31%	23	1,58%	28%	20	1,29%	-13%	87	Latvija
Malta	1	5	8	10	13	17	54	6	0,42%	-65%	6	0,48%	0%	7	0,48%	17%	0	0,00%		19	Malta
Nederland	17	22	31	39	0	49	158	43	2,98%	-12%	21	1,69%	-51%	35	2,40%	67%	40	2,58%	14%	139	Nederland
Norge	13	34	35	21	37	40	180	34	2,35%	-15%	19	1,53%	-44%	18	1,24%	-5%	16	1,03%	-11%	87	Norge
Österreich	22	43	50	66	81	94	356	53	3,67%	-44%	53	4,28%	0%	61	4,19%	15%	63	4,06%	3%	230	Österreich
Polska	17	28	33	49	63	88	278	74	5,12%	-16%	73	5,89%	-1%	88	6,04%	21%	72	4,65%	-18%	307	Polska
Portugal	13	28	43	48	57	58	247	37	2,56%	-36%	30	2,42%	-19%	56	3,85%	87%	49	3,16%	-13%	172	Portugal
Romania	22	44	65	na	60	66	257	46	3,19%	-30%	43	3,47%	-7%	76	5,22%	77%	78	5,03%	3%	243	Romania
Sverige	16	32	39	34	45	38	204	44	3,05%	16%	23	1,86%	-48%	25	1,72%	9%	34	2,19%	36%	126	Sverige
Slovenija	1	4	7	12	15	16	55	9	0,62%	-44%	10	0,81%	11%	13	0,89%	30%	15	0,97%	15%	47	Slovenija
Slovenska Republika	6	15	15	25	26	39	126	25	1,73%	-36%	25	2,02%	0%	25	1,72%	0%	22	1,42%	-12%	97	Slovenska Republika
Türkiye	none	none	none	na	46	98	144	79	5,47%	-19%	85	6,86%	8%	60	4,12%	-29%	107	6,90%	78%	331	Türkiye
United Kingdom	36	74	98	98	111	111	528	85	5,89%	-23%	94	7,59%	11%	108	7,42%	15%	114	7,35%	6%	401	United Kingdom
																	4	0,26%		4	HR
TOTAL	478	970	1.282	1.318	1.747	1.980	7.775	1.444		-27%	1.239		-14%	1.456		18%	1.550		6%	5.689	TOTAL

GRUNDTVIG LEARNING PARTNERSHIPS 2001-2010

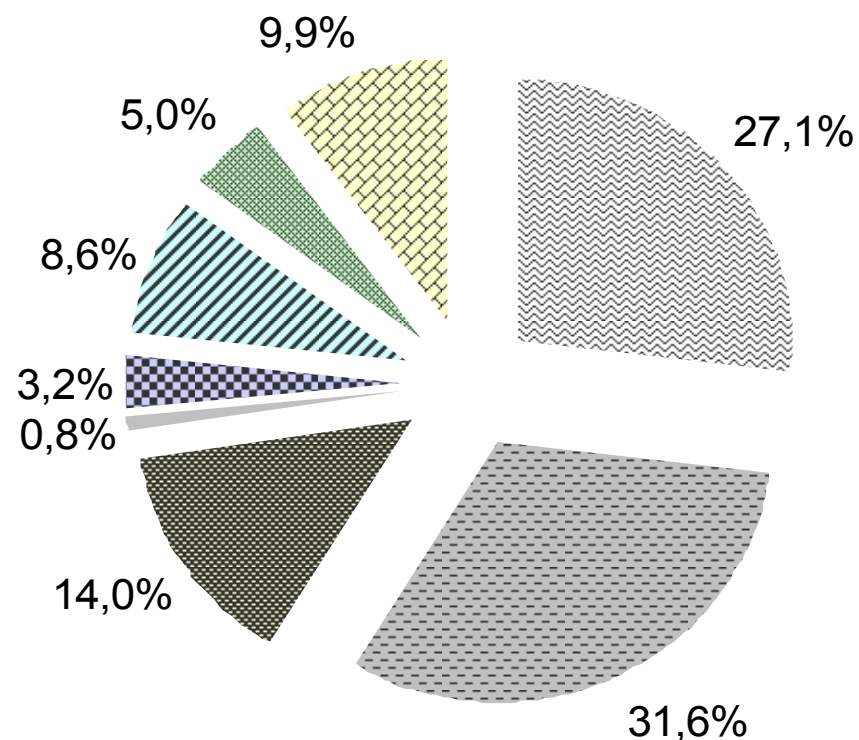


DISTRIBUTION OF 2007-2009 LEARNING PARTNERSHIP APPLICATIONS



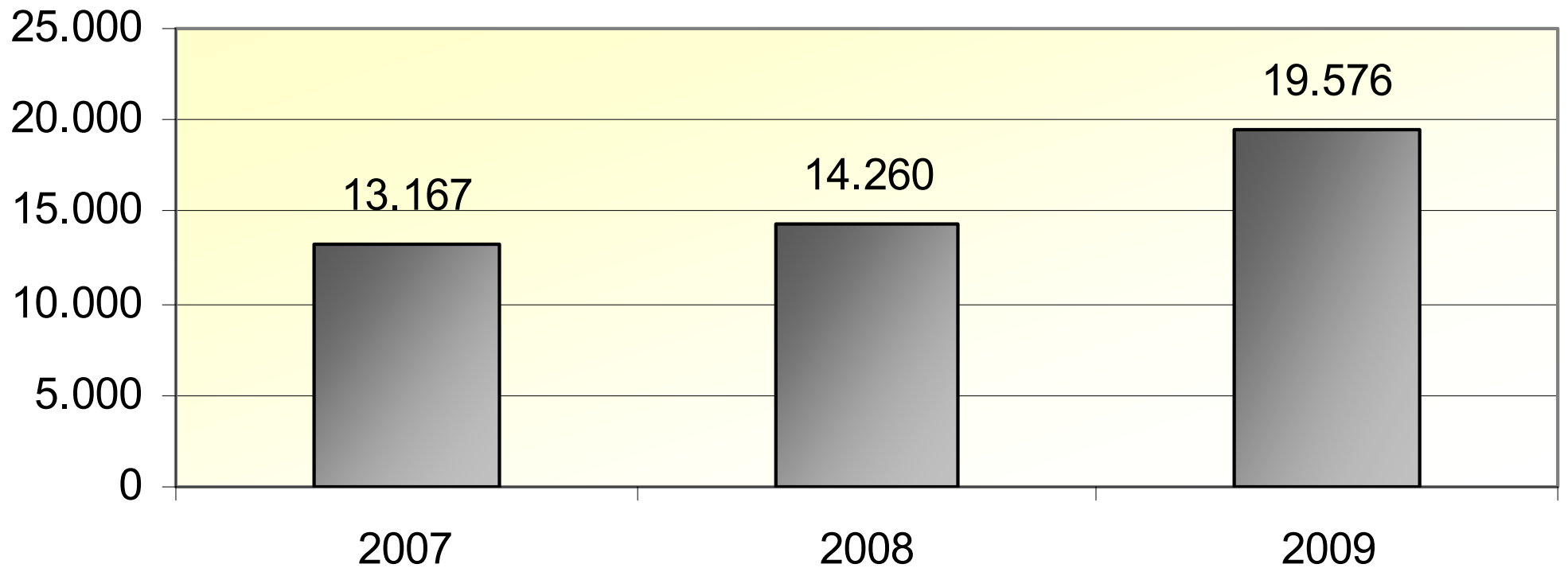
- (A) Approved applications
- (B) Rejected as ineligible
- (C) Rejected low quality
- (D) Rejected lack of funds
- (E) Rejected other reasons

DISTRIBUTION OF 2007-2009 LEARNING PARTNERSHIPS BY TYPE OF ORGANISATION



- Adult education providers (27,1%)
- Associations, NGOs, Foundations, Voluntary bodies (31,6%)
- Education institutions (from primary to HE) (14%)
- Social partners (trade unions, etc) (0,8%)
- Cultural organisations (e.g. library, museum, art gallery) 3,2%)
- Public authorities (local, regional, national) (8,6%)
- Public companies (5%)
- Other (9,9%)

MOBILITY IN LEARNING PARTNERSHIPS 2007-2009



Mobility in Grundtvig Learning Partnerships - 2007-2009

Country:	2007										2008	2009	Total 2007- 2009
	Expected mobility (Selection data)	Mobility carried out (Final Report data)									Expected mobility (Selection data)	Expected mobility (Selection data)	
		Total mobility carried out	Staff mobility			Learner mobility			(of which) staff with special needs	(of which) learners with special needs			
			Total	Male	Female	Total	Male	Female					
BE de (1)	30	33	23	1	22	10	7	3			12	24	69
BE fr (2)	110	63	57	25	32	6	2	4			160	228	451
BE nl (3)	230	217	141	60	81	76	32	44	2	27	232	328	777
BG	58	67	37	12	25	30	21	9	2		236	272	575
CY	244	205	134	70	64	71	29	42		17	172	256	633
CZ	314	448	222	71	151	226	38	188		3	284	560	1.292
DE	1.482	1.376	792	345	447	584	206	378	8	65	1.352	1.852	4.580
DK	328	417	283	107	176	134	48	86		1	284	212	913
EE	164	143	82	7	75	61	6	55			164	220	527
ES	1.100	1.105	671	266	405	434	142	292	3	47	1.192	1.368	3.665
FI	394	373	146	27	119	227	72	155	3	13	396	480	1.249
FR	842	1.176	693	321	372	483	256	227		28	1.008	1.456	3.640
GR	566	505	279	132	147	226	71	155	3	3	496	740	1.741
HU	248	209	134	26	108	75	45	30			328	600	1.137
IE	174	168	86	20	66	82	22	60	1	5	156	244	568
IS	26	34	30		30	4		4	2	2	44	72	150
IT	1.204	1.166	789	325	464	377	139	238	11	52	1.456	1.584	4.206
LI	0	0				0					0	0	0
LT	452	429	268	45	223	161	41	120	1	3	436	580	1.445
LU	38	26	18	12	6	8	1	7			40	48	114
LV	238	241	189	19	170	52	9	43			204	280	725
MT	56	na									68	na	124
NL	456	250	168	93	75	82	33	49	1	1	232	408	890
NO	314	169	113	42	71	56	20	36		2	228	244	641
OE (AT)	416	415	276	61	215	139	37	102			612	804	1.831
PL	696	723	465	129	336	258	88	170		37	868	1.216	2.807
PT	338	249	143	45	98	106	27	79		13	372	724	1.345
RO	484	428	248	68	180	180	65	115		4	508	1.220	2.156
SE	344	190	121	46	75	69	22	47		4	268	272	730
SI	80	93	49	21	28	44	9	35	3	10	112	188	393
SK	164	291	185	66	119	106	30	76		5	296	584	1.171
TR	820	921	616	445	171	305	163	142	1	7	980	920	2.821
UK	788	1.037	628	199	429	409	153	256	16	69	1.064	1.592	3.693
Total	13.198	13.167	8.086	3.106	4.980	5.081	1.834	3.247	57	418	14.260	19.576	47.059
			61,41%			38,59%			0,43%	3,17%			
				38,41%	61,59%		22,68%	40,16%					

GRUNDTVIG INDIVIDUAL MOBILITY GRANTS FOR ADULT EDUCATION STAFF 2007-2009 - Applications received (*)									
National Agency	2007	% of EUR-31	2008	% of EUR-31	% change 2008/07	2009 (*)	% of EUR-31	% change 2009/08	2007- 2009
Belgien (de)	24	0,76%	2	0,05%	-92%	1	0,02%	-50%	27
Belgique (fr)	61	1,92%	55	1,48%	-10%	51	0,95%	-7%	167
België (vl)	2	0,06%	93	2,51%	4550%	119	2,21%	28%	214
Belgium (3 comm)	87	2,74%	150	4,04%	72%	171	3,17%	14%	408
Bulgarija	81	2,56%	94	2,53%	16%	132	2,45%	40%	307
Kypros	33	1,04%	33	0,89%	0%	45	0,83%	36%	111
Ceska Republika	118	3,72%	122	3,29%	3%	115	2,13%	-6%	355
Deutschland	385	12,15%	475	12,81%	23%	613	11,36%	29%	1473
Danmark	52	1,64%	39	1,05%	-25%	65	1,21%	67%	156
Eesti	36	1,14%	57	1,54%	58%	62	1,15%	9%	155
España	370	11,67%	352	9,49%	-5%	590	10,94%	68%	1312
Suomi-Finland	121	3,82%	96	2,59%	-21%	180	3,34%	88%	397
France	108	3,41%	199	5,37%	84%	365	6,77%	83%	672
Ellas	80	2,52%	111	2,99%	39%	148	2,74%	33%	339
Magyarország	72	2,27%	41	1,11%	-43%	62	1,15%	51%	175
Ireland	33	1,04%	61	1,64%	85%	81	1,50%	33%	175
Island	11	0,35%	9	0,24%	-18%	32	0,59%	256%	52
Italia	138	4,35%	236	6,36%	71%	597	11,07%	153%	971
Liechtenstein	1	0,03%	2	0,05%	--	4	0,07%	100%	7
Lietuva	98	3,09%	90	2,43%	-8%	217	4,02%	141%	405
Luxembourg	4	0,13%	7	0,19%	75%	14	0,26%	100%	25
Latvija	59	1,86%	80	2,16%	36%	81	1,50%	1%	220
Malta	69	2,18%	85	2,29%	23%	41	0,76%	-52%	195
Nederland	32	1,01%	69	1,86%	116%	163	3,02%	136%	264
Norge	23	0,73%	45	1,21%	96%	66	1,22%	47%	134
Österreich	81	2,56%	103	2,78%	27%	140	2,60%	36%	324
Polska	254	8,01%	228	6,15%	-10%	193	3,58%	-15%	675
Portugal	80	2,52%	77	2,08%	-4%	206	3,82%	168%	363
Romania	185	5,84%	135	3,64%	-27%	298	5,52%	121%	618
Sverige	73	2,30%	109	2,94%	49%	130	2,41%	19%	312
Slovenija	30	0,95%	47	1,27%	57%	45	0,83%	-4%	122
Slovenska Republika	80	2,52%	77	2,08%	-4%	70	1,30%	-9%	227
Türkiye	146	4,61%	229	6,17%	57%	188	3,49%	-18%	563
United Kingdom	230	7,26%	251	6,77%	9%	280	5,19%	12%	761
TOTAL	3.170		3.709		17%	5.394		45%	12.273

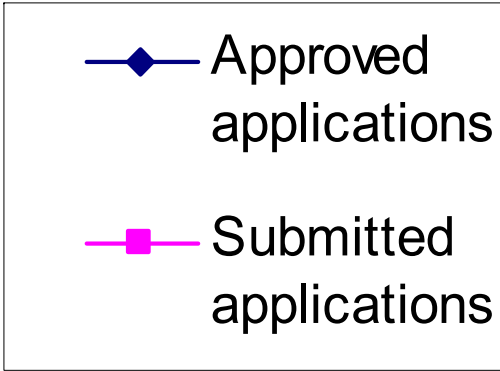
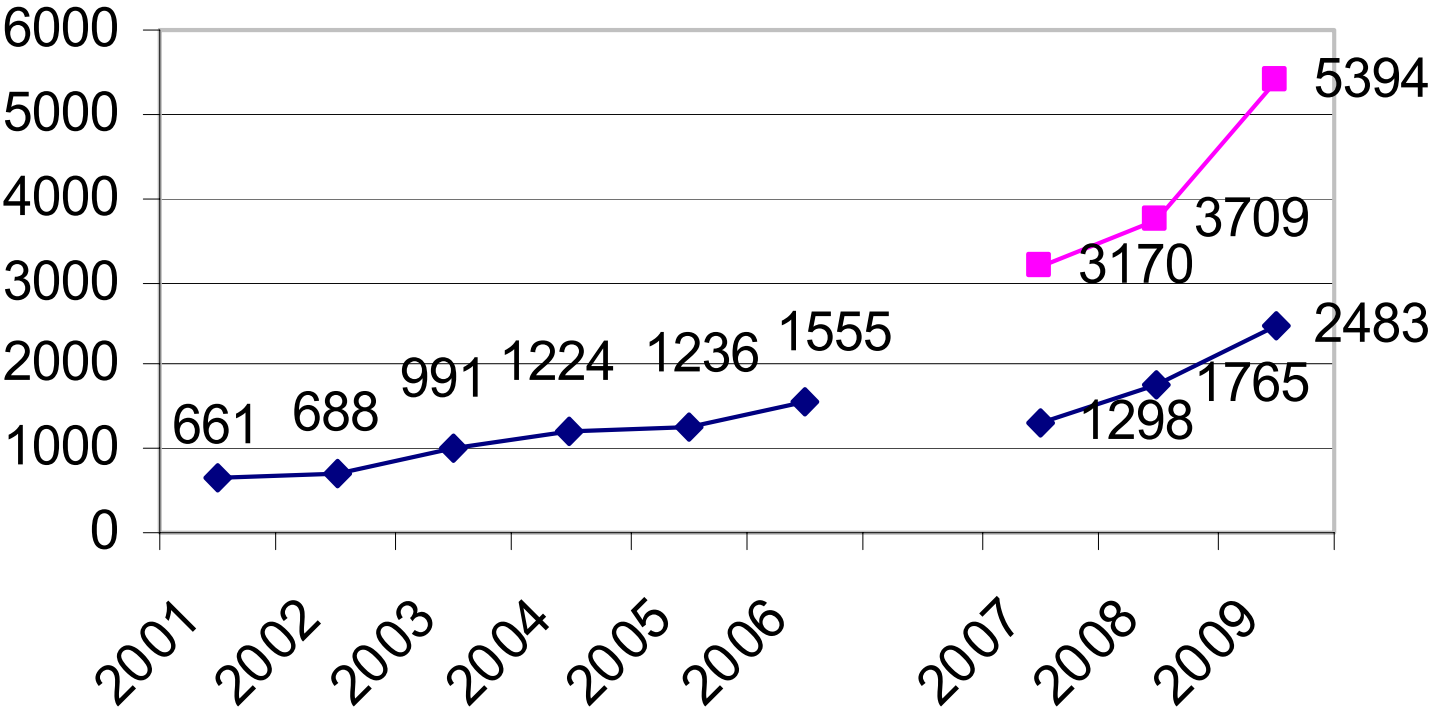
(*) 2007-2008 In-Service Training, 2009 includes also Visits and Exchanges and Assistantships

GRUNDTVIG INDIVIDUAL MOBILITY GRANTS FOR ADULT EDUCATION STAFF 2001-2009 - Applications approved (*)

National Agency	2001	2002	2003	2004	2005	2006	2001-2006	2007	% of EUR-31	% change 2007/06	2008	% of EUR-31	% change 2008/07	2009	% of EUR-31	% change 2009/08	2007-2009	
Belgien (de)	na	na	na	0	0	0	0	2	0,15%		2	0,11%	0%	1	0,04%	-50%	5	Belgien (de)
Belgique (fr)	39	31	18	11	11	22	132	5	0,39%	-77%	30	1,70%	500%	37	1,49%	23%	72	Belgique (fr)
België (vl)	na	na	26	42	42	36	146	23	1,77%	-36%	52	2,95%	126%	71	2,86%	37%	146	België (vl)
Belgium (3 comm)	39	31	44	53	53	58	278	30	2,31%	-48%	84	4,76%	180%	109	4,39%	30%	223	Belgium (3 comm)
Bulgarija	9	6	13	15	15	17	75	8	0,62%	-53%	11	0,62%	38%	12	0,48%	9%	31	Bulgarija
Kypros	2	6	3	12	12	19	54	12	0,92%	-37%	9	0,51%	-25%	13	0,52%	44%	34	Kypros
Ceska Republika	5	15	21	38	38	42	159	40	3,08%	-5%	47	2,66%	18%	54	2,17%	15%	141	Ceska Republika
Deutschland	128	141	161	191	196	169	986	173	13,33%	2%	210	11,90%	21%	257	10,35%	22%	640	Deutschland
Danmark	30	13	32	39	39	40	193	21	1,62%	-48%	25	1,42%	19%	49	1,97%	96%	95	Danmark
Eesti	2	6	6	25	25	18	82	17	1,31%	-6%	16	0,91%	-6%	20	0,81%	25%	53	Eesti
España	86	89	127	169	173	211	855	145	11,17%	-31%	172	9,75%	19%	316	12,73%	84%	633	España
Suomi-Finland	17	29	34	53	46	37	216	44	3,39%	19%	30	1,70%	-32%	128	5,16%	327%	202	Suomi-Finland
France	25	10	28	54	49	113	279	72	5,55%	-36%	141	7,99%	96%	209	8,42%	48%	422	France
Ellas	26	11	26	20	20	32	135	39	3,00%	22%	63	3,57%	62%	65	2,62%	3%	167	Ellas
Magyarország	17	11	12	13	13	26	92	40	3,08%	54%	22	1,25%	-45%	48	1,93%	118%	110	Magyarország
Ireland	5	10	17	27	27	24	110	13	1,00%	-46%	18	1,02%	38%	35	1,41%	94%	66	Ireland
Island	1	5	6	16	16	4	48	6	0,46%	50%	8	0,45%	33%	20	0,81%	150%	34	Island
Italia	28	57	100	74	76	103	438	83	6,39%	-19%	164	9,29%	98%	173	6,97%	5%	420	Italia
Liechtenstein	0	3	1	1	1	0	6	1	0,08%	0%	2	0,00%	0%	4	0,16%	0%	7	Liechtenstein
Lietuva	4	11	8	26	27	29	105	41	3,16%	41%	32	1,81%	-22%	43	1,73%	34%	116	Lietuva
Luxembourg	3	4	1	1	1	5	15	3	0,23%	-40%	5	0,28%	67%	11	0,44%	120%	19	Luxembourg
Latvija	4	8	6	15	15	21	69	24	1,85%	14%	30	1,70%	25%	20	0,81%	-33%	74	Latvija
Malta	4	4	4	5	15	17	49	23	1,77%	35%	26	1,47%	13%	7	0,28%	-73%	56	Malta
Nederland	13	16	30	12	12	36	119	24	1,85%	-33%	59	3,34%	146%	129	5,20%	119%	212	Nederland
Norge	18	11	21	28	30	16	124	11	0,85%	-31%	33	1,87%	200%	45	1,81%	36%	89	Norge
Österreich	29	25	38	44	44	46	226	39	3,00%	-15%	62	3,51%	59%	71	2,86%	15%	172	Österreich
Polska	24	19	25	56	56	70	250	77	5,93%	10%	77	4,36%	0%	95	3,83%	23%	249	Polska
Portugal	17	30	29	30	30	65	201	32	2,47%	-51%	34	1,93%	6%	85	3,42%	150%	151	Portugal
Romania	20	47	53	40	44	44	248	47	3,62%	7%	57	3,23%	21%	160	6,44%	181%	264	Romania
Sverige	25	22	37	18	33	64	199	54	4,16%	-16%	57	3,23%	6%	47	1,89%	-18%	158	Sverige
Slovenija	3	3	4	13	13	21	57	16	1,23%	-24%	19	1,08%	19%	15	0,60%	-21%	50	Slovenija
Slovenska Republika	8	14	10	12	12	28	84	33	2,54%	18%	32	1,81%	-3%	36	1,45%	13%	101	Slovenska Republika
Türkiye	none	none	none	7	7	54	68	30	2,31%	-44%	49	2,78%	63%	48	1,93%	-2%	127	Türkiye
United Kingdom	69	31	94	117	98	126	535	100	7,70%	-21%	171	9,69%	71%	159	6,40%	-7%	430	United Kingdom
TOTAL	661	688	991	1.224	1.236	1.555	6.355	1.298		-17%	1.765		36%	2.483		41%	5.546	TOTAL

(*) 2007-2008 In-Service Training, 2009 includes also Visits and Exchanges and Assistantships

GRUNDTVIG INDIVIDUAL STAFF MOBILITY 2001-2009



GRUNDTVIG INDIVIDUAL STAFF MOBILITY - 2008

IN-SERVICE TRAINING MOBILITY BY HOME AND HOST COUNTRY

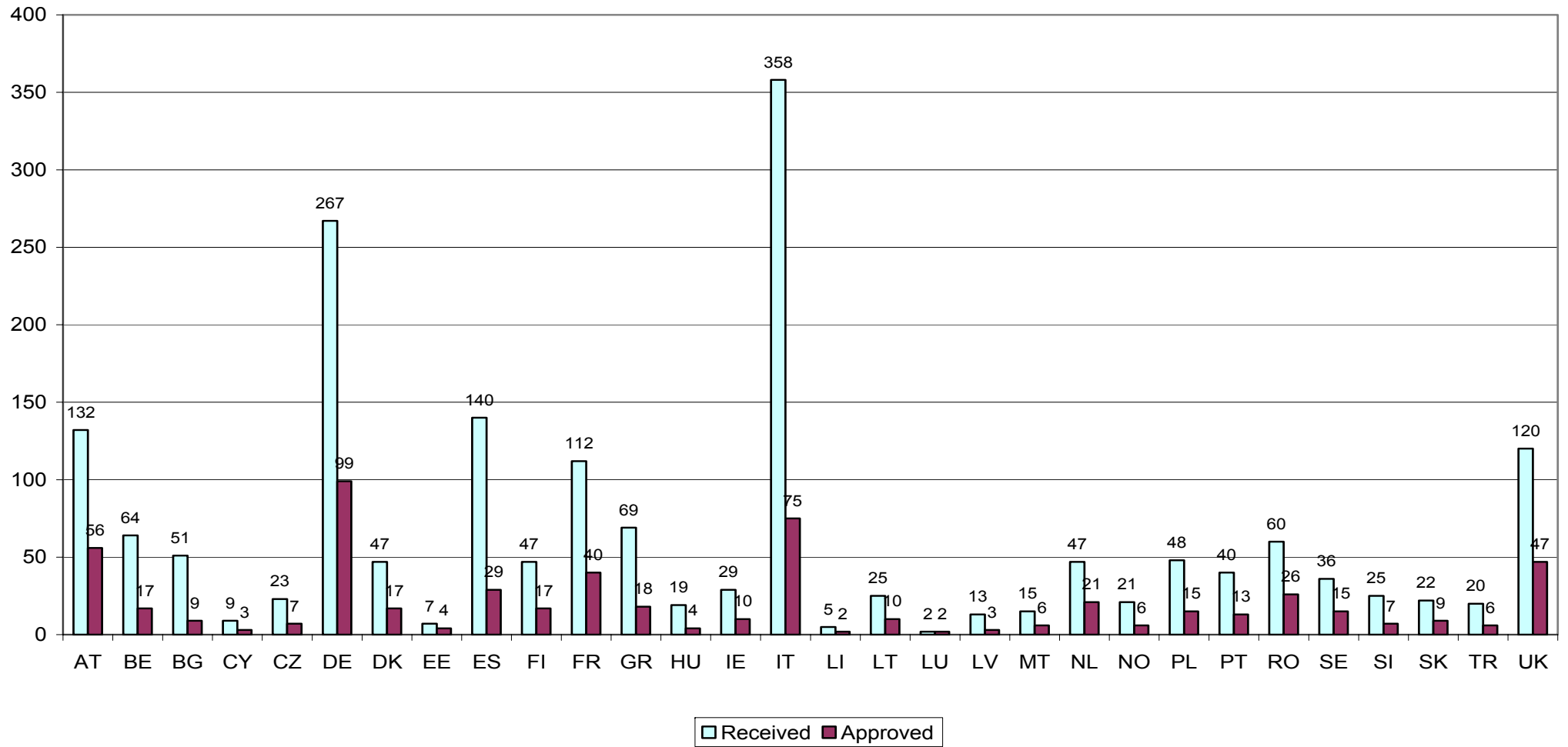
Host country Home country	BE	BG	CY	CZ	DE	DK	EE	ES	FIN	FR	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	AT	PL	PT	RO	SE	SI	SK	TR	UK	Total
BE de (1)					1							1																				2
BE fr (2)								5			3		2		10					3					1		3				3	30
BE nl (3)				1	3			17	2	2	3			1	8		1		1	1			9					1		2		52
BG			1		2					1					4																3	11
CY		1			1			1			2				2					2												9
CZ			2		3	3		5		2	1				1		1				1				2	1		1			24	47
DE	4		5			2		19	6	12	4	5	13	5	37		1			1	1		13	10	2		2	1	2	2	63	210
DK			6		1			3		1	1				6					1										2	4	25
EE					1	1			1	2		1			2																7	16
ES	2		1	1	12	2	2			20		3	19	2	27					16	4		4				1			3	54	180
FI	1				1			1			1				9					3			4	1	1	1		1			5	29
FR	2		1	1	15	1		25	2		13	9	4		25					3	3	1		2	1			2			23	141
GR	1		9	2	5			6	1	1		1	1	3	9				1	4	1		1	2			5	1		1	8	63
HU					2			4	1		2									2	1		2		3			1			4	22
IE			1						6		1																				6	18
IS						2		2																			1			1		8
IT	7	3	17		20	1		24	5	21		10	1	1			1		1	7			5		5	10	1				24	164
LI					1							1																				2
LT	1							3		3	2			1	8																8	32
LU					3			1																							1	5
LV	1		4	1	2			1	1	2	2				5														1	1	7	30
MT			1		3			1							6				1												8	26
NL	1				1			9		5			1		12															5	3	59
NO	1	2	6		1	4			2	1	2		1		4					1	1				1	1		3	1		1	33
OE (AT)	2		2		12		1	14	4	1			1	1	4		1	1	1	1				1	1	5		1	1	1	8	62
PL	1		2		11			2		2	2	1		2	15					1	1			1		5		7	5		20	78
PT			3		1	2			1	4					15					2	2			2							2	34
RO	2	1	1		3			1	3	12	1				19					4	1		1		1		1		1	3	2	57
SE	2		5		1	2		3		2				1	10				1	2			2				2				23	57
SI	1		1		1			3						1	4										1		3				3	19
SK			3	2	5	1		1						1	2															1	12	32
TR				1							1				12																24	49
UK	4	3	27		12			20	8	22	2	2		9	23		1			6				4	4	5	9	3	5		2	171
Total	33	10	98	9	124	21	3	171	43	116	43	34	44	28	279	0	7	2	5	73	23	1	72	25	33	26	25	25	10	26	349	1.757
	1,9%	0,6%	5,6%	0,5%	7,1%	1,2%	0,1%	9,8%	2,4%	6,6%	2,4%	1,9%	2,5%	1,6%	15,9%	0,0%	0,4%	0,1%	0,3%	4,2%	1,3%	0,1%	4,1%	1,4%	1,9%	1,5%	1,4%	1,4%	0,5%	1,5%	19,9%	

GRUNDTVIG DECENTRALISED ACTIONS STATISTICS 2009

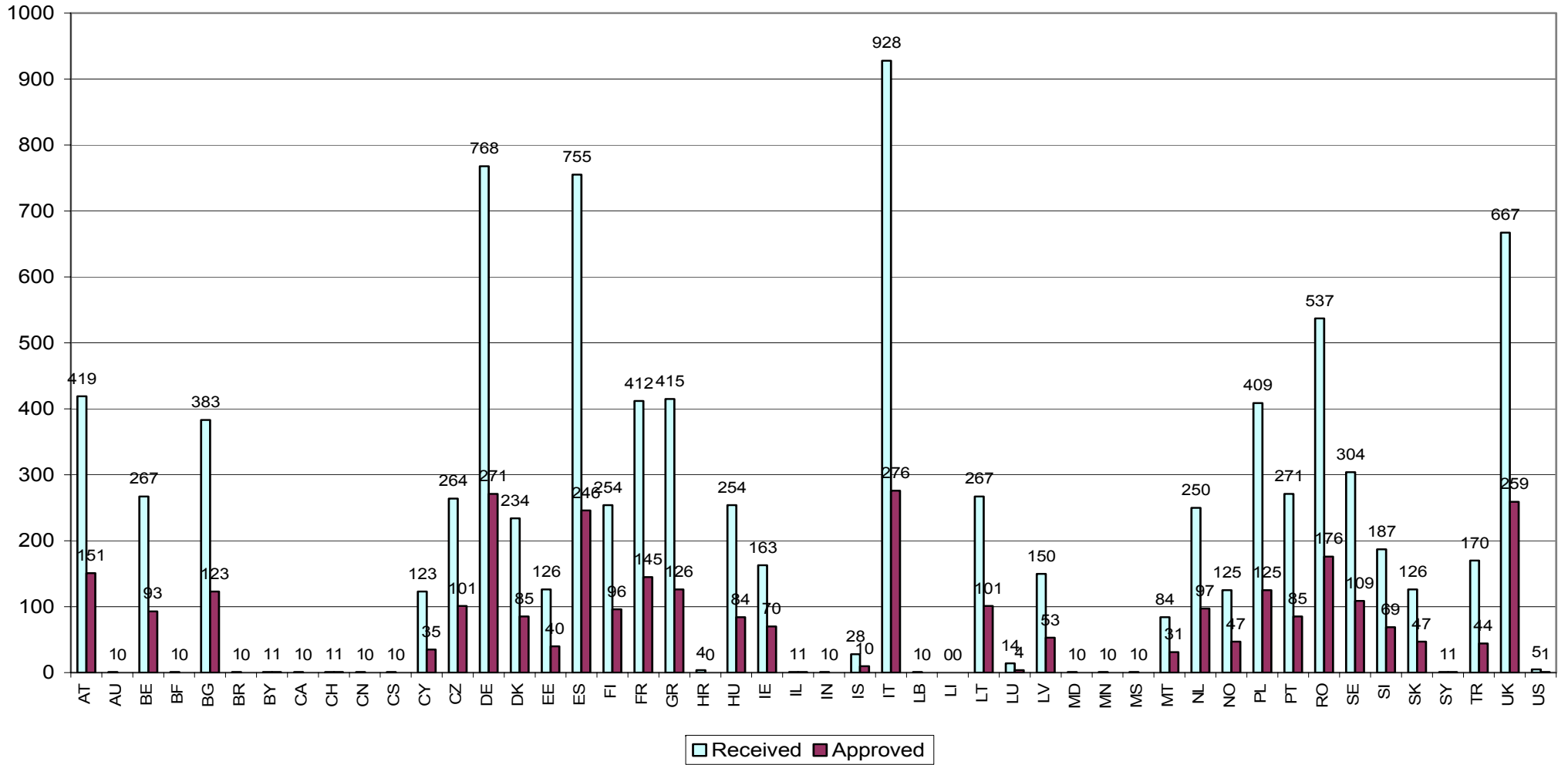
Country	Individual mobility						Mobility in Partnerships	Organisations				Local participants in Partnerships (*)
	In-Service Training	Visits and Exchanges	Assistantships	Workshops	Senior Volunteering Projects	TOTAL		Learning Partnerships	Senior Volunteering Projects	Workshops	TOTAL	
BE	80	25	4	80	10	199	580	44	2	4	50	na
BG	8	3	1	25	5	42	272	21	1	2	24	254
CY	10	3		16		29	256	18		1	19	1.950
CZ	41	12	1	95	5	154	560	43	1	7	51	1.613
DE	224	29	4	573	45	875	1.852	138	9	36	183	5.440
DK	27	22		50	5	104	212	18	1	4	23	2.798
EE	14	6		35		55	220	17		3	20	919
ES	275	33	8	80	35	431	1.368	102	7	4	113	na
FI	75	51	2	75	5	208	480	32	1	5	38	2.233
FR	82	117	10	264	50	523	1.456	104	10	18	132	4.120
GR	54	9	2	69	5	139	740	59	1	4	64	5.858
HU	26	18	4	106	5	159	600	44	1	7	52	1.555
IE	11	21	3	0		35	244	20			20	952
IS	7	13		10	5	35	72	7	1	1	9	35
IT	135	30	8	421	80	674	1.584	115	16	24	155	7.229
LI	1	3		0		4	0	0			0	0
LT	30	10	3	100	5	148	580	46	1	6	53	6.265
LU	4	7		0		11	48	4			4	26
LV	14	5	1	77	5	102	280	23	1	5	29	1.558
MT	3	4		15		22	98	7		1	8	na
NL	62	67		126	15	270	408	34	3	7	44	1.280
NO	17	28		32		77	244	21		2	23	716
AT	30	39	2	193	20	284	804	61	4	11	76	415
PL	59	30	6	300	20	415	1.216	89	4	24	117	415
PT	58	20	7	57	20	162	724	57	4	4	65	6.520
RO	134	25	1	100	25	285	1.220	84	5	10	99	1.709
SE	26	21		15		62	272	23		1	24	5.794
SI	8	6	1	22	5	42	188	14	1	2	17	8.376
SK	25	11		16	10	62	584	29	2	1	32	1.544
TR	34	10	4	65		113	920	60		5	65	na
UK	86	70	3	200	30	389	1.592	113	6	13	132	4.466
Total	1.660	748	75	3.217	410	6.110	19.674	1.447	82	212	1.741	74.040

(*) 2007 data provided by National Agencies. Information marked "na" is under validation with the respective National Agencies

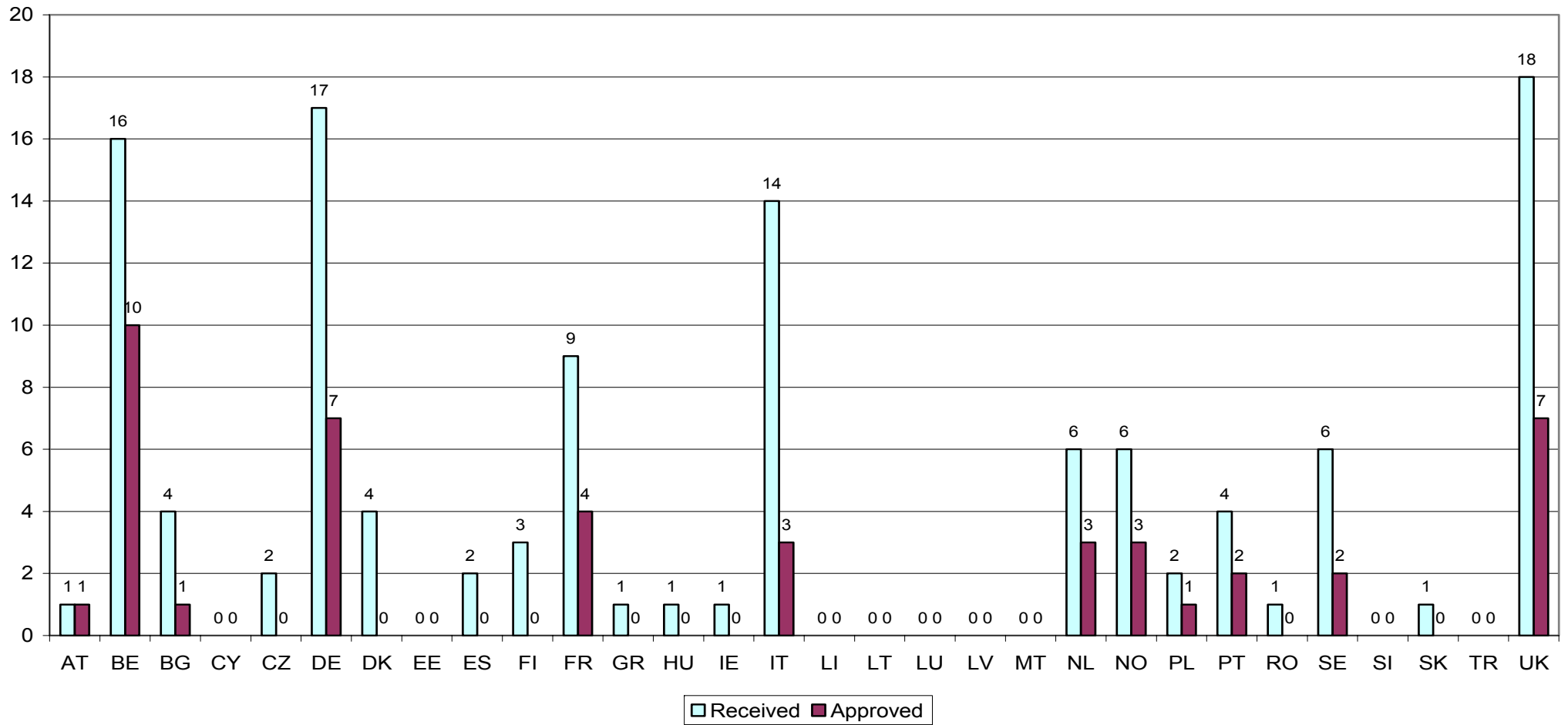
DISTRIBUTION OF GRUNDTVIG MULTILATERAL PROJECTS PER APPLICANT COUNTRY 2001-2010



PARTNER PARTICIPATION IN GRUNDTVIG MULTILATERAL PROJECTS PER COUNTRY 2001-2010



DISTRIBUTION OF GRUNDTVIG NETWORK APPLICATIONS PER APPLICANT COUNTRY 2001-2010



PARTNER PARTICIPATION IN GRUNDTVIG NETWORKS PER COUNTRY 2001-2010

