

LIFELONG LEARNING PROGRAMME
GENERAL CALL FOR PROPOSALS 2011-2013
STRATEGIC PRIORITIES

INTRODUCTION.....	4
1. The general and specific objectives of the Lifelong Learning Programme.....	4
2. General Policy Context	5
3. General priorities.....	6
4. Transversal Conditions	8
5. How to use this document	8
CHAPTER 1 – SECTORAL PROGRAMMES	9
1. Comenius – School Education	9
1.1 Mobility and Partnerships	11
1.2 Multilateral projects	11
1.2.1 School development, leadership and links with the world of work	11
1.2.2 Development of approaches to teaching and learning.....	12
1.2.3 Support to literacy and "transversal key competences"	12
1.2.4 Reducing early school leaving, improving the learning of students with migrant background and promoting gender equality and inclusive approaches to learning.	13
1.3 Networks	13
1.3.1 Support to entrepreneurship and links with the world of work	13
1.3.2 Support to making science education more attractive.....	13
1.3.3 Development of Pre-school and Early Childhood Education and Care (ECEC) provision	14
1.3.4 Development of Special Needs Education (SEN) towards inclusion of all young people, in particular those with disabilities	14
2. Erasmus – Higher Education including Advanced Vocational Education and Training..	14
2.1 Mobility.....	16
2.2 Multilateral projects	17
2.2.1 Cooperation between higher education institutions (HEI) and enterprises	17
2.2.2 Social inclusion in higher education.....	18
2.2.3 Mobility strategies and removal of barriers to mobility in higher education	18
2.2.4 Support to the modernisation agenda of higher education (including curriculum reform, governance reform and funding reform).....	19
Projects under this priority should support activities in line with the modernisation agenda for higher education. It is to note that this priority substitutes the previously separate Erasmus actions Curriculum Development and Modernisation of Higher education.....	19
2.2.5 Fostering the excellence and innovation in higher education	19
2.3 Academic networks	20
3. Leonardo da Vinci – Initial and Continuing Vocational Education and Training	20
3.1 Mobility and Partnerships	22

3.2	Multilateral projects - Transfer of innovation (TOI).....	23
3.2.1	Encouragement of cooperation between VET and the world of work	23
3.2.2	Support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers.....	23
3.2.3	Promotion of the acquisition of key competences in VET.....	24
3.2.4	Development and transfer of mobility strategies in VET.....	24
3.2.5	ECVET for transparency and recognition of learning outcomes and qualifications	25
3.2.6	Improving quality assurance systems in VET	25
3.3	Multilateral projects - Development of innovation (DOI)	26
3.3.1	Implementing ECVET for transparency and recognition of learning outcomes and qualifications	26
3.3.2	Improving quality assurance systems in VET	27
3.3.3	Developing Vocational Skills considering the labour market needs – New Skills for New Jobs	27
3.4	Networks	28
3.4.1	Cooperation between the VET and world of work.....	28
3.4.2	Development of mobility strategies in VET.....	28
4.	Grundtvig – Adult Education.....	28
4.1	Mobility and Partnerships	30
4.2	Multilateral projects	30
4.2.1	Acquisition of key competences through adult education.....	31
4.2.2	The role of adult education in strengthening social inclusion and gender equality	31
4.2.3	Intergenerational learning; Learning for senior citizens; Family learning	31
4.2.4	Quality assurance of adult learning, including the professional development of staff	32
4.3	Networks	32
4.3.1	Promoting social cohesion through improved adult learning opportunities for specific social groups	32
CHAPTER 2 – TRANSVERSAL PROGRAMME.....		33
1.	Key Activity 1 - Policy Cooperation and Innovation	33
1.1	Study visits for education and vocational training specialists and decision makers (Mobility)	34
1.2	Studies and comparative research	34
1.2.1	Provision and demand for adult learning.....	34
1.2.2	Acquisition of key competences in education and training throughout lifelong learning	35
1.2.3	Social inclusion in education and training, including the integration of migrants	35
1.2.4	Attractiveness of vocational education and training (VET)	35
1.2.5	Measuring competences and anticipating future skills.....	35
1.3	Networks	35
1.3.1	Promotion of lifelong learning strategies, including pathways between the different education and training sectors	36
2.	Key Activity 2 – Languages	36
2.1	Multilateral projects	37
2.1.1	Cooperation between the worlds of education, training and work.....	37
2.1.2	Promotion and reinforcement of the acquisition of less used European languages	37
2.1.3	Promotion of the acquisition of key competences throughout the education and training system.....	37

2.1.4	Strengthening social inclusion and gender equality in education, including the integration of migrants	37
2.1.5	Promotion of learning of languages of neighbouring countries	37
2.2	Networks	38
2.2.1	Strengthening social inclusion and gender equality in education, including the integration of migrants	38
2.2.2	Training and cooperation in the field of literary translation.....	38
2.2.3	Spreading of the results of European Language Label projects and promotion of networking among them	38
2.2.4	Promotion of the learning of languages of neighbouring countries	38
3.	Key Activity 3 - ICT	38
3.1	Multilateral projects	39
3.1.1	Reinforcing transversal competences, such as digital competence, bridging the worlds of education and work	39
3.1.2	Innovative pedagogy and assessment methods for diverse learning pathways	39
3.2	Networks	40
3.2.1	European-wide stakeholders' communities promoting digital competence and other key transversal competences for life and employability	40
3.2.2	European-wide stakeholders' communities tackling the socio-economic digital divide	40
4.	Key Activity 4 - Dissemination and Exploitation of Results.....	41
4.1	Multilateral projects	41
4.1.1	Researching and identifying barriers to and developing robust models for successful dissemination and exploitation of results.....	42
4.1.2	Impact of results and of dissemination and exploitation activities.....	42
4.1.3	Transferring and implementing results (multiplication) and/or mainstreaming them into policies	42
	CHAPTER 3 – JEAN MONNET PROGRAMME	42
1.	Teaching projects (Jean Monnet Modules, Jean Monnet Chairs, and ad personam Jean Monnet Chairs).....	43
2.	Other academic and research projects (Jean Monnet Centres of Excellence, Information and Research Activities, and Multilateral Research Groups).....	43

INTRODUCTION

1. THE GENERAL AND SPECIFIC OBJECTIVES OF THE LIFELONG LEARNING PROGRAMME

The objectives of the Lifelong Learning Programme are set out in Article 1 of the Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning¹ (further "programme Decision"). They apply as appropriate to all parts of the programme and are supplemented by specific and operational objectives for each sub-programme (see relevant chapters of this call for proposals).

The general objective of the programme, as set out in Article 1.2 of the programme Decision, is *"to contribute through lifelong learning to the development of the European Union as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations"*. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the European Union so that they become a world quality reference.

The specific objectives, as set out in Article 1.3 of the programme Decision, are:

- (a) to contribute to the development of quality lifelong learning, and to promote high performance, innovation and a European dimension in systems and practices in the field;
- (b) to support the realisation of a European area for lifelong learning;
- (c) to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
- (d) to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;
- (e) to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
- (f) to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
- (g) to promote language learning and linguistic diversity;
- (h) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- (i) to reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;

¹ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning
<http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:EN:PDF>

(j) to promote cooperation in quality assurance in all sectors of education and training in Europe;

(k) to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

2. GENERAL POLICY CONTEXT

The overarching priority of the Lifelong Learning Programme (LLP) is to reinforce the contribution of education and training to the goals set out in the EU 2020 Strategy², thus creating value by basing growth on knowledge, empowering people in inclusive societies and ensuring that citizens can access lifelong learning and up-skilling throughout their lives in order to master "New Skills for New Jobs".³

More particularly the LLP supports the implementation of European policy in education and training as set out in the strategic framework for European cooperation in education and training ET 2020⁴. Via the open method of coordination Member States are aiming at:

- **making lifelong learning and mobility a reality** by implementing lifelong learning strategies, by developing qualifications frameworks and measures to enable more flexible learning pathways, and by promoting learning mobility⁵ of all learners, teachers and trainers across Europe, including through the "Youth on the Move" initiative.
- **improving the quality and efficiency of education and training** by enabling all learners to acquire basic skills and competences needed for their employability, including through the New Skills for New Jobs Initiative, by ensuring high quality teaching and teacher training and by improving attractiveness and efficiency of all levels of education and training,
- **promoting equity, social cohesion and active citizenship** by addressing educational disadvantage through high quality early education, more targeted support and inclusive education, and
- **enhancing creativity and innovation at all levels of education and training** by promoting the acquisition of transversal key competences and by establishing

² Communication from the Commission: Europe 2020 - A Strategy for Smart, Sustainable and Inclusive Growth. COM(2010) 2020: <http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf> and European Council 25/26 March 2010, EUCO 7/10: Conclusions, I. Europe 2020: A New European Strategy for Jobs and Growth: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/113591.pdf

³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: New Skills for New Jobs - anticipating and matching labour market and skills needs. COM(2008) 868 final: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0868:FIN:EN:PDF>

⁴ http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc1292_en.htm

partnerships with the wider world, in particular business, to make education and training institutions more open and relevant to the needs of the labour market and society at large.⁶

A full set of reference policy documents on these topics is published on the DG EAC website.⁷

The specific policy context for school education, higher education, vocational training and adult learning is provided in the chapters for the sectoral programmes.

3. GENERAL PRIORITIES

Based on the strategic policy context described above the following general priorities have been identified for this call for proposals:

1. Develop strategies for lifelong learning and mobility

This priority is in line with the Conclusions of the Council on the youth mobility⁸, the Green Paper on Promoting the learning mobility of young people⁹ and with the Youth on the Move Initiative announced in President Barroso's Political Guidelines to the European Parliament in September 2009 and confirmed in the Commission's proposal of 3 March 2010 for a Europe 2020 Strategy¹⁰, where Youth on the Move was announced as one of the flagship initiatives. In order to promote an expansion of learning mobility the priority will encourage initiatives to develop mobility strategies and to remove obstacles to mobility.¹¹

In this context, initiatives between regions from different Member States will be particularly encouraged. Mobility strategies, however, could also be developed at sectoral level (e.g. an industrial branch) or between educational institutions.

The shift towards learning outcomes, effective lifelong guidance, the implementation of such tools as EQF and NQFs, Europass and ECVET that enhance lifelong learning and mobility, should also be explored by projects.

2. Encourage cooperation between the worlds of education, training and work

In line with the 2009 Communication on University/business cooperation¹², the aim is to encourage cooperation between all sectors of education, training and the world of

⁶ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), (2009/C119/02): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

⁸ Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on youth mobility (2008/C 320/03): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

⁹ COM(2009) 329 final: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

¹⁰ Ibid 2.

¹¹ http://ec.europa.eu/education/news/news2540_en.htm

¹² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A new partnership for the modernisation of universities:

work. The contribution of social partners in making education and training more relevant to the world of work is vital for labour market, for people's employability and entrepreneurial potential. Cooperation between education and the world of work can also contribute to improve study and career guidance.

3. Support initial and continuous training of teachers, trainers and education and training institutions' managers

As reflected in the September 2009 Informal Ministerial meeting, there is a strong link between the quality of education and the quality of teachers and those managing and leading educational institutions. In the November 2009 Council Conclusions on this issue¹³, the Commission was asked to support cooperation and exchanges of good practice in related areas. Quality assurance mechanisms at all levels of education and training strengthen these developments.

4. Promote the acquisition of key competences throughout the education and training system

As stated in the 2010 Joint Report on Education and Training, while the implementation of the key competences framework is more advanced at the level of general school education, it has to date been less successful in generating reforms in vocational education and training, in higher education and adult education. The purpose of this priority is thus to encourage all sectors, starting with early childhood education, to develop projects focused on the following key competences, each according to their specificities:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship;
8. Cultural awareness and expression.

In this context, multilingualism will be specifically promoted).

5. Promote social inclusion and gender equality in education and training, including the integration of migrants

Following the European Year for Combating Poverty and Social Inclusion (2010), projects will be called to promote social inclusion through education. For the school sector, the issues of early school leaving and special needs will be particularly important. For higher education, the focus will be on widening access to new types of learners. Issues relating to the participation of migrants, disadvantaged groups and vulnerable social groups of people with special needs will be particularly important for

the EU Forum for University Business Dialogue, COM(2009) 158 final: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0158:FIN:EN:PDF>

¹³ Council conclusions of 26 November 2009 on the professional development of teachers and school leaders. (2009/C 302/04): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:302:0006:0009:EN:PDF>

schools, VET and adult education. Access to adequate guidance for these groups of learners is particularly important. The gender dimension is very relevant in education, notably with early school leaving affecting boys more severely than girls, and with strong gender patterns in the choice of studies. While the gender dimension concerns the programme as a whole, projects under this priority could address it specifically.

In addition, it should be noted that promoting access to learning opportunities for people with disabilities is a strategic priority applying to the programme as a whole.

These overall strategic priorities are reflected in various ways under the different sub-programmes supported by the LLP. Where necessary, additional – more specific – priorities are also identified per sub-programme or key activity.

4. TRANSVERSAL CONDITIONS

In compliance with Article 14(2) of the programme Decision, multilateral projects and networks under Comenius, Erasmus, Leonardo da Vinci, Grundtvig and the key activities of the Transversal Programme are also open to partners from third countries which do not participate in the Lifelong Learning Programme on the basis of Article 7 of the programme Decision. Please refer to the LLP Guide for the details of the actions concerned and the modalities of participation.

Accompanying measures are supported in all sectoral programmes and in key activity 2 (Languages).

Across all programmes increased attention is given to systematic dissemination and exploitation of results at project, programme and policy level. All project applications must include a clear plan for dissemination and exploitation of results.

The Commission will consider applications for co-funding new work programmes for networks funded in previous years in the light of the proven performance of the networks and the added value of the new application.

5. HOW TO USE THIS DOCUMENT

This document sets out the different types of actions for which applications are invited under the Lifelong Learning Programme, along with – where applicable – the corresponding policy priorities.

Where priorities are specified for a given type of action, these reflect those issues which are central to policy development at European level in education and training and **applications must address at least one of these priorities in order to be selected.** To ensure a proper

coverage of the priorities the selection of applications for funding will be based upon the quality of applications as well as the need for a balanced coverage of the priorities.¹⁴

The General Call should be read alongside the following documents:

- The Decision of the European Parliament and Council establishing the Lifelong Learning Programme 2007- 2013.¹⁵
- The Lifelong Learning Programme Guide which includes the detailed description of the actions as well as the financial and administrative arrangements¹⁶.

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

Policy context

In November 2008 the Council agreed to enhance European cooperation on school education policies¹⁷. The aim is to provide all young people with quality education that equips them to take their place in globalised societies and the rapidly changing world of work, and helps them to develop fully their potential, including for innovation, creativity and active citizenship. In 2007¹⁸ and 2009¹⁹ the Council set out an agenda for cooperation on improving the education and professional development of teachers and school leaders²⁰. The emphasis is on the need to improve the quality and relevance of the whole cycle of teacher education, from initial education to the induction of new teachers and their continuous professional development. Also in 2009, the Council addressed the education of children with a migrant background and invited Member States, inter alia, to make targeted use of the Lifelong Learning Programme in order to find ways to support better the learning of this group²¹.

These priorities are reflected in the new strategic framework for cooperation in education and training (ET2020) adopted in May 2009²². For school education these priorities call for measures to ensure the acquisition of key competences by all, irrespective students' personal,

¹⁴ Detailed information on the applications' selection rules will be published in the LLP Guide – see: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm (under "How to participate").

¹⁵ Ibid 1.

¹⁶ Ibid 14.

¹⁷ Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools

(2008/C 319/08): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:319:0020:0022:EN:PDF>

¹⁸ Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 15 November 2007, on improving the quality of teacher education (2007/C 300/07):

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF>

¹⁹ Ibid 13.

²⁰ http://ec.europa.eu/education/school-education/doc832_en.htm

²¹ Council Conclusions on the education of children with a migrant background 2009/C301/07 : <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:301:0005:0008:EN:PDF>

²² Ibid 6.

social or economic backgrounds. In particular, further work is needed on basic skills and finding ways to enhance the teaching and learning of transversal key competences that foster initiative and entrepreneurship, creativity, innovation and adaptation to the rapidly changing world of work. Education for respect of the environment and of intercultural competences should be enhanced as well. ET2020 confirms the need to target efforts on the quality of learning of students with migrant backgrounds and acknowledges the key role of early childhood education and care in this respect.

The new European benchmarks²³ as set out in Annex I to the new strategic framework for cooperation in education and training (ET2020) include – in addition to reading literacy – also quantitative targets for reducing the number of low-performers in mathematics and science (to be less than 15% by 2020) and maintain the target of having less than 10% of early school leavers by 2020.

In the context of the New Skills for New Jobs initiative²⁴, for example, recent forecasts of future skills' needs anticipate an increase in jobs requiring high- or medium-level qualifications. However, such qualifications need to be accompanied by key competences that equip young people to work in intercultural, multilingual and rapidly changing circumstances and to contribute to creativity and innovation.

The described policy developments and challenges thus call for European cooperation which aims at:

- Continuing and further enhancing the work on key competences for lifelong learning²⁵. This implies ensuring that all students, starting from early age and irrespective their background, circumstances, gender or special needs – are given the means to acquire the full range of key competences. The development of key competences should build on solid basic skills in reading literacy, maths, and science and include both subject-based and transversal competences that will motivate and equip them for further learning.
- Supporting schools to work with the world of work and other key actors outside school, establishing partnerships and improving teachers and pupils' entrepreneurial skills.
- Continue to improve the quality of teachers, school leaders and other school staff and help schools become effective learning environments. This requires higher quality career-long teacher education, more effective teacher recruitment and retention and help to school leaders to focus on improving the learning of pupils and teachers.

Specific and Operational Comenius objectives

The specific objectives of the Comenius programme, as set out in Article 17.1 of the programme Decision, are to:

- a) develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value.

²³ Ibid 6.

²⁴ Ibid 3.

²⁵ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF>

- b) help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

The operational objectives of the Comenius programme, as set out in Article 17.2 of the programme Decision, are to:

- a) improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
- b) improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme;
- c) encourage the learning of modern foreign languages;
- d) support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- e) enhance the quality and European dimension of teacher training;
- f) support improvements in pedagogical approaches and school management.

Priorities for Comenius actions

1.1 Mobility and Partnerships

Comenius mobility of individuals to another European country and partnerships actions include:

- Individual pupil mobility in the context of an ongoing or previous School Partnership;
- Participation in training activities for teachers and other educational staff (In-Service training);
- Preparatory visits for School Partnerships, Networks and Multilateral Projects;
- Assistantships for future teachers;
- Multilateral and bilateral school Partnerships that include mobility of pupils and staff within the context of the partnerships activities;
- Comenius Regio Partnerships;
- eTwinning.

There are no priorities for these Comenius actions, the modalities of which are defined in the LLP Guide²⁶.

1.2 Multilateral projects

1.2.1 School development, leadership and links with the world of work

The development of key competences²⁷ and motivation to pursue learning depend to a great extent on the relevance of teaching and learning, the school ethos and the ways schools work with the outside world. Improving school leadership, providing incentives and opportunities for teachers to collaborate and the overall development of schools as learning environments have thus become key policy priorities.

²⁶ Ibid 14.

²⁷ http://ec.europa.eu/education/school-education/doc830_en.htm

Projects should involve partners from both school and the outside world. They should develop methods, strategies, pedagogical materials and/or other type of support material to:

- establish partnership and networking models between schools and the world of work;
- develop leadership skills among school staff;
- develop teachers' skills in collaborating with each other, with pupils' families and with the outside world;
- stimulate young people's sense of initiative and develop their entrepreneurial skills.

1.2.2 Development of approaches to teaching and learning

In order to respond to the needs of the rapidly changing world of work and ever more diverse societies, schools need to develop a full range of key competences in young people. This requires a sound initial education for teachers and school leaders and high quality continuous professional development throughout their careers. In this context, programmes for the induction of all new teachers into the profession are crucial.

- Projects should reflect on the competences needed by today's school leaders and develop, test and implement effective ways for supporting school leaders in their professional development;
- Projects should develop, test and implement effective inter-agency approaches to support new teachers at the start of their careers (induction).

1.2.3 Support to literacy and "transversal key competences"

The globalised world of work and the need to promote democratic values call for the development of both solid foundation skills – such as literacy, and transversal key competences - such as learning to learn, sense of initiative and entrepreneurship, social, civic and cultural competences. Teaching and learning these competences often require approaches that go beyond subject boundaries and take a holistic view of students' learning, personal and social development. Experience shows that the ways learning is assessed and evaluated have a strong impact on the quality of learning outcomes. Further on, the acquisition of key competences includes also the need of understanding the multi-cultural and multi-linguistic nature of Europe and how national cultural identities interact with the European identity.

Projects should:

- identify and develop teaching and learning methods that effectively support the development of students' learning skills ('learning to learn'), both as an individual learner and a member of a group and a wider learning community;
- find ways to strengthen the learning of literacy skills, to organise effective identification of reading difficulties and to support those with these difficulties throughout the school system;
- develop assessment and evaluation methods and practices that improve the quality of learning and support the development of all key competences;
- identify and develop the integration of the European dimension in teaching and learning.

1.2.4 Reducing early school leaving, improving the learning of students with migrant background and promoting gender equality and inclusive approaches to learning

Early school leaving (ESL) remains a major challenge in the EU. While many young people with a migrant background are successful students, their average performance is lower compared to their native peers. Similarly, differences between male and female students in interest and performance in certain subjects persist. Schools, together with other actors, can thus play a crucial role both in tackling early school leaving and improving the learning of students with migrant backgrounds.

Projects should:

- identify and develop both school-wide and student-focused strategies and methods that help students at risk of ESL to maintain their motivation and complete their studies, and prepare them for further education and training;
- identify and develop ways to support and motivate students with migrant backgrounds to fulfil their educational potential;
- identify and develop both school-wide and student-focused strategies to tackle gender stereotypes in teaching, learning and career choice;
- support the development of inclusive approaches to teaching and learning that cater for the needs of all students, including those from disadvantaged backgrounds.

1.3 Networks

1.3.1 Support to entrepreneurship and links with the world of work

The development of the sense of Initiative and Entrepreneurship as a key competence²⁸ includes the ability to turn ideas into action, working through projects and in teams, and learning about the functioning of the economy. Schools can support the development of this competence by encouraging initiative, innovation and creativity and by establishing partnerships with the world of work.

Under this priority, the partner organisations should develop the necessary knowledge in the topic by networking resources and expertise to identify and disseminate effective ways to help schools to:

- develop such learning environments that encourage initiative, creativity and innovation amongst pupils and staff;
- co-operate in partnership with the world of work;
- improve guidance for the pupils;
- support initial and continuous training of teachers, trainers and education institution managers.

1.3.2 Support to making science education more attractive

Responding to the global challenges such as the climate change by developing greener and smarter economy involves understanding of the changes caused by human activity to the natural world and responsibility as an individual citizen. Understanding the fundamental

²⁸ Key Competence 7 in the European Framework

concepts of science and interest in sustainable development has thus become key for active, responsible citizenship.

Under this priority networks should identify and disseminate effective methods of science teaching in particular for sustainable development - such as enquiry-based teaching, developing guidance and information services on science careers and methods to reduce the gender imbalance in science education and careers.

1.3.3 Development of Pre-school and Early Childhood Education and Care (ECEC) provision

Access to a high quality early childhood education and care is a foundation for effective future learning, helps children's social development and is beneficial for children at a disadvantage. The quality depends, inter alia, on the competences of the staff, curriculum, collaboration with parents, and the overall learning environment.

Networks should identify exchange and disseminate effective ways for:

- improving the competences of teachers, trainers and other staff and the quality of curricula and learning environments for children below the age of compulsory schooling;
- identifying and supporting those with learning difficulties or at a socio-economic disadvantage;
- supporting early language and literacy development.

1.3.4 Development of Special Needs Education (SEN) towards inclusion of all young people, in particular those with disabilities

Building on diversity and implementing the principles of inclusion in education and training requires the re-thinking of learning environments, resources and teachers' and school leaders' competences, the examination of barriers and the identification of opportunities.

Networks should identify and disseminate effective approaches that:

- promote mainstreaming, including widening the roles of special schools so that they become resource centres;
- train teachers, school leaders and other school staff in promoting inclusion.

2. ERASMUS – HIGHER EDUCATION INCLUDING ADVANCED VOCATIONAL EDUCATION AND TRAINING

Policy Context

EU higher education policy aims to support Member States' reforms of their higher education systems, making them more coherent and more responsive to the needs of the knowledge society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. They should enable Higher Education Institutions (HEI) to play a decisive role in the Europe of Knowledge and make a strong contribution to support the updated strategic framework for European co-operation in education and training and the

Europe 2020 Strategy²⁹. At the same time, reforms are in line with the developments of the European Higher Education Area (EHEA) objectives for 2020 (Bologna process), as adopted at the Leuven/Louvain-la-Neuve Ministerial Conference in 2009³⁰.

The higher education policy priorities are set out in the Communication *Delivering on the modernisation agenda for universities: education, research and innovation*³¹, published in May 2006, in which the Commission identified three main reform areas in higher education:

- Curricular reform: The three cycle system (Bachelors-Masters-Doctorate), competence based learning, flexible learning paths, recognition of qualifications and competences, mobility, in coherence with the Bologna process;
- Governance reform: Autonomy and accountability of higher education institutions, strategic partnerships, quality assurance;
- Funding reform: Diversified income of higher education institutions, tuition fees, grants and loans, equity and access, targeted EU funding.

These messages have been confirmed in various Council Conclusions and Resolutions.

Higher education policy is inspired by other EU initiatives, an important one being *New Skills for New Jobs*.³² Its main objective is to make it easier for people to get the right skills and competences and be able to use them in the appropriate jobs. To do this, it is important to make the best possible predictions about what skills will be needed in the future and to help people develop those skills through education and training.

Higher education institutions are invited to play their full part in the knowledge triangle (education, research and innovation) and to engage in projects focusing on reinforced cooperation between higher education institutions and enterprises, a priority which is underlined by the establishment of a European Institute of Technology³³ but is very relevant to higher education more generally. The European University-Business Forum initiated by the Commission and the related Commission Communication³⁴ also intends to strengthen cooperation in this area.

Implementation of the 2006 Recommendation on Further European Cooperation in Quality Assurance³⁵ will continue to be a priority. The Commission adopted the first Progress report on the implementation of this Recommendation in September 2009, suggesting a number of

²⁹ Ibid. 2 and 6.

³⁰ The Bologna Process 2020 - The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communique_April_2009.pdf

³¹ COM(2006)208 final: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0208:FIN:EN:PDF>

³² http://ec.europa.eu/education/focus/focus2043_en.htm

³³ <http://eit.europa.eu>

³⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A new partnership for the modernisation of universities: the EU Forum for University Business Dialogue. COM(2009) 158 final: http://ec.europa.eu/education/higher-education/doc/business/com158_en.pdf

³⁵ Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education (2006/L 64): http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_064/l_06420060304en00600062.pdf

areas for further development³⁶. The implementation of the European Qualifications Framework and strengthening its link to the Framework of Qualifications for the European Higher Education Area will also continue to be a priority.

The political emphasis on fostering mobility is a high priority on the higher education agenda, as reflected in the Council conclusions of November 2008 which emphasise that every young person should have the opportunity to take part in some form of mobility. The Bologna Ministerial Conference in Leuven/Louvain-la-Neuve in 2009 agreed on a mobility target that by 2020 20 % of European graduates should have a study or placement abroad experience.

Specific and Operational Erasmus objectives

The specific objectives of the Erasmus programme, as set out in Article. 21.1 of the programme Decision, are:

- a) to support the achievement of a European Area of Higher Education;
- b) to reinforce the contribution of higher education and advanced vocational education to the process of innovation.

The operational objectives of the Erasmus programme, as set out in Article. 21.2 of the programme Decision, are:

- a) to improve the quality and to increase the volume of student and teaching staff mobility throughout Europe, so as to contribute to the achievement by 2012 of at least 3 million individual participants in student mobility under the Erasmus programme and its predecessor programmes;
- b) to improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe;
- c) to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe;
- d) to improve the quality and to increase the volume of cooperation between higher education institutions and enterprises;
- e) to facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others;
- f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Priorities for Erasmus actions

2.1 Mobility

Mobility of students and of teaching and other HEI staff

Student and staff mobility play a key role in establishing the European Higher Education Area. Institutions participating in Erasmus are called upon to increase both student mobility

³⁶ Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions: Report on progress in quality assurance in higher education. COM(2009) 487 final: http://ec.europa.eu/education/higher-education/doc/report09_en.pdf .

for studies and placements in order to achieve target of 3 million Erasmus students by 2012 and to further develop teaching and other staff mobility.

Higher education organisations are requested to ensure high quality in organising student and staff mobility, as detailed in the Erasmus University Charter and in the European Quality Charter for Mobility³⁷.

Under mobility, there are no priorities set at European and national level.

Erasmus Intensive Programmes (IP)

Preference will be given to programmes which:

- present a strong multidisciplinary approach, fostering the interaction of students from different academic disciplines;
- focus on subject areas which are currently under-represented in Erasmus student mobility at overall European level³⁸;
- are planned to train students' entrepreneurial competencies in any subject area³⁹.

The possibility to set priorities at national level is not envisaged under this action.

Erasmus Intensive Language Courses (EILC)

These courses are a key element for the development of the linguistic and multi-cultural competencies of mobile students and for the promotion of multilingualism in Europe. However, there are no European or national priorities under this action.

2.2 Multilateral projects

Erasmus multilateral projects provide support for cooperation of higher education institutions between themselves or together with other relevant stakeholders.

Preference will be given to innovative projects focusing on subject areas and themes not sufficiently covered by projects already being funded under this action..

2.2.1 Cooperation between higher education institutions (HEI) and enterprises

Projects under this priority should support activities bringing together HEI and partners from outside academia: enterprises, professional organisations, chambers of commerce, social partners or local/regional bodies.

³⁷ Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (2006/L 394/5): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:EN:PDF>.

³⁸ The following areas are over-represented: business studies, social sciences, arts, humanities, languages and law

³⁹ Most of the possible contents of entrepreneurship courses are relevant for students from all fields of studies, but depending on the specific field of studies, more emphasis is placed on one aspect or another. For instance: Business Studies – business start-up, management of SMEs; Science and Technology – intellectual property, venturing, management techniques, marketing, patenting; Humanities, Arts and Design – self-management, social entrepreneurship, user-driven innovation etc.

These projects have to prove a real cooperation between the world of work and higher education areas, with the participation of institutions from both sides.

Preference will be given to projects focusing on:

- reinforcing the link between (intra and extra) curricular education activities with business and employment needs, for example by assessing future skills needs, by promoting business input into course design, as stated in the "New Skills for New Jobs" initiative or by facilitating the acquisition of entrepreneurial skills;
- developing educational services for enterprises in the framework of lifelong learning based on a clear demand and involvement from employers, such as "tailor-made" courses for upgrading knowledge and skills of employees.

2.2.2 Social inclusion in higher education

Projects under this priority should support actions aiming at increasing access to and improving the social inclusion in higher education. The major objectives are the widening of the participation and to raise completion rates for students from underrepresented groups and non-traditional learners, and to increase gender balance particularly in fields of study such as science and technology. Projects can also seek to enhance lifelong learning via flexible learning paths and develop the social responsibility of higher education institutions.

Preference will be given to projects focusing on:

- widening access to higher education for underrepresented groups as well as for non-traditional learners, for example by fostering the recognition of prior non-formal and informal learning and by developing or reinforcing the access to guidance.
- developing flexible provisions in particular for part-time or personalised study routes (including distance learning), in order to meet their specific needs in higher education;
- developing policies to increase completion rates of higher education, including through strengthening individualised support (financial or other) and guidance for students;
- developing the social responsibility of higher education institutions, including community outreach activities and community-based access routes.

2.2.3 Mobility strategies and removal of barriers to mobility in higher education

Projects under this priority should support activities to develop innovative strategies to boost mobility or ways to remove obstacles to mobility in higher education.

This priority also caters for projects that support virtual mobility that are embedded in a global strategy for the effective integration of ICT in the participating higher education institutions, in line with activities previously supported under the Erasmus *Virtual Campus* action.

Preference will be given to projects focusing on:

- developing strategies with a view to boosting learning mobility, for example by promoting "mobility windows" in the curricula or by encouraging the commitment for "multipliers" (teachers, trainers...) to promote mobility;
- analysing and tackling the main obstacles to mobility, and in particular those which prevent full recognition of the period mobile students have spent abroad, including promotion and making full use of existing recognition tools (ECTS, Europass including the diploma supplement...);

- making relevant and updated information at national or regional level on transnational mobility opportunities easily available;
- providing open educational resources for virtual campuses by ensuring that organisational, technical and quality-related issues are addressed in order to share content, and make it easily accessible at European level;
- strengthening virtual mobility by integrating access to virtual learning resources and online communities of practice into traditional courses.

2.2.4 Support to the modernisation agenda of higher education (including curriculum reform, governance reform and funding reform)

Projects under this priority should support activities in line with the modernisation agenda for higher education. It is to note that this priority substitutes the previously separate Erasmus actions *Curriculum Development* and *Modernisation of Higher education*.

Projects must address at least one of the following reform areas on the modernisation agenda: curricular reform (including curriculum development projects), governance reform or funding reform.

As regards curriculum reform preference will be given to projects focusing on:

- development of initiatives or tools to assess and promote the employability of graduates;
- designing integrated programmes covering either (1) a complete cycle of study (bachelor, master or doctoral level) and leading to a recognised double or joint degree; (2) curricula and modules for continuing education; or (3) teaching modules in highly interdisciplinary areas or inter-sectoral approaches.

As regards governance reform, preference will be given to projects focusing on:

- facilitating European cooperation in quality assurance, for example by defining and implementing new procedures for internal and external evaluation of quality of the study programmes;
- enhancing autonomy and accountability for higher education institutions and improved strategic management systems;
- promoting transparency of the diversity and performance of higher education institutions.

Regarding funding reform, preference will be given to projects focusing on:

- Developing strategies to increase the efficiency of funding, including performance-based funding mechanisms;
- Promoting the diversification of funding for higher education institutions;
- Assessing and promoting the return to investment in higher education

2.2.5 Fostering the excellence and innovation in higher education

Projects under this priority should support activities addressing the knowledge triangle of education, research and innovation. European higher education institutions have demonstrated great potential in both teaching and research, but often the two areas are not interrelated in an optimal way and neither is well connected to the third side of the triangle, innovation. These projects should attempt to fill in this gap, complementing EU initiatives to link these three

areas in new and efficient ways, as exemplified by the establishment of the European Institute of Innovation and Technology (EIT).

Consortia participating in EU research and innovation programmes such as the Framework Programmes are particularly welcome to submit applications under this action to complement their activities with educational initiatives not originally foreseen in their work plans.

Preference will be given to projects which help to foster excellence and innovation by focusing on:

- improving the quality and relevance of teaching and the use of innovative teaching methods by ensuring a close link to ongoing research, e.g. by involving staff from research institutes in education activities;
- providing students, in particular at Bachelor level, with the opportunity to work in a research setting, e.g. by establishing links with research projects, laboratories, etc.;
- stimulating innovative and entrepreneurial mindsets of students, to allow them applying their knowledge and research insights, e.g. by stimulating the setting up of micro-companies.

2.3 Academic networks

Projects under this Erasmus priority should aim at gathering the widest and most advanced set of specific competencies in a given subject area. Academic networks should bring together an appropriate range of relevant stakeholders and should address topics of direct relevance for the European higher education policy. The main focus should be sharing knowledge, discussing methodologies, disseminating good practice as well as producing and promoting creativity and innovation. Networks should address current, emerging and future developments of the subject area. Preference will be given to innovative networks focusing on subject areas and themes not sufficiently covered by networks already being funded under this action. Information of networks funded in previous calls can be found in the Erasmus project compendia on the following website:

http://eacea.ec.europa.eu/llp/erasmus/erasmus_compendia_en.html

3. LEONARDO DA VINCI – INITIAL AND CONTINUING VOCATIONAL EDUCATION AND TRAINING

Policy context

The policy framework for the Leonardo da Vinci programme is the Copenhagen process, as updated by the Bordeaux Communiqué (2008)⁴⁰ which will be re-launched in Bruges in December 2010. The main focus of the process is on enhancing the attractiveness, quality and performance of vocational education and training (VET) systems, improving transparency, information and guidance systems, recognition of competences and qualifications and strengthening the European dimension. The challenges ahead of us in the coming years have

⁴⁰ http://ec.europa.eu/education/vocational-education/doc1143_en.htm

been described in the Communication on VET adopted by the European Commission in June 2010⁴¹.

Specific initiatives to promote the further development, testing and implementation of the common European tools for vocational education and training will continue to be a focus of the programme activity. These include the development and testing of the European Credit System for Vocational Education and Training (ECVET), the implementation of the European Qualifications Framework (EQF), and the promotion, development and use of the European Quality Assurance Reference Framework for VET. These activities will be instrumental in strengthening mutual learning, cooperative work, trust, enhancing mobility and sharing experience and know-how. Based on the Council Conclusion on Youth mobility (November 2008)⁴², the Green Paper on Promoting the learning mobility of young people of June 2009⁴³ and the Youth on the Move initiative, a specific accent will be put on the creation of mobility opportunities for young people, such as apprentices, trainees or students in VET.

Special attention will be given to facilitating the participation of **sectors⁴⁴, social partner organisations and companies, in particular small and medium-sized enterprises (SMEs)**, in all Leonardo da Vinci actions. **Regional cooperation strategies** to stimulate mobility of young VET students contribute to these objectives.

Specific and operational objectives of Leonardo da Vinci

The specific objectives of the Leonardo da Vinci programme, as set out in Article 25.1 of the programme Decision, are:

- a) to support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market;
- b) to support improvements in quality and innovation in vocational education and training systems, institutions and practices;
- c) to enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees.

The operational objectives of the Leonardo da Vinci programme, as set out in Article 25.2 of the programme Decision, are:

- a) to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80 000 per year by the end of the Lifelong Learning Programme;

⁴¹ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A new impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy. COM(2010) 296 final : <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0296:FIN:EN:PDF>

⁴² Ibid 8.

⁴³ Ibid 9.

⁴⁴ Sectors according to the Eurostat codes and descriptors: Statistical classification of economic activities in the European Community (NACE - Nomenclature statistique des activités économiques dans la Communauté européenne): [http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Statistical_classification_of_economic_activities_in_the_European_Community_\(NACE\)](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Statistical_classification_of_economic_activities_in_the_European_Community_(NACE))

- b) to improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe;
- c) to facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others;
- d) to improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning;
- e) to encourage the learning of modern foreign languages;
- f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Priorities for Leonardo da Vinci actions⁴⁵

3.1 Mobility and Partnerships

As regards Mobility of persons for the purpose of vocational training and of professionals in vocational education and training strong emphasis is placed on the quality management of the mobility, including pedagogical, linguistic and cultural preparation and arrangements for the stay abroad on the basis of the principles set out in the European Quality Charter for Mobility. The development and implementation of ECVET elements (description of learning outcomes, assessment and recognition of learning outcomes) is encouraged as well as guidance and sustainability in order to optimize the impact of the mobility experience. The preparatory actions in the area of mobility for apprentices have led to the conclusion to give this target group a specific visibility in the Leonardo da Vinci programme. The important role of competent intermediary bodies⁴⁶ in these projects is underlined in order to achieve quality and involvement of SME.

This action covers mobility for learning/training purposes in the following target groups:

- (1) trainees in initial vocational training
 - A. apprentices and trainees in initial vocational education based on alternate learning or work-related training in enterprises⁴⁷
 - B. trainees in school based initial vocational training
- (2) people in the labour market in continuing vocational training
- (3) the mobility of professionals in vocational education and training.

As Comenius Partnerships cover the cooperation between schools, Partnership projects in Leonardo da Vinci must focus on the cooperation between vocational education and training and the world of work and involve partners from both sides.

⁴⁵ It should be noted that, in the framework of mobility actions and 'transfer of innovation' projects under Leonardo da Vinci, national authorities may decide on certain additional national priorities such as subject areas, destination countries, etc. These priorities must be coherent with those European priorities set out in this document, and agreed with the European Commission. They will be made known either via specific national calls or via the national agencies' websites.

⁴⁶ Competent intermediary bodies are all public or semi-public organisations and interest groups having the mission of supporting the business or training sector in their E&T activities; examples of such bodies are chambers of craft; chambers of commerce, business representation/federations, unions; labour offices.

⁴⁷ Apprenticeships as defined by the country for the purpose of the programme, this can also include adults in apprenticeship schemes. Please refer to the NA website of the country concerned.

3.2 Multilateral projects - Transfer of innovation (TOI)

The two types of multilateral projects' action in Leonardo da Vinci are:

- multilateral projects for transfer of innovation - TOI - (decentralised management);
- multilateral projects for the development of innovation - DOI (centralised management).

The difference in scope between these two project types is described in more detail in the Lifelong Learning Programme Guide.⁴⁸

Raising competence levels of groups at risk⁴⁹ and ensuring equal opportunities are considered as horizontal priorities across all multilateral Leonardo projects and all priorities.

The use of **ICT and e-learning methods, vocationally oriented language learning (VOLL)** and **content integrated language learning (CLIL)** is encouraged for all multilateral Leonardo projects.

3.2.1 Encouragement of cooperation between VET and the world of work

Under this priority projects should support close links to working life in order to make VET more responsive to labour market needs. The projects should aim to improve sectoral identification and anticipation of skill and competence needs and their integration in VET provision. It implies also promoting integration of learning with working. This priority should support the implementation of the "New Skills for New Jobs" strategy⁵⁰ by taking into account the challenges such as environmental and demographic changes and the related growing job needs in these areas, such as the so-called "green jobs" or "white jobs" (medical and social care). Applications should cover one of the following areas of activity:

- foster the involvement of the different stakeholders in making VET and qualifications systems more responsive to the needs of the labour market taking into account systemic changes such as the shift to learning outcomes and competence-based systems;
- test and transfer into practice common methods and systems for anticipation of skills needs addressing both aspects of determining skill needs and appropriate implementation into VET, e.g. at sectoral level, and involving companies / sectoral organisations / social partners in VET;
- foster the integration of working life into institution-based VET by promoting more work-related activities in VET programmes, including innovative models of work experience, work shadowing, work-based learning and apprenticeships.

3.2.2 Support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers

This priority, addresses the need to develop the skills and competences of VET teachers, trainers, tutors and school/institution managers as well as guidance professionals in order to cope with the future challenges. Under this priority projects should promote the transfer of innovation on the following topics:

⁴⁸ Ibid 14.

⁴⁹ Groups at risk are groups with particular difficulties on the labour market, such as for example early school leavers, low-skilled workers, people with disabilities, immigrants and those with a migrant background, ethnic minorities

⁵⁰ Ibid 3.

- the role of VET professionals in response to systemic changes such as the shift to learning outcomes and competence-based systems and the growing focus on the validation of prior non-formal and informal learning;
- strengthening the link between VET professionals and working life (enterprises, occupational sectors, etc.), develop their capacities for job and career guidance to individuals⁵¹;
- their pedagogical skills and their involvement in curriculum development;
- the acquisition of competences which will enable VET professionals to teach transversal competences such as those set out in the 2006 Recommendation on key competences for Lifelong learning.

3.2.3 Promotion of the acquisition of key competences in VET

The acquisition of key competences⁵² is of particular importance in VET as some pupils and trainees enter vocational education with a lack of basic skills and competences which are needed in order to be able to successfully follow and complete the training. On the other hand key competences are of importance to promote individual educational pathways beyond VET, to improve permeability in the educational system and to facilitate transition phases (from VET into the labour market or reintegration into labour market after unemployment). Some key competences contribute to the attractiveness of VET.

Projects should promote one of the following issues:

- developing concepts for the acquisition of key competences in initial vocational training, in particular digital and technological competences, entrepreneurship, foreign languages (vocationally oriented language learning - VOLL and content integrated language learning - CLIL) and the competence to live and work in an increasingly diverse society and active citizenship;;
- developing practices for acquisition of key competences in continuous vocational training;
- developing approaches supporting the learning of foreign languages in IVET adapted to the needs and the possibilities of the pupils and trainees.

3.2.4 Development and transfer of mobility strategies in VET

The importance and positive impact of learning mobility has been underlined on several occasions and it has become a major strategic priority in the Education and Training 2020 Strategy. Especially in VET, mobility participation is comparatively low and needs particular support strategies by relevant actors on all levels. . Mobility in VET consists, for an important part, in training placements in enterprises, i.e. is oriented towards practical experiences and has a close link to the business sector. In the case of apprentices, businesses are involved also on the sending side. To ensure quality placements, to support partner finding and encourage participation of SME, sustainable cooperation structures have to be established between competent organisations. Many tools, concepts and approaches have been developed in the previous years which can be adapted and transferred to other environments.

⁵¹ The Euroguidance network - <http://www.euroguidance.net> is very useful in this respect.

⁵² European Framework for Key Competences: http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm

In order to make mobility in VET a rule rather than an exception it is important to integrate mobility and international skills into existing curricula. The labour market requires these skills and they increase the attractiveness of VET.

Applications involving regions, which in a number of countries play an important role in enhancing mobility, are particularly encouraged as well as strategies at sector level, branches or VET fields.

Within this priority, multilateral projects should therefore aim at one of the following goals:

- adopt and transfer structures and tools to support mobility in VET, particularly the participation of SME and placements in enterprises;
- transfer approaches for the generalisation/integration of mobility into VET curricula, in specific sectors, branches, VET fields or regions;
- transfer models for reciprocal exchanges of trainees, particularly apprentices in enterprises.

3.2.5 ECVET for transparency and recognition of learning outcomes and qualifications

Under this priority, projects should prepare, organise and ensure the **transfer of methods**, guidelines and associated tools aiming at the implementation and use of ECVET principles, for mobility and/or lifelong learning purposes. This includes instruments, procedures and methods established for:

- the design of qualifications in units of learning outcomes;
- development and transfer of units of learning outcomes dealing with international working skills; special emphasis should be put on the transfer and the integration of these units in recognized qualifications in initial and further training and qualifications for professionals in VET;
- the allocation of ECVET points to units and qualifications;
- the associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non-formal contexts;
- the development of operational partnerships, including models for Memoranda of Understanding, learning agreements, personal transcripts.

Applications should address **all** of the following:

- practical transfer processes intended to facilitate the understanding and application of ECVET by VET stakeholders;
- practical solutions intended to facilitate the development of innovative practices in VET, using ECVET and their transfer, including mobility and validation of non-formal and informal learning;
- development and dissemination of strategies and approaches of policy makers, teachers and those responsible for qualifications, which can be replicated at European level and transferred;
- provision of open information and supporting resources, ensuring that organisational, technical and quality-related issues linked to ECVET are addressed in order to share content and make it easily accessible at European level.

3.2.6 Improving quality assurance systems in VET

Under this priority, projects should contribute to the exploitation of former Development of Innovation (DOI) projects, other projects having received a Leonardo da Vinci grant or any

innovative approach in the field of Quality Assurance in VET, in order to prepare, organise and ensure the transfer of guidelines, tools and products aiming at the implementation and use of the European Quality Assurance Reference Framework. This includes instruments, procedures and methods established for:

- the design of a national approach for improving the quality of VET systems and developing the use of the European quality assurance reference framework;
- the use of self assessment and peer review in the quality assurance process;
- the development of the use of indicators in annex 2 of the Recommendation establishing a European Quality Assurance Reference Framework⁵³.

Applications should address **one** of the following:

- transfer, use and dissemination of the results of the work of the former ENQAVET project notably the outcomes of the thematic groups and in particular the outcomes of the thematic group on developing guidelines for supporting quality assurance in VET and the outcomes of the group on the indicators;
- transfer, exploitation of the results of the former projects on the implementation of the "Common Quality Assurance Framework (CQAF) through peer review for quality assurance in VET⁵⁴";
- transfer and exploitation of innovative and relevant materials produced under Leonardo da Vinci projects in the field of quality assurance in VET;
- update of former pertinent, relevant and innovative projects outcomes related to the implementation of the CQAF in view of the adaptation to the European Quality Assurance Reference Framework.

In all cases the new project coordinator should be in contact with the current network for Quality assurance in VET and follow its latest works in order to maintain the coherence with actions undertaken at European level.

3.3 Multilateral projects - Development of innovation (DOI)

See general information under the introduction of section 3.2.

3.3.1 Implementing ECVET for transparency and recognition of learning outcomes and qualifications

Under this priority, projects are intended to support the development of national and sectoral qualifications and / or qualifications systems by incorporating ECVET, according to the Recommendation of the European Parliament and of the Council establishing the ECVET system⁵⁵. They should also support the testing and implementing of ECVET according to the Recommendation of the European Parliament and of the Council establishing the ECVET system, and address **all** of the following:

⁵³ Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (2009/C 155/1): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>

⁵⁴ http://www.peer-review-education.net/index.php?class=Calimero_Webpage&id=14762

⁵⁵ Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

- designing and applying operational and transferable methods and guidelines for the design of qualifications in units of learning outcomes with allocation of ECVET points, based on the ECVET technical specifications;
- testing of units of learning outcomes based qualifications – sectoral or trans-sectoral - with associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts;
- designing and testing quality standards for the application of ECVET to national, sectoral or trans-sectoral qualifications with the aim of issuing an ECVET quality label to these qualifications.

In addition to the above activities, projects could also include:

- designing VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, using ECVET principles;
- the development of concepts to combine ECVET and ECTS and enhance their compatibility based on the learning outcomes approach.

3.3.2 Improving quality assurance systems in VET

Under this priority projects are intended to support the use and development of the European quality assurance reference framework⁵⁶ to further improve and develop the VET systems and promote a culture of quality improvement and innovation at all levels. The projects should support **one** of the following goals:

- the designing of national approaches aimed at improving quality assurance systems at national level and making best use of the framework, in particular the design of guidelines and action plans for implementation;
- development of data retrieval for the indicators of annex 2 of the Recommendation on the European Quality Assurance Reference Framework;
- develop sustainable and transferable, operational and concrete instruments based on the European Quality Assurance Reference Framework;
- design concrete guides/guidelines related to the Framework to be used by VET actors, in particular training providers;
- develop and test quality assurance processes in initial and continuing vocational education and training based on the framework.

3.3.3 Developing Vocational Skills considering the labour market needs – New Skills for New Jobs

Under this priority projects should support close links to working life in order to make VET more responsive to labour market needs. The projects should aim to improve sectoral identification and anticipation of skill and competence needs and their integration in VET provision. It implies also promoting integration of learning with working. This priority should support the implementation of the "New Skills for New Jobs" strategy.⁵⁷ Applications should include the following:

- foster the involvement of the different stakeholders in making VET and qualifications systems more responsive to the needs of the labour market taking into account systemic changes such as the shift to learning outcomes and competence-based systems;

⁵⁶ The European Quality Assurance Reference Framework is a reference system aimed at helping Member States and participating countries to develop, improve, monitor and evaluate their own systems and practices, on the basis of common principles and criteria: http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm .

⁵⁷ Ibid 3.

- develop and test common methods and systems for anticipation of skills needs, including at sectoral level, and involving companies / sectoral organisations / social partners in VET;
- foster the integration of learning with working life by promoting more learning conducive environments at the workplace, work-placed training and apprenticeship pathways as a basis for development of vocational skills relevant to the labour market needs.

3.4 Networks

3.4.1 Cooperation between the VET and world of work

Networks under this priority should involve stakeholders in VET (e.g. VET schools, institutions, organisations, representative associations) as well as stakeholders in the world of work (e.g. sector representations, branches, enterprises, social partners). The aim of such networks is to exchange information and experience, as well as support the dissemination and implementation of common approaches, methods and tools linked to the New Skills for New Jobs initiative⁵⁸. This can include for example peer reviews, reflections on methods and tools or on pedagogical approaches, or the preparation of sectoral skills councils. Networks in sectors undergoing structural adjustments or rapid evolutions are particularly encouraged.

3.4.2 Development of mobility strategies in VET

Networks will support the cooperation between regional/local authorities and/or competent bodies and/or the business world on enhancing mobility in VET. They should focus on identifying, promoting and disseminating ideas, strategies and structures in the area of learning mobility, not only inside the network but also to external interested parties. In order to have a broad visibility and impact, networks should bring together an important range of relevant stakeholders and countries.

4. GRUNDTVIG – ADULT EDUCATION

Policy context

The aim of the Grundtvig programme is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early (or, as in the case of many migrants, never had the possibility to receive a school education) and, on the other hand, an ageing population. Adult education helps to address these challenges by enabling both categories of individuals to improve and update their knowledge and competences.

Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. Compared with the Member States' agreed benchmark for lifelong learning participation of 12.5% of the adult working-age population by 2010 and 15 % by 2020, the average rate in 2008 was 9.5 %, with a wide variation among countries that ranged from 1.3% to 32 %.

⁵⁸ Ibid 3.

In order to address this issue as well as other challenges Europe is facing, such as demographic changes, rapid development in other regions of the world and poverty paired with social exclusion, the Commission published a Communication on "Adult Learning: It is never too late to learn"⁵⁹ in 2006. It underlines the importance of adult learning to support adults' employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society. In the current climate of slow recovery from recession, its messages are more relevant than ever.

This Communication was followed-up by an Action Plan on Adult Learning⁶⁰ in September 2007, which set out how Member States and other stakeholders with support from the European level, could develop efficient and effective adult learning systems. In May 2008 the Council adopted a set of Conclusions on Adult Learning⁶¹ which reinforce and further develop the Commission's strategy for action in this area.

Increasing participation in adult learning and making it more equitable is crucial. A culture of quality should be fostered, paying special attention to learners, the professional development of staff, as well as delivery by providers. Implementation of systems for recognition and validation of non-formal and informal learning are essential to help motivate adults. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making. Improving the quality and promoting equity of education and training are priorities of the "Strategic Framework for European Cooperation in Education and Training" ("ET 2020") adopted in the Council Conclusions of 12 May 2009.⁶²

Specific and Operational Grundtvig objectives

The specific objectives of the Grundtvig programme, as set out in Article 29.1 of the programme Decision, are:

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

The operational objectives of the Grundtvig programme, as set out in Article 29.2 of the programme Decision, are:

- a) to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013;
- b) to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe;
- c) to 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;
- d) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;

⁵⁹ COM(2006) 614 final: http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

⁶⁰ COM(2007) 558 final: http://ec.europa.eu/education/policies/adult/com558_en.pdf

⁶¹ Council conclusions of 22 May 2008 on adult learning (2008/C 140/09): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>

⁶² Ibid 6.

- e) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- f) to improve pedagogical approaches and the management of adult education organisations.

Priorities for Grundtvig actions

4.1 Mobility and Partnerships

As regards the decentralised actions of Grundtvig, namely mobility (In-service training of staff, Visits & exchanges, Assistantships, Workshops, Senior Volunteering Projects, Preparatory visits) and Learning Partnerships, there are no formal priority topics. Applicants are strongly advised to consult the website of the National Agency in their country, in order to ascertain whether there are any national priorities or other national rules regarding these actions.

Learning Partnerships are defined as partnerships for strengthening the European dimension and improving the quality of adult learning organisations through transnational cooperation. Mobility of adult learners is supported in the framework of Learning Partnerships, Grundtvig Workshops and Senior Volunteering Projects for informal learning. Mobility of adult learning staff as defined in Part II of the LLP Guide is supported in the framework of Learning Partnerships as well as in the form of individual grants for participating in In-service training or carrying out Visits & Exchanges and Assistantships.

4.2 Multilateral projects

Under the Multilateral projects support will be provided for **projects which will share experience and good practice and give rise to concrete results and outputs suitable for dissemination (methods, tools, materials, courses)** and thereby develop innovation and/or disseminate innovation and good practice with a potential for significant impact. Particular priority will be given to projects which foresee among their outputs the organisation of in-service training courses for adult education staff.

Applications submitted under the specific actions listed below should seek to show the way in which they will contribute to applying, adapting and testing – in concrete adult learning situations – the relevant tools or policy approaches which have been or are being developed in the framework of policy cooperation at European level. These include European / national qualifications frameworks⁶³, European guidelines for the validation of non-formal and informal learning⁶⁴, the European framework of key competences⁶⁵, Europass⁶⁶, ECVET⁶⁷, EQARF⁶⁸, as well as the key competences identified for adult learning professionals in a

⁶³ Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

⁶⁴ <http://www.cedefop.europa.eu/EN/publications/5059.aspx>

⁶⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm

⁶⁶ Decision No. 2241/2004/EC of the European Parliament and of the Council on a single Community framework for the transparency of qualifications and competences (Europass) (2004/L 390/6): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2004:390:0006:0020:EN:PDF>

⁶⁷ Ibid 55.

⁶⁸ Ibid 53.

study recently completed for the European Commission as part of the Adult Learning Action Plan⁶⁹...etc.

4.2.1 Acquisition of key competences through adult education

Under this priority attention should be given to basic skills as a foundation for acquiring the broader transversal key competences. Projects will focus on aspects such as:

- widening access of adults to basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology, digital competence, civic and entrepreneurial competences;
- provision of quality second chance education and training for young adults and adults, including migrants, needing to improve their basic skills. Developing innovative approaches to the teaching and learning of host country languages for immigrants;
- recognising skills acquired through volunteering, community activities and family-related activities;
- using the workplace as the setting to acquire key competences, and developing innovative approaches to upgrade the general education level of the staff of enterprises (e.g. their literacy and numeracy), as distinct from their specific vocational competence;
- improving assessment of key competences based on learning outcomes and incorporating the validation of non-formal and informal learning for low-skilled and low-qualified individuals;
- assessing the impact of National Qualifications Frameworks on increasing their access to educational opportunities.

4.2.2 The role of adult education in strengthening social inclusion and gender equality

- Improving the attractiveness of and access to adult learning, especially for low-skilled adults, disadvantaged and marginalised citizens and migrants,. Projects should focus on aspects such as:
 - motivating individual learners to commit to learning, including through guidance services, out-reach strategies, awareness raising campaigns, validation of non-formal and informal learning, appropriate teaching and learning approaches and partnerships with enterprises;
 - using ICT, e-learning and the media to widen access to adult learning;
 - developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market.
- Promoting gender equality in adult learning, notably by developing attractive methods to encourage more participation of men in areas of adult learning where they are under-represented.

4.2.3 Intergenerational learning; Learning for senior citizens; Family learning

Under this priority projects should focus on aspects such as:

- transferring knowledge, methods and good practice for senior citizen education;
- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;
- strengthening the contribution of older people to the learning of others, including young adults;

⁶⁹ Ibid 60.

- developing innovative approaches to inter-generational and family learning;
- developing innovative models for senior volunteering as a form of informal learning (2011 being the European Year of Volunteering).

4.2.4 *Quality assurance of adult learning, including the professional development of staff*

Under this priority projects should focus on aspects such as:

- developing the competences of teachers, trainers and other staff, for example through initial or in-service training and the development of suitable qualifications and by exploiting the framework of key competences for adult learning staff⁷⁰;
- developing the profession of adult educator, including career pathways for adult learning practitioners;
- analysing the cost-benefits of (and returns on investment in) adult learning provision;
- improving the quality assurance of services and institutions, including exploring how the European Quality Assurance Reference Framework for vocational training⁷¹ and the Standards and Guidelines for Quality Assurance in the European Higher Education Area⁷² can be applied to adult education;
- developing innovative European courses for in-service training and non-formal approaches to staff development such as job-shadowing;
- developing and improving validation-certification systems for upgrading qualifications of adult education staff (teachers, trainers etc.);
- improving management and structures of adult education organisations;
- developing standards and accreditation of providers.

4.3 Networks

4.3.1 *Promoting social cohesion through improved adult learning opportunities for specific social groups*

Under this priority the networks to be created should focus on themes and target groups of particular importance for promoting social cohesion and inclusion, such as:

- Migrants and ethnic minorities with a special focus on designing appropriate training schemes, including for the acquisition of the host country language;
- Prisoners and ex-offenders (this network should in particular build on and consolidate the results of working groups launched during the European Conference on Prison Education held in Budapest, February 2010);
- Senior citizens (with a particular emphasis on inter-generational learning);
- Developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- Development of special needs adult education, in particular for people with disabilities (this network should address aspects such as the use of distance learning for this target group; the role of the media in special needs education support, provision and awareness-raising; family learning in the context of disability);

⁷⁰ http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

⁷¹ Ibid 53.

⁷² http://www.eqar.eu/fileadmin/documents/e4/050221_ENQA_report.pdf

Such networks should also involve persons from beyond the field of education with expert knowledge of the relevant area of social policy.

CHAPTER 2 – TRANSVERSAL PROGRAMME

Policy context

The Transversal Programme supports the implementation of transversal aspects of European policy in education and training as set out in the strategic framework for European cooperation in education and training ET 2020⁷³, including making lifelong learning a reality by implementing lifelong learning strategies and by developing qualifications frameworks and measures to enable more flexible learning pathways.

Specific and Operational objectives of the Transversal Programme

The specific objectives of the Transversal programme, as set out in Article 32.1 of the programme Decision, are:

- a) to promote European cooperation in fields covering two or more sectoral sub-programmes;
- b) to promote the quality and transparency of Member States' education and training systems.

The operational objectives of the Transversal programme, as set out in Article 32.2 of the programme Decision, are:

- a) to support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and Education and Training 2010 Work Programme, as well as the Bologna and Copenhagen processes and their successors;
- b) to ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention;
- c) to promote language learning and to support linguistic diversity in the Member States;
- d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- e) to ensure that the results of the Lifelong Learning Programme are appropriately recognised, demonstrated and implemented on a wide scale.

1. KEY ACTIVITY 1 - POLICY COOPERATION AND INNOVATION

Priorities for actions under the Key Activity 1

⁷³ Ibid 4.

1.1 Study visits for education and vocational training specialists and decision makers (Mobility)

The focus of this action is to promote a peer learning culture, i.e. observation, exchange and mutual learning on experiences of common interest at the EU level. It encourages discussion of relevant themes and develops quality approaches and transparency of education and training systems. A special focus will be on increasing the participation of policy and decision makers.

Priorities for the study visits in the 2011 Call will be in line with the general priorities identified under section 3:

1. Encourage cooperation between the worlds of education, training and work;
2. Support initial and continuous training of teachers, trainers and education and training institutions' managers;
3. Promote the acquisition of key competences throughout the education and training system;
4. Promote social inclusion and gender equality in education and training, including the integration of migrants;
5. Develop strategies for lifelong learning and mobility.

1.2 Studies and comparative research

The objectives of this action are to achieve cross-national comparative analyses of educational systems in the EU in the field of development and innovation of education and training at local, regional, national level in a worldwide context. The analyses should be based on comparable data, statistics, knowledge and analysis to underpin lifelong learning strategies and policy development and to identify strategic areas for particular attention.

Priority will be given to studies and research which provide an added value to state of the art of knowledge in the field and which focus on topics not yet covered by recent or ongoing and forthcoming studies funded under this action. Before submitting an application, applicants should, therefore, ensure that the proposed topic has not yet been and will not be covered by another study funded by EU education programmes.⁷⁴

The priority topics for comparative research to strengthen the evidence base for policy and practice in education and training are:

1.2.1 Provision and demand for adult learning

Studies should notably focus on comparative or in-depth country analyses of organisational, management and funding models designed to create a high quality and efficient adult learning system (formal, non-formal and informal), supported by

⁷⁴ Studies selected under this action in previous years can be viewed at http://eacea.ec.europa.eu/llp/general_information/key_activity_1_en.html#links . Studies and reports on Education and Training funded by the Directorate General for Education and Culture can be found at http://ec.europa.eu/education/more-information/moreinformation139_en.htm . Calls for tenders in the fields of education, training and youth are available at http://ec.europa.eu/dgs/education_culture/calls/tenders_en.html and http://eacea.ec.europa.eu/llp/ka1/studies_comparative_research_en.php . Selection results are published at http://eacea.ec.europa.eu/llp/results_projects/selection_results_en.php and studies produced by the Eurydice Network can be found at <http://www.eurydice.org> .

guidance, validation, electronic learning platforms and other key features, thereby providing concrete ways to enable adults to learn and improve their qualifications over their entire life course.

1.2.2 Acquisition of key competences in education and training throughout lifelong learning

Studies should notably focus on

- a) **measures to improve literacy, maths and science attainment and gender balance as well as transversal competences (learning to learn and creative skills);**
- b) **measures and methodologies for assessment and evaluation of key competences.**

1.2.3 Social inclusion in education and training, including the integration of migrants

Studies should notably focus on

- a) **the effectiveness of measures to reduce early leaving from education and training;**
- b) **the role of early childhood education and care in social inclusion (participation, pedagogical approaches etc.);**
- c) **measures to improve the participation of underrepresented groups (social, economic, ethnic...) in higher education;**
- d) **the role of adult learning in alleviating social marginalisation and exclusion.**

1.2.4 Attractiveness of vocational education and training (VET)

Studies should notably focus on:

- a) **comparative analysis of initiatives concerning tertiary VET programmes;**
- b) **comparative analysis of factors of quality of initial and continuing VET programmes which have proven to have the potential for substantial image change of VET.**

1.2.5 Measuring competences and anticipating future skills

Comparative analysis of future skills' needs in the economy and in the society; responsiveness of education and training systems to those needs; quality of transitions between education and training and the labour market; improving understanding of the links between compulsory education, further education, higher education; adult education and working life.

1.3 Networks

The objective of this action is to create transversal networks that promote mutual policy learning and exchange of information and good practices on the development and implementation of innovative approaches towards lifelong learning.

Such networks should bring together relevant actors across all relevant sectors and levels of policy-making and implementation (national, regional, local) and provide a forum/platform for joint reflection and European cooperation in identifying and promoting innovation and best practice.

1.3.1 Promotion of lifelong learning strategies, including pathways between the different education and training sectors

Supporting the development and implementation of innovative lifelong learning policies at national, regional and local level, in particular promoting opportunities and pathways for lifelong learning which are learner centred, flexible and without "dead-ends" using practical instruments to achieve the personal development, employability and the social inclusion of citizens of all groups and backgrounds, mainly through:

- national qualifications frameworks and systems for valuing learning;
- schemes for the validation of prior and experiential learning (including non-formal and informal learning);
- **accessible services providing good quality lifelong guidance and counselling;**
- other measures to make learning attractive and support the motivation of learners (for example through financial incentives and support);
- action to widen participation and increase the equality of educational attainment by addressing the specific needs of socio-economic disadvantaged groups and non-traditional learners;
- partnership between the formal and non-formal education and training sectors, business, voluntary and community actors at the regional and local levels linked to employment and social inclusion initiatives;
- cooperation between regions on the development and implementation of lifelong learning strategies.

2. KEY ACTIVITY 2 – LANGUAGES

Policy context

Linguistic diversity is a fact of life in Europe. Therefore language skills are essential to strengthen European citizenship, promote intercultural dialogue and to strengthen social cohesion and personal development. They create opportunities to discover other values, beliefs and behaviours.

In the updated Strategic Framework for European cooperation in education and training ("ET 2020") enhancing language learning is seen as a priority to improve the quality and efficiency of education and training in Member States. Language skills are also essential for the mobility of European citizens and businesses. Practical language and intercultural skills are crucial for economic growth and better jobs, since they enhance employability and help European enterprises to compete effectively in the global marketplace.

The promotion of language learning and linguistic diversity is an objective of the programme as a whole and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The "Languages" Key Activity complements these sectoral programmes by addressing language teaching and learning needs across two or more of those sectors. All languages are eligible under the programme.

Priorities for actions under the Key Activity 2

2.1 Multilateral projects

The multilateral transversal projects must address at least two of the four education sectors covered by the LLP sectoral programmes. They must focus on raising awareness of the advantages of language learning and the multilingual character of the European Union. They should aim at promoting access to language learning resources as well as at developing and disseminating language learning materials and instruments for language testing. Whenever appropriate the use of the Common European Framework of Reference for Languages of the Council of Europe⁷⁵ is strongly recommended.

2.1.1 Cooperation between the worlds of education, training and work

Projects will aim at reinforcing language competences relevant to the workplace in order to improve employability, the integration of individuals in enterprises and enhance European competitiveness.

2.1.2 Promotion and reinforcement of the acquisition of less used European languages

Projects will aim at sustaining and increasing the vitality of less used European languages, such as the languages of smaller EU Member States, especially in the literary, journalistic and broadcasting fields and in the conservation field.

2.1.3 Promotion of the acquisition of key competences throughout the education and training system

Projects will develop programmes / curricula that incorporate and exploit opportunities for residents from a participating country to acquire or improve the knowledge of (one of) the official language(s) of another participating country through full language immersion in the host country. The programmes should address the needs of learners in different education and training sectors, and should integrate methodologies for home-based learning and a short (max 3 weeks) language course leading to certification based on the Common European Framework of Reference for Languages. They can also integrate methodologies that exploit the latest opportunities afforded by new media and learning technologies, where this enhances real interaction and learning opportunities with native speakers of the target language (for example by developing models of eTwinning and/or tandem learning to different sectors and / or by exploiting different opportunities offered by social networking facilities).

2.1.4 Strengthening social inclusion and gender equality in education, including the integration of migrants

Projects will develop innovative language learning methods enabling immigrants to learn the language of the host country.

2.1.5 Promotion of learning of languages of neighbouring countries

Projects between neighbouring countries which will through joint activities develop tools enabling the mutual learning of their respective languages.

⁷⁵ http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp

2.2 Networks

The transversal networks contribute to the implementation of language policies in Europe. They promote language learning and linguistic diversity, support the exchange of information about innovative techniques and good practices, especially among decision makers and key education professionals, and adapt and disseminate products of former projects to potential end-users (public authorities, practitioners, business, language learners, etc).

2.2.1 Strengthening social inclusion and gender equality in education, including the integration of migrants

Networks will promote exchanges on good practice enabling immigrants to learn the language of the host country. Promote good practices in language learning and training aiming at social inclusion, such as activities linked to community mediation and counselling, legal interpreting, access to health and social services etc.

2.2.2 Training and cooperation in the field of literary translation

Networks will promote the creation of literary translators' platform on the internet or through traditional communication tools. Such platforms should aim at improving the quality of the translators work by supporting the establishment of partnerships with higher education and vocational training establishments. Furthermore, they should enable translators to exchange information and experience and to develop professional links with authors.

2.2.3 Spreading of the results of European Language Label projects and promotion of networking among them

Networks will organise and/or support events and activities to disseminate the results of the labelled projects, in particular joint initiatives publicising several labelled projects. They will encourage and support the clustering of labelled projects and mutual exchanges of experience.

2.2.4 Promotion of the learning of languages of neighbouring countries

Networks will encourage networking and exchanges between institutions and organisations in charge of bilateral and/or cross-border agreements and initiatives. They will disseminate information and good practice on initiatives raising the awareness of neighbouring languages.

3. KEY ACTIVITY 3 - ICT

Policy context

Promotion of ICT for learning is an objective of the programme as a whole and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The “ICT” Key Activity supplements these programmes by addressing ICT for learning needs across two or more of those sectors.

It focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (e.g. innovation in pedagogy and approaches to learning; attracting drop-outs back to learning; integrating formal, non-formal and in-formal learning opportunities; flexible lifelong learning to bridge the digital gap and socio-economic divide).

Substantial progress has been achieved in all Member States in the field of ICT for education since the launch of the Lisbon strategy. Almost all education and training institutions are equipped with and networked through ICT. However, more needs to be done to realise the full potential of ICT for supporting innovative pedagogical developments, generalised access to lifelong learning, and the acquisition of key competences. This will maximise the return on current investments in ICT supported learning.

Priorities for actions under the Key Activity 3

3.1 Multilateral projects

3.1.1 Reinforcing transversal competences, such as digital competence, bridging the worlds of education and work

There is a pressing need to understand and foster the new skills required to make education and training better suited to the needs of the knowledge society, to better equip citizens with key competences and, as such, put in place a 21st century lifelong learning and skills policy. Many of these skills are transversal – cutting across different subjects – and ICT can help developing these skills.

Fostering transversal competencies requires novel learning and teaching approaches and strategies based on active learning such as collaborative learning, peer learning in communities, creative problem solving, discovery, learning by doing, experiential learning, critical thinking and creativity.

Digital competence is one of the core skills for life and employability. When it comes to education, the point is not anymore *if* technology should be used, but rather *how, where* and *for what* activity. Accordingly, our attention must turn to the pedagogical support, the learning opportunities and the assessment approaches that will encourage the acquisition of digital competence and other transversal competences.

There is an urgent need to better understand and support the learning of digital competence through informal and non formal learning, linking these to the formal education possibilities within a LLL context (curricula, learning outcomes) as a contribution towards a lifelong learning and skills policy.

3.1.2 Innovative pedagogy and assessment methods for diverse learning pathways

Learning nowadays is no longer linear and individuals follow mixed learning pathways during their life, supported by a rich variety of formal and in-formal learning opportunities and resources available over the Internet. However, such new learning pathways across traditional education sectors and informal learning situations present a significant challenge for traditional curricula, assessment, learning outcomes and recognition mechanisms.

Projects should develop and analyse innovative pedagogy and assessment approaches and methods to support these diverse individual learning pathways in order to help learners to bridge more effectively the worlds of education and work. They should also help organisations and learners themselves to be able to better assess all types of learning

outcomes and future learning needs. These new methods and approaches should contribute to putting in place a life-long learning and skills policy.

Projects for either priority could include:

- using on-line learning communities to develop transversal competences such as learning to learn, entrepreneurship, collaboration, working with different cultures, autonomy, etc;
- analysing how digital competence can be better integrated in curricula and learning outcomes not only at all levels of formal education but also in informal and non formal learning;
- supporting the use of informal and non formal learning in the workplace as a complement to a formal education/training course;
- using ICT for diversification and personalisation of learning pathways that cut across traditional education sectors and informal learning situations;
- using ICT-based social networking tools and platforms to re-attract individuals at risk-of-exclusion (early school leavers, ethnic minorities, immigrants, elderly workers, etc.) and so offer the potential to (re)connect groups at risk-of-exclusion to public services, learning and civic engagement;
- exploring best practices and reinforcing virtual mobility crossing the worlds of education and work and taking account of non-traditional learning pathways;
- experimenting with new formative and summative assessment approaches that support online collaborative learning, peer learning, self-directed learning and virtual mobility and capture diverse individual learning pathways.

3.2 Networks

3.2.1 European-wide stakeholders' communities promoting digital competence and other key transversal competences for life and employability

Topics include:

- sharing knowledge, exchanging good practices and developing new strategic partnerships involving all relevant actors in ICT enabled learning, covering both the demand and the supply sides (e.g. involving publishers and ad-hoc content developers; business, research, policy makers and educational actors such as learners);
- providing advice and support on transversal issues which apply to the use of digital content services in formal, non-formal and informal learning settings, such as legal issues on IPR, quality standards, e-assessment and e-portfolios;
- developing future visions, foresight scenarios, and recommendations on the changed nature and added-value of ICT for transforming education and training systems towards the needs of the future knowledge society.

3.2.2 European-wide stakeholders' communities tackling the socio-economic digital divide

Topics include:

- analysing, reinforcing and disseminating findings on how digital competences can assist groups at risk-of-exclusion and improve their self-esteem, self-confidence, autonomy and motivation to re-connect to learning. Placing emphasis on the analysis of empirical evidence and the collection of case studies for groups-at-risk and new learning pathways;

- sharing knowledge, exchanging good practices and developing new strategic partnerships involving all relevant actors across all societal domains (business, societal organisations, education and training stakeholders; user organisations, etc.) to identify the enabling conditions, success factors, barriers to digital competence provision and acquisition by groups-at-risk of exclusion;
- developing foresight scenarios, recommendations and operational guidelines on what education can do to tackle these digital divides and re-connect otherwise excluded individuals.

4. KEY ACTIVITY 4 - DISSEMINATION AND EXPLOITATION OF RESULTS

Policy context

The key activity “Dissemination and Exploitation of Results” reflects a growing awareness amongst both policy makers and practitioners of the need to secure maximum impact from EU-funded projects and actions in support of the new EU 2020 strategy and delivery of the Education and Training 2010 work programme as well as the new strategic framework for European cooperation in education and training (ET 2020).⁷⁶ In this document it was agreed that "1(b) European cooperation in education and training should be pertinent and concrete. It should produce clear and visible outcomes which should be presented, reviewed and disseminated on a regular basis and in a structured manner ..." and "2(d) Dissemination of results: to enhance visibility and impact at national and European level, the outcomes of cooperation will be widely disseminated among all relevant stakeholders and discussed at the level of Directors-General and Ministers."

Help to creating a framework for effective exploitation of results at local, sectoral, regional, national and European levels, in synergy with communication activities, is thus a prime objective of the Key Activity 4. The actions funded under this key activity supplement the actions on dissemination and exploitation of specific results within the sectoral programmes and other key activities.

Preference will normally be given to projects which propose an integrated approach across two or more different lifelong learning sectors, involve key decision makers, and/or demonstrate potential for significant measurable impact at sectoral, regional, national and/or European level. Dissemination with a strong information and communication potential will also have priority.

Priorities for actions under the Key Activity 4

4.1 Multilateral projects

Priority will be given to projects focusing on:

⁷⁶ Ibid 6.

4.1.1 Researching and identifying barriers to and developing robust models for successful dissemination and exploitation of results

There is an increasing need of finding new models for dissemination and exploitation of results. Such new models and methods should not merely distribute information but play an active role in the "valorisation" (exploitation) activities. Projects should focus on the development of suitable infrastructure (analysis, mechanisms, methodologies and practical tools) needed for the facilitation of the exploitation of results.

4.1.2 Impact of results and of dissemination and exploitation activities.

Projects should assess the impact of "valorisation" activities within the framework of the whole Lifelong Learning Programme. They should identify and apply practical models (excluding cost-benefit analysis) for assessing the impact of its results and dissemination and exploitation activities.

4.1.3 Transferring and implementing results (multiplication) and/or mainstreaming them into policies

One of the aims of the key activity 4 is to serve as a bridge between project results and decision makers. Therefore, the projects should focus on mainstreaming, i.e. on the planned process of transferring the successful results of the LLP to decision-makers in all local, regional, national and European levels. They should further multiply good practices and transfer them to new users who could benefit from them. Through multiplication, the projects should focus on planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.

CHAPTER 3 – JEAN MONNET PROGRAMME

Specific and Operational objectives of the Jean Monnet Programme

The specific objectives of the Jean Monnet programme, as set out in Article 35.1 of the programme Decision, are:

- a) to stimulate teaching, research and reflection activities in the field of European integration studies;
- b) to support the existence of an appropriate range of institutions and associations focusing on issues relating to European integration and on education and training in a European perspective.

The operational objectives of the Jean Monnet programme, as set out in Article 35.2 of the programme Decision, are:

- a) to stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the Community;
- b) to enhance knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration;
- c) to support key European institutions dealing with issues relating to European integration;

- d) to support the existence of high-quality European institutions and associations active in the fields of education and training.

JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

1. TEACHING PROJECTS (JEAN MONNET MODULES, JEAN MONNET CHAIRS, AND AD PERSONAM JEAN MONNET CHAIRS)

This action of the Jean Monnet programme aims at stimulating teaching, research and reflection in the field of European integration studies at the level of higher education institutions inside and outside the European Union. The purpose is to enhance knowledge and awareness among academics, students and citizens' world-wide of issues relating to European integration.

Priority will be given to projects:

- open to students from other higher education institutions (e.g. in the same city or region) and to students who do not automatically come into contact with European integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.);
- contributing to lifelong learning (including adult education) and open to participation by civil society groups (such as primary and secondary school teachers, journalists, members of professional organisations, etc.).

2. OTHER ACADEMIC AND RESEARCH PROJECTS (JEAN MONNET CENTRES OF EXCELLENCE, INFORMATION AND RESEARCH ACTIVITIES, AND MULTILATERAL RESEARCH GROUPS)

Priority will be given to projects:

- involving academic activities which exploit multi-disciplinary resources;
- demonstrating an openness to civil society
- involving researchers preparing a doctorate or having less than 5 years of post-doctoral experience
- involving the creation of joint transnational activities and structural links with academic institutions in other countries aiming at the production of research results that cannot be achieved through research activities within a national framework (this priority only applies to Information and Research Activities and Multilateral Research Groups).