



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

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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;

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> (and amended by the Decision 1357/2008 of the European Parliament and of the Council of 16 December 2008)

- (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;
- (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

In November 2011, the European Commission proposed the new programme Erasmus for All², for Education, Training, Youth and Sport in the period 2014-2020. As 2013 is the final year of the LLP, certain of the Strategic priorities (e.g. Knowledge Alliances and Sector Skills Alliances) - while being fully anchored in the LLP - anticipate the future programme, in order to allow the successful finalisation of the current instrument and transition to the new one.

In the current economic situation, the European Union is faced with the twin challenge of consolidating public finance in a zero or very low growth context and at the same time fostering the excellence of its education and training systems to best equip people with the broad range of knowledge, skills and competences they need to constantly adapt on a fast-changing and ever more demanding labour market in the short and longer term. It is of utmost importance that Member States do not jeopardize the recovery and review their spending in favour of growth enhancing investment, including investments in education and training.

Given the limited available resources, policy attention must therefore further shift towards efficient and effective investment. The potential of the LLP must be fully exploited to identify good practices and boost reforms in the education and training systems which will help raise the level and relevance of skills in Europe.

The overarching priority of the Lifelong Learning Programme (LLP) is to reinforce the contribution of education and training to the priorities and headline targets of the Europe 2020 Strategy³, the Union's growth strategy for the next decade, 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.

Education and training play a key role in achieving the priorities set out in the Europe 2020 Strategy, which as one of its five headline targets aims at reducing the share of early school leavers below 10 % and increasing the share 30-34 years old completing third level education (or equivalent) to at least 40%.

² COM (2011) 788 final of 23.11.2011 (no page): http://ec.europa.eu/education/erasmus-for-all/doc/legal_en.pdf

³ 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

The priority areas set out in the Europe 2020 Strategy are addressed by seven flagship initiatives at European, national, regional and local level, of which four are most relevant for education and training:

- Youth on the Move⁴: Its aim is to increase the chances of young people of finding a job by enhancing student and trainee mobility and improving the quality and attractiveness of education and training systems in Europe.
- Agenda for new skills and jobs⁵: Its aim is to make it easier for people to get the right skills and competences and to be able to use them in 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.
- Innovation Union⁶: Its aim is to improve conditions and access to finance for research and innovation in Europe, to ensure that innovative ideas can be turned into products and services that create growth and jobs.
- Digital agenda for Europe: Its overall aim of the Digital Agenda is to deliver sustainable economic and social benefits from a digital single market based on fast and ultra fast internet and interoperable applications. To do this, it is important to enhance digital literacy, skills and inclusion.

The implementation of Europe 2020 has entered a new phase when the Commission launched the first European Semester by presenting the 2011 Annual Growth Survey. At the end of the 2011 European Semester, country-specific Recommendations (CSR) have been issued to guide Member States in their reform efforts. 16 of these CSR refer to key issues in the field of education and training, i.e early school leaving; school and pre-school education; tertiary education; lifelong learning; vocational education and training (VET); and to ensure that educational outcomes are in tune with skills needs on the labour market.

The LLP supports in particular the implementation of European policy in education and training as set out in the strategic framework for European cooperation in education and training (ET 2020), adopted in May 2009⁷. 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 mobility of all learners, teachers and trainers across Europe
- **improving the quality and efficiency of education and training** by enabling all learners to acquire basic skills and competences needed for their employability, by

⁴ <http://europa.eu/youthonthemove/>. See also http://ec.europa.eu/education/news/news2540_en.htm

⁵ Communication from the Commission: An Agenda for new skills and jobs: A European contribution towards full employment: <http://ec.europa.eu/social/BlobServlet?docId=6328&langId=en>. See also <http://ec.europa.eu/social/main.jsp?langId=en&catId=958>

⁶ http://ec.europa.eu/research/innovation-union/index_en.cfm

⁷ 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>

ensuring high quality teaching and teacher training at all levels of education and 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 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.

In February 2012, the Council adopted the first Joint Report of the Council and the Commission under "ET 2020". In line with the 2009 Council Conclusions, the Joint Report assesses the progress made during the first work cycle 2009 – 2011 and, on that basis, sets out proposals for a new set of priority areas for the second work cycle 2012 – 2014. Particular attention is given to the contribution of ET2020 to the implementation of the Europe 2020 strategy. The report shows that Member States are making slow progress towards achieving their Europe 2020 target of reducing school drop-out rates below 10% and that achieving the EU's target on tertiary or equivalent attainment (40% by 2020) cannot be taken for granted. It also highlights that in order to generate growth and tackle high youth unemployment, there is a need for prioritising investment in education and training and for ensuring that all citizens acquire relevant skills.

A full set of reference policy documents on these topics is published on the DG EAC website.⁸

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

⁸ http://ec.europa.eu/education/lifelong-learning-policy/policy_en.htm

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 mobility⁹, the Green Paper on Promoting the learning mobility of young people¹⁰ and with the Europe 2020 flagship initiative Youth on the Move¹¹. In order to promote an expansion of learning mobility the priority will be to encourage initiatives to develop mobility strategies and to remove obstacles to mobility.

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 European Qualifications Framework (EQF) and National Qualifications Frameworks (NQFs), Europass, learning outcomes-based European Credit Transfer System (ECTS) and European Credit System for Vocational Education and Training (ECVET) that enhance lifelong learning and mobility, and promote the validation and recognition of non-formal and informal learning should also be further explored and developed.

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 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.

⁹ 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>

¹⁰ COM(2009) 329 final: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

¹¹ Ibid. 4

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: 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>. Followed up in March 2010 by a Commission Forum on school-business cooperation: http://ec.europa.eu/education/school-education/business_en.htm

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 areas¹⁴. 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 framework¹⁵ 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 and Roma

Following the European Year for Combating Poverty and Social Inclusion (2010), the adoption of a headline target under the Europe 2020 Strategy¹⁶ on the reduction of early school leaving and the 2010 Council conclusions on the education of migrants and on the social dimension of education and training¹⁷ projects will be called to

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>

¹⁴ A handbook for policy makers on the induction of beginning teachers was published in April 2010: Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers (SEC (2010) 538 final) http://ec.europa.eu/education/school-education/doc2254_en.htm

¹⁵ Key competences for Lifelong Learning - European Reference Framework: http://ec.europa.eu/dgs/education_culture/publ/pdf/l1-learning/keycomp_en.pdf. See also : http://ec.europa.eu/education/school-education/competences_en.htm

¹⁶ Ibid 3

¹⁷ Council Conclusions of May 2010. 3013th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 11 May 2010 http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/114393.pdf

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, groups with fewer opportunities, including Roma, and vulnerable social groups of people with special needs will be particularly important for 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. Projects are also encouraged to develop activities aimed at supporting girls and women to enter professions where they are under-represented.

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

Awareness should be raised in educational and training curricula about the special needs encountered by people who face mobility or other disability problems, e.g. in relation to virtual or real accessibility standards.

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 Lifelong Learning Programme Guide that indicates the actions to which this applies 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.¹⁸

The General Call should be read alongside the following documents:

- The Decision of the European Parliament and Council establishing the Lifelong Learning Programme 2007- 2013.¹⁹
- The Lifelong Learning Programme Guide which includes the detailed description of the actions as well as the financial and administrative arrangements²⁰.

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

Policy context

In November 2008, the Council agreed to enhance European cooperation on school education policies²¹. 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 2007²² and 2009²³, the Council set out an agenda for cooperation on improving

¹⁸ Detailed information on the applications' selection rules will be published in the Lifelong Learning Programme Guide – see: http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm (under "How to participate").

¹⁹ Ibid 1.

²⁰ http://ec.europa.eu/education/lp/official-documents-on-the-llp_en.htm

²¹ 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>

²² 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>

²³ Ibid. 13

the education and professional development of teachers and school leaders²⁴. 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 group²⁵.

These priorities are reflected in the strategic framework ET 2020²⁶. For school education these priorities call for measures to ensure the acquisition of key competences by all, irrespective students' personal, social or economic backgrounds. In particular, further work is needed on basic skills²⁷ 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 environment²⁸ and of intercultural competences should be enhanced as well. The strategic framework ET 2020²⁹ confirms the need to target efforts on the quality of learning of students with migrant backgrounds³⁰ and acknowledges the key role of early childhood education and care in this respect.

Reducing early school leaving to less than 10 % by 2020 is defined as one of the headline targets in the Europe 2020 Strategy³¹. In 2011, the Council set out a framework for effective policies to combat early school leaving³², based on knowledge about the causes leading young people to give up education and training prematurely. It proposes a range of measures to prevent the conditions from occurring which lead to early school leaving, to intervene in response to signs of increased risk, and to re-engage those who have dropped out of school.

The European benchmarks within the strategic framework ET 2020³³ include – in addition to early school leaving and reading literacy – also quantitative targets for reducing the number of low-performers in mathematics and science (to be less than 15% by 2020) and for increasing the proportion of children aged between 4 and start of compulsory schooling participating in early childhood education and care to 95 % by 2020. In June 2011, Education Ministers adopted Council Conclusions on early childhood education and care³⁴, which set out a range

²⁴ http://ec.europa.eu/education/school-education/teacher_en.htm

²⁵ 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>

²⁶ Ibid. 7

²⁷ Council conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century – Brussels, 19 November 2010:

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117853.pdf

²⁸ Council conclusions on education for sustainable development – Brussels, 19 November 2010:

http://consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117855.pdf

²⁹ Ibid. 7

³⁰ Council conclusions on the education of children with migrant background, November 2009: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:301:0005:0008:EN:PDF>

³¹ Ibid. 3

³² Council recommendation on policies to reduce early school leaving, 28 June 2011: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:191:0001:0006:EN:PDF>

³³ Ibid. 7, Annex I

³⁴ Council Conclusions on early childhood education and care: providing all our children with the best start for the world of tomorrow: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:175:0008:0010:EN:PDF>

of priorities for development in the sector including widening access to services and reinforcing its staffing, curricula and governance.

In the context of the Agenda for new skills and jobs³⁵, 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 learning³⁶. 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 and writing 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 support teachers, school leaders, teacher educators and other school staff so that schools become even more 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 their core task of 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;
- b) help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active citizenship at national and European levels.

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;

³⁵ Ibid. 5

³⁶ 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) 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, Regio Partnerships, Individual Pupil Mobility, 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 European priorities under these actions, the modalities of which are defined in the LLP Guide³⁷.

1.2 Multilateral projects

1.2.1 Towards 21st century schools: openness, innovation and relevance

The development of key competences³⁸ and motivation to pursue learning depend to a great extent on the relevance of teaching and learning for a rapidly changing world in which technological and media literacy, creativity and a culture of innovation are becoming increasingly important. Partnerships with the worlds of work and culture can reinforce young people's motivation, help with their study/career orientation and stimulate creativity and entrepreneurship.

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

- support new forms of teaching and learning, enhancing the learning environment within schools, and bringing them better in tune with 21st century realities;

³⁷ Ibid. 20

³⁸ Ibid. 15

- establish partnership and networking models between schools and the worlds of work and culture;
- engage in reflection on well-being in the school, for all the stakeholders;
- encourage and nurture pupils' creativity;
- stimulate young people's sense of initiative and develop their entrepreneurial skills.

1.2.2 School leadership and teacher competence

In order to respond to the needs of the rapidly changing world of work and ever more diverse societies, schools need to help young people develop a full range of key competences. 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;
- develop teachers' competences in collaborating with each other, with pupils' families and with the outside world;
- develop, test and implement effective inter-agency approaches to support new teachers at the start of their careers (induction)³⁹.

1.2.3 Basic skills⁴⁰ and "transversal key competences"

During their years in schools, young people need to develop both solid basic skills – in reading, writing, mathematics and science, and transversal key competences - learning to learn, sense of initiative and entrepreneurship, social, civic and cultural competences, and media literacy. Teaching and learning the transversal key 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 development of these key competences.

Projects should:

- Find ways to strengthen the learning of basic skills, to organise effective identification of difficulties in these areas and to support those with these difficulties throughout the school system;
- identify and develop teaching and learning approaches or methods that effectively support the development of transversal key competences;
- develop assessment and evaluation methods and practices that improve the quality of learning of basic skills and support the development of transversal key competences mentioned above;
- 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 Roma pupils as well as promoting gender equality and inclusive approaches to learning

Early school leaving (ESL) remains a major challenge in the EU. Member States experience different challenges with regard to early school leaving. In some, early school leaving is a predominantly rural phenomenon, in others it mostly affects disadvantaged areas in big cities.

³⁹ Ibid. 14

⁴⁰ The Council adopted, in May 2009, a European benchmark on reducing the low-performers in reading, maths and science down to 15 %: http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm

Some regional and seasonal labour markets (e.g. tourism, construction) can attract young people out of school into unskilled jobs with poor prospects. Some countries experience high levels of early school leaving in certain vocational settings, while others register lower early school leaving in, for instance, apprenticeship tracks.⁴¹ While many young people with a migrant background are successful students, their average performance is lower compared to their native peers. Among Roma pupils there is a high percentage of young people leaving school before they have a final certificate. Similarly, differences between male and female students in interest and performance in certain subjects persist. All such conditions must be taken into account when supporting early school leavers or those at dropping out risk. 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 or Roma backgrounds.

Projects should:

- identify and develop both learning 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 or Roma backgrounds to fulfil their educational potential;
- identify and develop 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 Entrepreneurship and links with the world of work

The development of the sense of initiative and entrepreneurship as a key competence⁴² includes the ability to turn ideas into action, working through projects, 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 network resources and expertise in order to identify and disseminate effective ways to help schools to:

- develop 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 education of teachers, trainers and leaders of schools and other educational institutions concerning these issues.

⁴¹ Tackling early school leaving: A key contribution to the Europe 2020 Agenda Brussels, 31.1.2011 COM(2011) 18 final, http://ec.europa.eu/education/school-education/doc/earlycom_en.pdf

⁴² Key Competence 7 in the Key competences for Lifelong Learning - European Reference Framework: http://ec.europa.eu/dgs/education_culture/publ/pdf/l1-learning/keycomp_en.pdf, See also : http://ec.europa.eu/education/school-education/competences_en.htm

1.3.2 Making science education more attractive

Responding to global challenges such as climate change by developing a greener and smarter economy involves an understanding of the changes caused by human activity to the natural world and of our responsibility as individual citizens. An understanding of the fundamental concepts of science and an interest in sustainable development have thus become keys to active, responsible citizenship.

Under this priority networks should:

- identify and disseminate effective methods of science teaching such as enquiry-based teaching, in particular for sustainable development;
- develop guidance and information services on science careers;
- develop 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 children 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;
- educate 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 in their efforts to reform their higher education systems to ensure they are coherent and responsive to the needs of the knowledge society. Further reform is required to face up to the challenges of globalisation and to increase the qualification level of the European workforce. Higher education institutions (HEIs) should be supported to play a decisive role in building a 'Europe of Knowledge'. In so doing, they will contribute to achieving the objectives of the strategic framework ET 2020⁴³ and the Europe 2020 Strategy⁴⁴, which includes a headline target to increase the share of the population aged 30-34 having completed tertiary education (or equivalent) to 40% by 2020. Of the seven flagship initiatives launched to support achievement of the Europe 2020 goals, Youth on the Move⁴⁵, An Agenda for new skills and jobs⁴⁶ and Innovation Union⁴⁷ contain specific actions related to higher education.

As stressed in Youth on the Move, fostering trans-national mobility, as a means to strengthen individuals' skills and promote openness and mutual learning within higher education institutions and systems, is a high priority in the EU's higher education policy. At the same time, the EU's modernisation agenda complements the objectives of the European Higher Education Area (EHEA) as adopted at the Leuven/Louvain-la-Neuve Ministerial Conference in 2009, and subsequently confirmed at the follow-up conference in Budapest and Vienna in 2010⁴⁸. In particular, EHEA Ministers agreed on a target that by 2020 20 % of European graduates should have had a study or training experience abroad.

The recent Commission Communication on modernising Europe's higher education⁴⁹ sets out a detailed reform agenda for the higher education sector in the coming decade. It focuses on the need to increase graduate numbers, enhance the quality and relevance of teaching and training, promote mobility and trans-national cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements.

Council conclusions, endorsing the key messages in the Communication were adopted in November 2011.

In line with the EU's reform agenda, higher education institutions are invited to play a full part in the knowledge triangle (higher education, research and innovation) and to engage in projects focusing on reinforced cooperation with enterprises. Promoting such cooperation

⁴³ Ibid. 7

⁴⁴ Ibid. 3

⁴⁵ Ibid. 4

⁴⁶ Ibid. 5

⁴⁷ Ibid. 6

⁴⁸ <http://www.ehea.info/article-details.aspx?ArticleId=43>

⁴⁹ COM (2011) 567 final: http://ec.europa.eu/education/higher-education/doc/com0911_en.pdf

between higher education and actors in the wider economy underpins the rationale for the European Institute of Innovation and Technology⁵⁰, but is also relevant to the entire higher education sector. The European University-Business Forum initiated by the European Commission also supports cooperation in this area.

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, teaching and other HEI staff

Mobility of students, teaching and other HEI staff plays a key role for a knowledge-based Europe and for a genuine European Higher Education Area. To further boost mobility in Europe, institutions participating in Erasmus should further develop their institutional mobility strategy for the years ahead encompassing both student and staff mobility. For student mobility, institutions are called upon to further increase mobility for studies and placements in order to bring a decisive contribution to the 2020 Bologna and European mobility target of 20% graduates with a mobility period.

While reaching these ambitious quantitative targets, ensuring high quality is paramount. Therefore, higher education organisations are requested to best organise mobility for students

⁵⁰ <http://eit.europa.eu>

and staff, with full respect of the quality principles and guidelines set out by the Erasmus University Charter and in the European Quality Charter for Mobility⁵¹.

There are no European or national priorities under these actions.

Erasmus Intensive Programmes (IP)

An Intensive Programme (IP) is a short programme of study which brings together students and teaching staff from higher education institutions of at least three participating countries. In addition to the learning outcomes on subject-related competences, IPs should favour the transmission of transversal competences, and the workload of participating students should be recognised through the ECTS (or otherwise equivalent) credits.

There are no European or national priorities under this action.

Erasmus Intensive Language Courses (EILC)

These courses are a key element for the development of the linguistic and intercultural competencies of mobile students and for the promotion of multilingualism in Europe.

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.

Multilateral projects address the following five priorities.

2.2.1 Increasing attainment levels and strengthening the social dimension of higher education

Projects under this priority shall support actions aiming at increasing access to and improving the social dimension in higher education. The major objectives are the widening of the participation and raising completion rates of underrepresented groups (due to the factors such as socio-economic background, disability, ethnic, migrant etc.) and non-traditional learners (part-time students, those with demanding family responsibilities, adult learners etc.), enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the social responsibility of higher education institutions, and improvement of gender balance on particularly unbalanced fields of study.

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

⁵¹ 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> .

informal learning, by developing or reinforcing the access to guidance and counselling and by special recruitment proposals to target new students' groups such as progression routes from vocational and other education types to higher education;

- systems to monitor the development of widening access for underrepresented groups;
- developing policies to increase completion rates of higher education, including through strengthening individualised support (financial or other) and guidance for students;
- 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;
- gender balance by promoting the participation and success of the underrepresented gender in relevant disciplines;
- awareness raising and development of social responsibility of higher education institutions, community outreach activities and community-based access routes.

2.2.2 Improving the quality and relevance of higher education, including through cooperation between HEIs and the labour market

Projects under this priority shall support activities that help attune curricula to current and emerging labour market demands and offer employability and transversal skills including entrepreneurship, developing active cooperation between HEI and partners from outside academia: enterprises, professional organisations, chambers of commerce, social partners, local/regional bodies etc; and that recognise and incentivise the role of excellent teachers in student success.

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 and by promoting business input into course design and ensuring that curricula incorporate innovation, creativity and entrepreneurship;
- developing education to meet the current and future labour market needs within 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;
- developing initiatives or tools to assess and promote the employability of graduates;
- designing integrated programmes which should include the transmission of transversal skills, covering either (1) a complete cycle of study (bachelor, master or doctoral level) leading to a recognised joint, double or multiple degree; (2) a complete cycle of study on highly interdisciplinary areas; or (3) curricula and modules for continuing education designed to update knowledge and skills obtained in the past;
- better exploiting the potential of ICTs to enable more effective and personalised learning experiences and to streamline course delivery and HEI administration;
- introducing incentives for higher education institutions to invest in continuous professional development for their staff, recruiting sufficient staff to develop emerging disciplines, and rewarding excellence in teaching.

2.2.3 Strengthening quality through mobility and cross-border cooperation

Projects under this priority shall 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.

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 of "multipliers" (teachers, educational leaders/managers, trainers, etc...) 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 (European Credit Transfer System (ECTS), Europass including the Diploma Supplement, etc...⁵²);
- making relevant and updated information at national or regional level on transnational mobility opportunities easily available;
- providing open educational resources to share contents at European level, as an integral part of an institutional strategy where organisational and technical conditions have been previously addressed;
- strengthening virtual mobility by recognising courses delivered by other institutions abroad using virtual learning facilities.

2.2.4 Knowledge Alliances

The projects shall support Knowledge Alliances, which brings together businesses and higher education institutions to strengthen and develop Europe's innovation potential, via the provision of a comprehensive set of joint activities, involving new learning and teaching methods, the design and delivery of new multidisciplinary curricula and innovative courses, and the promotion of entrepreneurial attitudes. These projects should aim at facilitating the sharing of knowledge between higher education and companies and embody a truly two-way process: universities and business joining forces to boost their innovation potential.

The projects should support a comprehensive set of activities, designed and developed jointly by the partnership. The range of activities is broadly defined to be flexible and adaptable to different contexts across the EU and is structured on three main integrated axes:

- **New learning and teaching methods**, which can involve joint design and delivery of new multidisciplinary curricula and courses, organization of educational activities within the companies, participation of students and professors in solving real business problems, supporting multi-disciplinary, learner-centred and problem-based learning; development/provision of platforms for matching companies needs and student projects, development of open education across companies and/or countries, incentives schemes, addressed to professors to test out new innovation and business models, update and improve their skills via exposure to business, real-life situations;
- **Fostering entrepreneurial skills and attitudes**, by promoting transversal skills through the inclusion of entrepreneurship education throughout higher education programmes. Development of new learning opportunities from the practical application of

⁵² The Convention on the Recognition of Qualifications concerning Higher Education in the European Region 1997 – commonly known as the Lisbon Recognition Convention, the ENIC-NARIC information network, the quality assurance of higher education institutions and programmes

entrepreneurial skills (development of new services, products and prototypes with commercialisation potential);

- **Structured mobility**, including inter alia, placements or internships of students in companies; researchers or professors working for limited period in companies; company staff involved into teaching, staff mobility between academia and business, involvement of teaching staff in companies' projects, aiming at exchange / transfer of knowledge and innovation and/or at the development of tailor made innovations.

2.2.5 Improving governance and funding

Projects under this priority shall support activities that develop the strategic capacities of higher education institutions and their leaders, enhancing the autonomy and accountability of institutions and thus increase institutions' capacity to draw in funding from diverse sources and manage resources efficiently.

Preference will be given to projects focusing on:

- facilitating European cooperation in quality assurance, for example by defining and implementing new joint procedures for internal and external evaluation of quality of the study programmes, common approaches and tools with regard to the recognition of joint, double and multiple degrees and clear principles for quality assurance of cross-border education;
- enhancing autonomy and accountability of higher education institutions, including involvement of wider stakeholders (for example students, alumni, enterprises, social partners, civil society organisations, regional development associations) in decision making processes;
- promoting transparency of the diversity and performance of higher education institutions;
- improving strategic leadership within higher education institutions through stringent management systems;
- 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.

2.3 Academic networks

Projects under this action shall aim at gathering the widest and most advanced set of specific competences in a given subject area. Academic networks shall bring together an appropriate range of relevant stakeholders and shall address topics of direct relevance for the European higher education policy. The main focus shall be sharing knowledge, discussing methodologies, promoting the exchange of experience and good practice in this field as well as producing and promoting creativity and innovation. Networks shall 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 funded under this action.

Information of networks funded under previous calls can be found in the Erasmus project compendia on the following website:

http://eacea.ec.europa.eu/lfp/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 Bruges Communiqué (2010)⁵³. 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 been described in the Communication on VET adopted by the European Commission in June 2010⁵⁴.

Specific initiatives to promote 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 (EQAVET). 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)⁵⁵, the Green Paper on promoting the learning mobility of young people of June 2009⁵⁶ and the Youth on the Move⁵⁷ 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 sectors⁵⁸, 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.

⁵³ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

⁵⁴ 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>

⁵⁵ Ibid. 9

⁵⁶ Ibid. 10

⁵⁷ Ibid. 4

⁵⁸ 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/NACE_backgrounds

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;
- 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 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 actions⁵⁹

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

⁵⁹ It should be noted that, in the framework of mobility actions 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.

competent intermediary bodies⁶⁰ in these projects is underlined in order to achieve quality and involvement of SMEs.

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 enterprises⁶¹
 - 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.

With a view to promoting the quality and increasing the volume of mobility for trainees in initial vocational training, proposals by **Leonardo da Vinci Mobility Consortia** will be encouraged.

Consortia will typically consist of groups of VET providers in the sending country working together with relevant partners to send learners abroad. Consortia partners may include VET schools, companies, sectoral associations, regional and local authorities and Chambers of Commerce and Industry and Skilled Crafts.

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.

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.⁶²

Raising competence levels of groups at risk⁶³ 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.

⁶⁰ 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.

⁶¹ 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.

⁶² Ibid. 20

⁶³ 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, including Roma

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 and more supportive of inclusive growth. 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 Agenda for new skills and jobs⁶⁴ 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;
- test and transfer into practice innovative methods and systems addressing the issue of early school leaving in initial VET.

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:

- 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 individuals⁶⁵;
- 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 competences⁶⁶ is of particular importance in VET as some pupils and trainees enter vocational education with a lack of basic skills and competences which are

⁶⁴ Ibid. 5

⁶⁵ The Euroguidance network - <http://www.euroguidance.net> is very useful in this respect.

⁶⁶ Ibid. 15

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 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.

3.2.5 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 (EQAVET). 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 Framework⁶⁷.

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 VET⁶⁸";
- 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.

3.2.6 Strategies to reduce the number of drop-outs in iVET

Under this priority, projects should seek to tackle the problem of drop-out from initial vocational education and training (iVET). With 50% of EU pupils in upper secondary following iVET studies, drop-out in iVET is part of the broader issue of early school leaving. A considerable number of iVET students do not finalise the training programme they started. The picture across Europe is diverse, so there is significant scope for sharing experience in this field and adapting solutions to differing contexts, ranging from "dual system" and apprenticeship-type programmes to more classroom-based iVET systems.

Applications should address at least one of the following:

- identify and transfer learning strategies and methods that help iVET students at risk of ESL to maintain their motivation and complete their education and training;
- identify and transfer good practices that ensure completion of secondary education through Initial VET;

⁶⁷ 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>

⁶⁸ http://www.peer-review-education.net/index.php?class=Calimero_Webpage&id=14762

- identify and develop ways to support and motivate iVET students at particular risk of ESL, including students with migrant or Roma backgrounds, to fulfill their educational potential.

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 system⁶⁹. 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:

- 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.

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 Framework (EQAVET)⁷⁰ 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;

⁶⁹ 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>

⁷⁰ 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/eqavet_en.htm .

- 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 Sector Skills Alliances

Sector Skills Alliances should address the challenges of vocational skills mismatches and shortages in a specific economic sector. Projects under this priority should bring together bodies with sector-specific expertise in three complementary fields: the world of vocational education and training (e.g. VET providers, skills anticipation bodies, representatives of social partners, relevant public authorities, awarding bodies), the labour market, and VET policy makers. Effective cooperation between bodies which together fulfil these three functions is at the heart of Sector Skills Alliances.

The Alliances should develop and deliver adapted, updated or new sector-specific curricula, VET programmes and possibly qualifications. They can also develop innovative ways of delivering VET in response to evolving skills needs. Outcomes should be effectively disseminated to guidance services, representatives of sectoral organisations or enterprises as well as to relevant national, regional or local authorities. Sector Skills Alliances should also take into account the development of the relevant European transparency tools and principles, such as ECVET for credit transfer and EQAVET for quality assurance.

Alliance activities should include as many as possible of those listed below.

1. Evidence-based definition of skills needs in the sector, or development of a European occupation core profile in the sector, using existing studies and analysis or undertaking new research if necessary;
2. Joint curriculum design. Activities to integrate sectoral skills or occupation profile in curriculum design, VET programmes and possibly qualification standards, taking into consideration learning outcomes approaches (e.g. EQF, ECVET...) or quality assurance principles (e.g. EQAVET);
3. Joint curriculum delivery between partners, which may include implementing innovative methods (e.g. work based learning, development of new services, products and prototypes with commercialisation potential);
4. Dissemination activities, for example through existing European, national and regional networks and platforms of VET schools, enterprises, business organisations, guidance organisations, as well as through Internet platforms and other relevant media.

3.4 Networks

3.4.1 Development and transfer 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, including for apprentices. To

ensure quality placements in enterprises, to support partner finding and to encourage the participation of SMEs in mobility, sustainable cooperation structures should be established between competent organisations. Networks 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. 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. Member States have agreed to raise the benchmark for adult participation in lifelong learning to 15 % by 2020. However, as data from the Labour Force Survey⁷¹ used to monitor this benchmark show, the average rate has fallen since 2005 and was 9.1 % in 2010, with a wide variation among countries that ranged from 1.4% to 32 %.

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"⁷² 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 Learning⁷³ 2007-2010 "It is always a good time to learn", which set out how Member States and other stakeholders with support at European level, could develop efficient and effective adult learning systems. The Council Resolution on a renewed European Agenda for Adult Learning⁷⁴ reinforced and further developed the Commission's adult learning policy and its focus on the low skilled and second chance opportunities, in line with the strategic objectives of ET 2020 and as a contribution to Europe 2020 and the goal of achieving smart, sustainable and cohesive growth in post-recession Europe.

⁷¹ <http://epp.eurostat.ec.europa.eu/portal/page/portal/microdata/lfs>

⁷² COM(2006) 614 final: http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

⁷³ COM(2007) 558 final: http://ec.europa.eu/education/policies/adult/com558_en.pdf

⁷⁴ Council Resolution on a renewed European agenda for adult learning (2011/C 372/01): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>

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 is 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 ET 2020.⁷⁵

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;
- 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.

⁷⁵ Ibid. 7

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 frameworks⁷⁶, European guidelines for the validation of non-formal and informal learning⁷⁷, the European framework of key competences⁷⁸, Europass⁷⁹, ECVET⁸⁰, EQARF⁸¹, as well as the key competences identified for adult learning professionals in a study recently completed for the European Commission as part of the Adult Learning Action Plan⁸²...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 and for updating and deepening competences throughout life. 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;
- promoting new forms of literacy to facilitate active participation in modern society, e.g. economic and financial literacy, cultural, political and environmental awareness, learning for healthy living, consumer and media awareness and literacy;

⁷⁶ 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>

⁷⁷ <http://www.cedefop.europa.eu/EN/publications/5059.aspx>

⁷⁸ Ibid. 15

⁷⁹ 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>

⁸⁰ Ibid. 71

⁸¹ Ibid. 69

⁸² Ibid. 77

- 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 adults' 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, migrants and Roma. Projects should focus on aspects such as:
 - motivating individual learners underrepresented in lifelong learning 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, distance learning, 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 Creativity and innovation, including intergenerational learning; Learning for senior citizens; Family learning

Under this priority, projects should focus on aspects such as:

- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;
- developing innovative approaches to inter-generational and family learning and strengthening the contribution of older people to the learning of others, including young adults;
- enhancing the role of cultural organisations (museums, libraries, etc) and new media in developing innovative models in creative settings;

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

Under this priority, projects should focus on aspects such as:

- analysing viable ways of funding adult learning as well as 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 VET⁸³ can be applied to adult education, improving management and developing standards and accreditation of providers;
- developing the competences and career pathways of teachers, trainers and other staff, for example through initial or in-service training and the development of suitable qualifications, improving validation-certification systems, and by exploiting the framework of key competences for adult learning staff⁸⁴;
- developing innovative European courses for in-service training and non-formal approaches to staff development such as job-shadowing.

4.3 Networks

4.3.1 Promoting social and economic cohesion through improved adult learning opportunities

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:

- Improving the provision of learning opportunities in prisons and promoting the role of adult learning within strategies for the rehabilitation of Prisoners and ex-offenders;
- Developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- Development of special needs adult education and strategies for inclusion in adult learning of people with disabilities;
- Transnational networking of regional partnerships, learning cities or regions, etc. with a strong adult learning dimension.

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 ET 2020⁸⁵, including making lifelong learning a reality by implementing lifelong learning strategies and by developing qualifications frameworks and measures to enable more flexible learning pathways.

⁸³ Ibid. 69

⁸⁴ http://ec.europa.eu/education/lifelong-learning-policy/adult_en.htm

⁸⁵ Ibid. 7

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

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 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 2013 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 Multilateral projects

1.2.1 Support for transnational co-operation projects to develop lifelong learning measures for Roma integration

Roma communities are characterized by problems of literacy, early school leavers, language barriers and lack of intercultural dialogue, which are interlinked to housing, health and employment problems. Therefore, there is a need to give more support to transnational co-operation projects to develop lifelong learning measures for Roma integration, identify and exchange good practices on joined-up educational measures and other social/employment approaches for the integration of Roma, while taking into account the need for more cultural, linguistic and schooling mediation.

Projects should therefore contribute to the:

- Transfer of innovation in relation to the successful implementation of cultural, linguistic and schooling mediation, while taking into account joined-up educational and social measures for the integration of Roma children and students, especially as regards language and literacy issues;
- Transfer of effective joined-up learning strategies and policies to raise the participation and attainment levels of Roma students.

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, cultural and creative sectors, 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.

1.3.2 Support for network activities for awareness-raising of the most successful experiences in the social integration of Roma, including cultural, linguistic and social aspects

There is a need to support transnational networking activities so as to raise awareness, both inside and outside Roma communities, concerning their cultural heritage and their situation as regards their own potential for educational and personal development, and identify and exchange good practices in these domains, including educational and social/employment aspects of the inclusion of Roma.

Networks should therefore contribute to:

- Increase awareness and reinforce the commitment of all relevant actors for the integration of Roma in and through education and training, as well as culture, combined with other policy measures;
- Increase the dissemination of good practices in integrating Roma children and students and in raising their school attainment levels, including language and literacy issues.

2. KEY ACTIVITY 2 – LANGUAGES

Policy context

Linguistic skills are essential to strengthen European citizenship, intercultural dialogue and social cohesion and to promote personal development. They create opportunities to discover other values, beliefs and behaviours. In the strategic framework ET 2020⁸⁶ 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.

In November 2011, Education Ministers adopted *Council conclusions on language competences to enhance mobility*⁸⁷ which stress in particular the importance of providing continued support for language learning at all levels of education, of broadening the choice of languages on offer, of improving the quality and relevance of language courses, and of introducing innovative ways of learning languages - all areas in which European cooperation can play an important role.

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 for support 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 contribute to raising awareness of the advantages of language learning and the multilingual character of the European Union. They 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, they make use of the Common European Framework of Reference for Languages of the Council of Europe.

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 and enhance European competitiveness. Projects will support in particular the learning of world languages in view of increasing economic activities with third

⁸⁶ Ibid. 7

⁸⁷ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126373.pdf

countries. Projects may develop practical tools and methods to assess the needs of companies in terms of language skills and propose and test possible solutions.

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 countries, regional and less widely spoken languages.

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

Projects will develop programmes / curricula which should address the specific needs of learners in different education and training sectors, and should integrate methodologies for home-based learning and language course leading to certification based on the Common European Framework of Reference for Languages.

Projects can encourage early language education and address the learning needs of disadvantaged people, e.g.: people with hearing difficulties, the visually impaired, migrants, Roma and people with learning difficulties. 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 Support for partially or fully bilingual education

Multilateral projects will support the training of future teachers, educators and teacher trainers by preparing them for combining language teaching with that of another subject. At the same time, multilateral projects will promote cooperation among schools and other education and training providers, offering fully bilingual or partially bilingual (CLIL) education.

Methods of bilingual education will be tested, taught and shared among participating schools, students, teachers, teacher training institutions and other education providers.

2.1.5 Promotion of learning of languages of neighbouring countries

Projects between neighbouring countries will, through joint activities, develop tools enabling the mutual learning of their respective languages. Projects will propose innovative ways of using language learning as an incentive for increased cooperation of neighbour countries at any level: education, culture, trade, etc.

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). They contribute thereby to long-term changes in the education systems.

2.2.1 Strengthening social inclusion, equal opportunities and equity in education, including the integration of migrants and Roma

Networks will spread successful examples of integrating immigrants through learning the language of the host country and providing services in their languages. Good practices may be promoted in any field, such as community mediation and counselling, legal interpreting, access to health and social services etc.

2.2.2 Spreading of the results of initiatives such as European Language Label projects and promotion of networking among them

Networks will organise and/or support events and activities to take stock of and spread the results of successful projects. These may include initiatives awarded with the European Language Label, projects from any part of the Lifelong Learning Programme and non-EU funded projects. Networks will also support the exchange and cooperation among projects.

2.2.3 Promoting the learning and use of less widely spoken European languages

Networks will foster the exchanges of good practices for promoting linguistic diversity and the learning of less used and less spoken languages such as the languages of smaller countries, regional and less widely used languages.

2.2.4 Support for partially or fully bilingual education

Networks will promote cooperation among schools and other educational sectors offering fully bilingual or partially bilingual (CLIL) education. They will also support the training of future teachers by preparing them for combining language teaching with that of another subject.

Methodologies and frameworks for implementing bilingual education will be tested, taught, shared and spread among participating schools, students, teachers, teacher training institutions and other education providers. Networks will promote the exchange and cooperation related to bilingual education between schools and other education sectors, e.g. adult education, vocational education and training.

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. Despite the progress made in the field of ICT and education, there is a serious lack of systematic and practical uptake of new technologies and creative pedagogies in formal education. Educational institutions are not reaping the benefits of ICT as an enabler to modernise learning and teaching practices.

Priorities for actions under the Key Activity 3

3.1 Multilateral projects

3.1.1 Reinforcing key 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 these 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 key 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 informal 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. In particular, open educational practices and resources are increasingly being used and pose specific opportunities and challenges.

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. Projects should develop, test and analyse these approaches through real life pilots in various learning contexts and involve key stakeholders such as learners, teachers/trainers, educational practitioners, but also if possible policy and decision makers etc. As such, these projects should contribute to enhancing systemic use and impact of innovations in learning and teaching with support of new technologies. 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:

- innovative cases using open educational practices and resources to open up education and link up informal, non-formal and formal learning. Focus should be given to best practice guidelines and implementation strategies towards scalable, systemic and sustainable use;
- 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 uptake of new technologies in education and training

Topics include:

- Building a global European-wide community on open educational practices and resources for discussion and sharing experiences. It is important to take into account the evolution from looking only at access to open educational resources towards also sharing open educational practices;
- 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 to identify the enabling conditions, success factors, barriers to uptake of new technologies in education and training (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 spreading the results of pilots and projects

Networks will contribute to strengthening the mainstreaming of new technologies and pedagogical practice in education and training across Europe.

Networks will organise and/or support events and activities to disseminate results of previous projects identified as good practice. Networks should ensure wide dissemination and exploitation of the best practices identified in all relevant educational sectors.

Networks may include initiatives from non-EU funded projects and should ideally look into spreading results of projects having a dimension of sustainability and scalability.

3.2.3 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 Europe 2020 Strategy⁸⁸ as well as the strategic framework ET 2020⁸⁹.

A prime objective of the Key Activity 4 therefore is to help to creating a framework for effective exploitation of results at local, sectoral, regional, national and European levels, in synergy with communication activities. 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.

For the last year of the Lifelong Learning Programme, this action will focus on taking stock and drawing lessons from the 7 years of the programme and to widely disseminate its results. Projects under this call should propose an integrated approach across two or more different Lifelong Learning Programme sectors.

Priorities for actions under the Key Activity 4

4.1 Multilateral projects

Priority will be given to projects focusing on:

4.1.1 Communities of Practice

Projects should develop modern, interactive, web-based communities of practice to foster dialogue between project beneficiaries and users, including decision makers, around specific themes and priorities addressed by the LLP actions over the last years. The approach should be cross-programme. The communities of practice will allow users to register and receive personalised, targeted information, compiled from relevant project web-sites and to interact in thematic discussions, animated by experienced facilitators.

⁸⁸ Ibid. 3

⁸⁹ Ibid. 7

Projects must define indicators for performance and output. They may complement existing platforms or websites, demonstrating clear added value, but should not simply duplicate existing communities of practice.

Projects should demonstrate a potential for sustainability with a view to a later linkage/integration of the communities to be developed, with other platforms created for the next programme generation.

4.1.2 Theme-based, targeted dissemination and assessment of "valorisation" activities

One of the strategic aims of Key activity 4 is to serve as a bridge between LLP project results and decision makers (mainstreaming). As the programme is drawing to its end, projects under this action should take stock and identify best practice for valorisation and exploitation across all LLP sectors, mainly from multilateral projects and networks. They should reinforce the impact of the programme by connecting individual project results to the wider community. They should take into account and build-upon specific activities for thematic dissemination that have already developed in the course of the LLP⁹⁰.

Projects will:

- Collect, analyse and disseminate information concerning good practice, products and outcomes from all actions across the LLP addressing a particular strategic theme (such as inclusion, language learning, entrepreneurship, early school-leaving, e-learning at work, active citizenship⁹¹ or others). Activities will be specific and appropriate for the identified target audience, using relevant communication means, such as articles in newspaper, workshops at conferences, specific websites, business magazines, online videos, etc.
- Identify and assess best practices where project results have successfully influenced decision makers (at national, regional, and local level) and were exploited to change the pre-existing settings leading to sustainable and systemic impact.

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;

⁹⁰ Such as thematic monitoring and the various thematic network activities coordination by National Agencies. See: http://ec.europa.eu/education/lifelong-learning-programme/doc2414_en.htm

⁹¹ Taking into account that 2013 is the "Year of the Citizen", this theme should target LLP projects related to education in favour of active citizenship.

- 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.

Preference will be given to projects:

- open to students from other higher education institutions (e.g. in the same city or region);
- going beyond the courses traditionally involved in subjects directly related to European integration;
- dealing with specific themes related to European integration such as the European Neighbourhood policy and good governance of EU policies;
- benefiting students who do not automatically come into contact with European integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.);
- showing an innovative character and implementing the activities in countries and regions not yet or not sufficiently covered by the programme;
- involving professors and university teachers not having yet benefited from the programme;
- contributing to European integration teaching for primary and secondary school education, and initial vocational education and training;
- benefiting civil society groups.

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;
- an openness to civil society;
- researchers preparing a doctorate or having less than 5 years of post-doctoral experience;
- creating 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);
- showing an innovative character and implementing the activities in countries and regions not yet covered by the programme;
- involving professors and university teachers not having yet benefited from the programme;
- national or transnational associations of professors and researchers specialising in European integration studies;
- developing contents and pedagogical methods and tools contributing to European integration teaching for primary and secondary school education, and initial vocational education and training;
- developing transnational European projects on the writing of the history of the European integration process from a common European perspective.