LIFELONG LEARNING PROGRAMME

GENERAL CALL FOR PROPOSALS 2008-2010

PART 1 – STRATEGIC PRIORITIES

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HOW TO USE THIS DOCUMENT

This is the first of two documents which make up the General Call for Proposals 2008-2010 of the Community's Lifelong Learning Programme. It sets out the priority topics on which applications are invited under the different actions of the programme.

The second part of the General Call sets out the financial and administrative arrangements applying to all the actions covered by this call.

It should be noted that, in the framework of mobility actions, partnerships and 'transfer of innovation' projects under Leonardo da Vinci, national authorities may decide on certain additional 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 Commission. They will be made known either via specific national calls or via the national agencies' websites.

The General Call should be read alongside these documents:

– The Decision of the European Parliament and Council establishing the Lifelong Learning Programme 2007-13.

– The Guidelines for Applicants.

– The individual calls for proposals and any national priorities defined by the National Agencies of each participating country (only for the decentralised actions of mobility, partnerships, and 'transfer of innovation projects' under Leonardo da Vinci).

The priorities set out in this document reflect those issues which are central to policy development at European level in education and training. Proposals addressing these priorities will have a higher chance of being selected for funding than those which do not, if the quality of the proposals is equal.

The current text covers the period 2008 to 2010. While there will be scope for some minor annual adjustments, to reflect developments in the policy process and to cater for the introduction of new programme actions, the Commission expects that the great majority of the current text will remain unchanged.

This document does not contain detailed descriptions of the nature of the different programme actions. These can be found in the Guidelines for Applicants.

INTRODUCTION - GENERAL POLICY CONTEXT

The overarching priority of the Lifelong Learning Programme is to reinforce the contribution made by education and training to achieving the Lisbon goal of making the EU the most competitive knowledge-based economy, with sustainable economic development, more and better jobs, and greater social cohesion. Every part of the programme will give priority to action supporting development of national lifelong learning strategies by the countries participating and reinforcing collaboration between the different parts of the education and training system, strengthening the lifelong learning continuum, and supporting the acquisition of key competences.

Within this context, the priority areas for action 2008 to 2010 are:

- To support implementation of the Education and Training 2010 work programme, aiming at improving the quality of, access to and openness of education and training systems in Europe, in particular by promoting coherence between all stages of lifelong education and training systems, starting from an early age, and improving flexible learning pathways between the different systems, for example through the implementation of the European Qualifications Framework.

- To strengthen the role of education and training within the Lisbon process at both European and national level not only to promote competitiveness but also sustainable economic growth and social cohesion.

- To reinforce the role of higher education institutions in boosting competitiveness through the creation, dissemination and application of knowledge and innovation, and to facilitate access to higher education through action focusing on system reform, strengthening management in higher education institutions and promoting excellence, diversification of the student population and of institutions themselves, and equal opportunities.

- To improve the quality and attractiveness of vocational education and training by implementing the priorities of the Copenhagen process at national level and to promote recognition of non-formal and informal learning.

- To improve the low levels of participation in adult learning in many Member States which are an obstacle to employment and people's capacity to adapt to rapidly changing working environments.

- To promote greater efficiency and equity in education and training systems,[1] particularly developing provision for the disadvantaged and pre-school approaches, and to strengthen the knowledge base for policy and practice.

- To improve the quality of the education and training of the staff of all types of learning provider, in particular of teachers and trainers.

[1] See Commission Communication "Efficiency and Equity in European Education and Training Systems" (COM(2006)481), and the Conclusions of the Council on the same subject.

- To improve the quality of mobility of individuals, including through implementation of the principles set out in the Recommendation on the quality of mobility[2] and through use of the Europass framework.[3]

- To reinforce sustainable development, including issues relating to energy and climate change, through actions in all sectors of education and training.

A full set of reference policy documents on these topics can be found in the DG EAC compendium of main policy initiatives and outputs since the year 2000.[4]

Moreover, priority will be given in parts of the programme to projects aiming at promoting and developing:

- intercultural dialogue, which will be particularly highlighted in 2008, and

- creativity and innovation, which will be particularly highlighted in 2009.

Across all programmes, it should be noted that increased attention is given to systematic dissemination and exploitation of results at project and programme level. Therefore all project proposals must include a clear plan for dissemination and exploitation of results.

Commission will consider applications for co-funding new work programmes for networks funded under the predecessor of the Lifelong Learning Programme, in the light of the proven performance of the networks concerned.

[2] Recommendation 2006/961/EC of 18 December 2006, OJ L 394 of 30.12.2006
[3] http://europass.cedefop.europa.eu/
[4] http://ec.europa.eu/education/policies/2010/doc/compendium05_en.pdf

INTRODUCTION – THE GENERAL AND SPECIFIC OBJECTIVES OF THE PROGRAMME

The general and specific objectives of the Lifelong Learning Programme overall are set out in Article 1 of the programme Decision and are reprinted below for information. They apply as appropriate to all parts of the programme, are supplemented by specific and operational objectives for each sub-programme, which are reprinted in the relevant chapters of this call for proposals.

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

The specific objectives, as set out in Article 1.3 of the programme Decision, are:
(a) to contribute to the development of quality lifelong learning, and to promote high performance, innovation and a European dimension in systems and practices in the field;
(b) to support the realisation of a European area for lifelong learning;
(c) to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
(d) to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;
(e) to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
(f) to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
(g) to promote language learning and linguistic diversity;
(h) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(i) to reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;
(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.

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

Introduction: Policy context

The Member States have set specific targets for improving education, and four out of five of their benchmarks relate to school education.[5] More needs to be done. There has been no improvement in reading literacy, and the rates of improvement in early school leaving and in the completion of upper secondary studies remain too slow. Although the numbers of students in maths, science and technology has reached the target, the numbers outside computing studies are declining and female participation remains too low.

As regards the content of school education, the December 2006 Recommendation sets out eight key competences for lifelong learning, that young people should develop by the end of their initial education and training.[6] These cover not only the fundamental competences (mother tongue, foreign languages, maths and science and digital competence), but also transversal competences (learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression) – many of which are often expressed as cross-curricular objectives in national curricula and thus require focus on whole school development.

In 2007 the Commission organised a public consultation on modernising school education to meet current and future challenges.[7] It also adopted a Communication on improving the quality of teacher education.[8] There is also growing awareness of the importance of pre-school and early learning provision for lifelong learning and as they key to ensure equity in all subsequent levels of education and training.

Therefore, the following priorities reflect the need to develop the essential competences for the knowledge society by all, and to pay specific attention to those with any kind of educational disadvantage. As many challenges call for organisational developments and the professional development of staff, the education of teachers and the development of school leaders of schools are of key importance.

Introduction: Specific and Operational Comenius objectives

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[5] Council Conclusions of May 2003 on Reference levels of European average performance in education and training (benchmarks) and Annual Progress Report 2007 http://europa.eu.int/comm/dgs/education_culture/

[6] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

[7] http://ec.europa.eu/education/school21/index_en.html

[8] http://ec.europa.eu/education/com392_en.pdf

The specific objectives of the Comenius programme, as set out in Article 17.1 of the programme Decision, are:
(a) to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value;
(b) to help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

The operational objectives of the Comenius programme, as set out in Article 17.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
(b) to 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) to encourage the learning of modern foreign languages;
(d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(e) to enhance the quality and European dimension of teacher training;
(f) to support improvements in pedagogical approaches and school management.

Priorities for Comenius actions

1.1. Mobility and partnerships

School partnerships

Priority topics

Priority will be given to applications from partnerships which address the following topics:

- any of the eight key competences set out in the 2006 Recommendation[9];
- overcoming socio-economic disadvantage and reducing early school leaving;
- awakening and reinforcing creativity and innovation;
- extending participation in educational opportunities through sports activity.

Mobility: Assistantships (Mobility for future teachers)

Priority topics

None. Assistantships may be organised in any subject.

Mobility: In-service training (Mobility for school education staff)

[9] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

Priority topics

Priority will be given to applicants wishing to develop the skills necessary to:

- implement early language learning and Content and Language Integrated Learning (CLIL);
- implement team-teaching and –learning and other collaborative working methods, in order to reinforce the teaching of transversal competences (eg learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression);
- prepare for positions of functional responsibility within the school or to develop competences of existing school leaders;
- teach heterogeneous groups (in terms of socio-economic background, culture and mother tongue, age, or learning needs);
- develop innovative pedagogic approaches involving the creative arts (such as music, theatre, cinema, the visual arts, etc).

1.2. Multilateral projects

All Comenius multilateral projects concern the development or transfer of innovation in order to improve teacher education and the continuing professional development of educational staff, and to make available to them material, methodologies and other support. Priority will be given to the following topics:

1.2.1. ***Priority 1: Improving motivation for learning and learning to learn skills***

In a knowledge-based society, it is vital not only to improve access to learning opportunities, but also to reinforce individuals' motivation to learn at school and throughout life. There is a particular need to accelerate improvement in the completion rate of upper secondary education.

- Projects should focus on the development, testing and implementation of materials, new pedagogical methods and strategies designed:
  - to increase student motivation and to make learning more attractive, particularly for migrants and for those at a socio-economic disadvantage;
  - to strengthen students' acquisition of learning skills;
  - strengthening the links between school education and the world of work;
  - to strengthen intercultural education and its contribution to social integration;
  - to help meet the needs of the children of occupational travellers and of migrant workers.

1.2.2. ***Priority 2: The development of a range of approaches to teaching and learning to support 'transversal' key competences***

Increasingly, initial education is called on to provide learners with "transversal" key competences (see key competences 4 to 8), which require a coordinated approach across a wide range of school staff.

- Projects should focus on the development, testing and implementation of courses and pedagogical materials and methods and innovative strategies (eg team teaching).

1.2.3. ***Priority 3: School management***

As the school environment becomes more complex, the skills of school leaders such as Principals or Heads have become crucial to schools' success, but are seldom included in training courses for teachers.

- Projects should focus on developing, testing and implementing approaches to providing practical training in leadership skills and school management, and supporting the development of a culture of evaluation within schools.

1.2.4. ***Priority 4: Language learning and linguistic diversity***

Projects should focus particularly on the development, testing and implementation of curricula, courses or materials, methodologies and pedagogical strategies in areas such as:

- early language learning;
- developing and disseminating tools for teaching and learning the less widely used and taught foreign languages;[10]
- content and language integrated learning (CLIL); and
- testing people's language skills.

1.2.5. ***Priority 5: Improving literacy skills***

The level of literacy skills among school students across the EU is not improving, and in some cases is falling. Reading culture is increasingly under threat from the rival attractions of new media. There is a particular need to strengthen motivation to acquire and develop literacy skills, particularly among boys. The literacy skills of migrants and those at a socio-economic disadvantage often need special attention.

- Projects should focus on the development, testing and implementation of materials, courses, new pedagogical methods and strategies designed to improve the teaching and learning of literacy skills.

1.2.6. ***Priority 6: Digital educational content and services***

There is a need to promote and reinforce teachers' skills and knowledge to make best use of the new opportunities created by digital educational content and services of all types, commercially available or informally developed.

- Projects should focus on the development, testing and implementation of materials, courses, and new pedagogical methods designed to improve the use of good quality digital content in teaching in schools, particularly in relation to the acquisition of key competences.

1.3. Networks

Priority will be given to the following topics:

[10] This refers to languages that are not commonly taught, regardless whether they are official languages of the LLP participating countries, 'regional' 'minority' or migrant languages, where projects can help to improve the quality of the teaching of these languages, access to learning opportunities in them, encourage the production, adaptation and exchange of learning materials and to encourage the exchange of information and best practice in this field.

1.3.1. ***Priority 1: Development of pre-primary and early learning provision***

Under this priority networks should provide a forum for providers, research institutions and associations in pre-primary and early learning provision, with joint involvement of parents as a shared responsibility. They should cover all of the following:

- identifying, exchanging and building on experience and good practice in pre-primary and early learning provision;
- pedagogic approaches which foster creativity in children from an early age;
- early language learning;
- identifying topics for multilateral projects and other cooperation at European level.

1.3.2. ***Priority 2: School management***

School Heads / Principals play a vital role in the management and leadership of schools. As in many organisations where leadership is shared, leadership skills are required from all staff in positions of responsibility.

Under this priority networks should focus on:

- improving the preparation and training of effective school leaders;
- disseminating a better understanding of the role of school leaders.

1.3.3. ***Priority 3: Supporting entrepreneurship and links with the world of work***

Under this priority networks should cover all of the following:

- successful transition between initial education, continuing training and career, including guidance and counselling;
- using and disseminating the results of Comenius projects, other European measures and other activities in the area of 'school and the world of work';
- exchanging experience and networking stakeholders (experts, institutions, etc) with a view to maximising the contribution made by schools to reducing youth unemployment;
- identifying ways of developing a sense of initiative and entrepreneurship among learners and teachers.

1.3.4. ***Priority 4: Digital educational content and services***

Under this priority networks should focus on:

- the collection, validation and dissemination of digital content, and its integration into national and regional education systems;
- ensuring that content is multilingual and reflects European values and ethics;
- providing services and advice relating to copyright, licensing, quality assurance, public-private partnerships and multilingualism;
- promoting digital educational content relating to key competences and encouraging teachers to use digital technology and resources creatively.

1.3.5. ***Priority 5: Making science education more attractive***

Under this priority networks should focus on:

- making science studies more attractive for students at secondary level;
- developing and providing information on future scientific studies or careers;

- measures to reduce the gender imbalance in science education and careers.

1.4. Accompanying measures

Accompanying measures will support, in relation to the Comenius programme, communication activities, and events for the dissemination and exploitation of results.

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

Introduction: Policy Context

EU higher education policy aims to support Member States' reforms of their higher education systems, making them more coherent and more responsive to the needs of the knowledge society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. They should enable higher education institutions to play their role in the Europe of Knowledge and make a strong contribution to the Lisbon Strategy for Growth and Jobs.

In the framework of its reflections on the modernisation of universities, the Commission has identified three main reform areas in higher education:

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

In May 2006, the Commission published a Communication *Delivering on the modernisation agenda for universities: education, research and innovation*,[11] identifying nine measures considered necessary to deliver the modernisation agenda for higher education institutions, covering these three reform areas: 1) breaking down the barriers around higher education institutions in Europe; 2) ensuring real autonomy and accountability for higher education institutions; 3) providing incentives for structured partnerships with the business community; 4) providing the right mix of skills and competencies for the labour market; 5) reducing the funding gap and making funding work more effectively in education and research; 6) enhancing interdisciplinarity and transdisciplinarity; 7) activating knowledge through interaction with society; 8) rewarding excellence at the highest level; 9) making the European higher education area and the European research area more visible and attractive in the world.

Higher education institutions are invited to play their full part in the knowledge triangle (education, research and innovation) and to engage in projects focusing on reinforced cooperation between higher education institutions and enterprises, a priority which is underlined by the Commission proposal for the establishment of a European Institute of Technology[12] but is very relevant to higher education more generally.

[11] COM(2006)208
[12] http://ec.europa.eu/education/policies/educ/eit/index_en.html

Implementation of the 2006 Recommendation on Further European Cooperation in Quality Assurance[13] will continue to be a major emphasis, as will the implementation of the European Qualifications Framework and strengthening its link to the Framework of Qualifications for the European Higher Education Area. The Lisbon Strategy and the Bologna process will continue to be the framework for the policy agenda for higher education, taking due account of the Conclusions of EU and Bologna Ministerial Meetings.

Introduction: 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, including student placement in enterprises, and of teaching and other staff

Student and teaching staff mobility play a key role in establishing the European Higher Education Area. Institutions participating in Erasmus are called upon to promote a further increase in mobility in order to achieve the objective of 3 million Erasmus students by 2012.

In accordance with the Recommendation on the quality of mobility[14] and the Erasmus University Charter, a strong emphasis is placed on linguistic preparation and support of Erasmus students, in order to optimise the quality of the mobility period and to reinforce multilingualism and linguistic diversity in European higher education, as well as on ensuring

[13] Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education, OJ L 64 of 04.03.2006
[14] Recommendation 2006/961/EC of 18 December 2006, OJ L 394 of 30.12.2006

compliance with the obligations for high quality in the mobility arrangements (academic recognition, accommodation, advisory services etc.).

Under student mobility, there are no priority topics set at European level as regards academic disciplines, though National authorities may publish country-specific priorities. The overall objective is to achieve balanced geographical and subject coverage across the EU.

In the mobility action for teaching and other staff of higher education institutions, priority will be given to ensuring increased mobility to and from enterprises as well as between higher education institutions. Mobility support is also available for the involvement of staff from enterprises in delivering higher education teaching. There are no discipline-specific priorities.

Erasmus intensive programmes (IP)

Priority will be given to projects which:
- focus on subject areas which do not readily lend themselves to extended periods of study abroad for their students;
- are part of integrated programmes of study leading to recognised double or joint degrees;
- present a strong multidisciplinary approach;
- respond to demonstrated needs and challenges at European level (including the needs of enterprises) and contribute to the dissemination of knowledge in rapidly evolving and new areas;
- use ICT tools and services to support the preparation and follow-up of the IP, thereby contributing to the creation of a sustainable learning community in the subject area concerned.

2.2. Multilateral projects

2.2.1. ***Curriculum development (CD) projects***

CD projects are designed to support the process of innovation and upgrading in university teaching. They may be proposed in any academic discipline, including in the fields of creativity and culture.

Priority will be given to projects which aim at developing or revising one or more of the following:
- integrated programmes covering a complete cycle of study (bachelor, master or doctorate level) and leading to a recognised double or joint degree; and/or:
- curricula and modules for continuing education designed to update knowledge obtained in the past;
- teaching modules in highly interdisciplinary areas or in areas with a specific need for strong transnational cooperation in teaching.

2.2.2. ***Projects focusing on cooperation between higher education institutions and enterprises***

Priority will be given to projects which include a strong role for partners from outside academia, notably: enterprises (particularly SMEs), professional organisations, chambers

of commerce, social partners or local/regional bodies, and which address most and if possible all of the following:

- promoting entrepreneurship, creative thinking and innovative approaches as part of the curriculum for students and as a skill for teachers/researchers;
- reinforcing the link between studies and employment needs, for example by promoting business input into course design and content;
- developing educational services such as special courses for upgrading knowledge and skills of employees (including language skills to improve competitiveness), provision for part-time students, advanced level vocational training, etc;
- designing strategies to promote exchanges and cooperation between higher education institutions and enterprises.

2.2.3. ***Projects supporting the modernisation agenda for higher education institutions***

Priority will be given to projects which help higher education institutions to develop one or more of the following:

- strategies for modernising curricula and making them more transparent (e.g. by describing qualifications in terms of learning outcomes), governance and funding, making institutions more responsive to the needs of the labour market, citizens and society at large;
- lifelong learning strategies (linking HE with VET provision and certification) and become “continuing education centres" or "open learning centres” for their region;
- measures to enhance the quality of their performance and contribute to their accountability;
- improved access arrangements for people with non-formal or informal learning backgrounds or with alternative qualifications such as those derived from prior experiential learning;
- strategies to enhance the attractiveness of higher education institutions, to reinforce the provision of guidance, and to inform the public at large more effectively about their work.

2.2.4. ***Virtual campus projects***

Priority will be given to projects which are demonstrably embedded in a global strategy for the effective integration of ICT in the participating higher education institutions, and which are aiming at one or more of the following:

- developing and disseminating at European level replicable approaches for establishing and sustaining virtual campuses;
- providing open educational resources, ensuring that organisational, technical and quality-related issues are addressed in order to share content and make it easily accessible at European level;
- developing or revising integrated programmes covering a complete cycle of study (bachelor, master, or doctorate levels) and leading to a recognised double or joint degree in which ICT tools and services are used to allow the virtual mobility of students and staff;
- promoting cooperation and exchange of strategic experience between decision–makers in the area of virtual campus developments.

2.3. Thematic Networks

Erasmus Thematic Networks may be of two types:

- ***Academic Networks*** designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary area.

- ***Structural Networks*** designed to help improve and modernise a specific aspect of higher education organisation, management, governance or funding.

The basic minimum set of activities to be carried out by each type of network is described in full in the Guidelines for Applicants. All networks should bring together an appropriate range of relevant stakeholders concerned by the theme addressed.

Priority will be given to network proposals focusing on subject areas and themes not sufficiently covered by networks already being funded under this action. Networks which have come to the end of their funding cycle and submit a proposal to continue, will also be a priority, provided that they can demonstrate in addition to strong past performance (eg achievements and impact) that significant further developments of the networks will be implemented (eg in terms of their activities, methodological approach, geographical coverage).

Priority under the two types of network are as follows:

2.3.1. ***Academic Networks***

- law,
- economics,
- literature,
- the linkage between culture and education,
- philosophy,
- mathematics,
- studies in European integration,
- interculturalism and multilingualism,
- teacher education,
- sustainable development, including issues relating to energy and climate change,
- physical education and sport,
- entrepreneurship and innovation.

2.3.2. ***Structural Networks***

- **Access to higher education**

  Key issues include widening access to non-traditional learners such as professionals, older learners and people with non-formal qualifications, and the recognition of prior non-formal and informal learning.

- **The "knowledge triangle" of education, research and innovation**

  Key issues include the reinforcement of links between higher education teaching and research and its application in industry and enterprise, and the establishment of learning regions centred on universities as a driving force for regional development.

- **The management of higher education institutions**

  Key issues include enhancing autonomy and accountability for universities, improved staff management systems, and the implementation of both internal and external quality assurance mechanisms.

2.4. Accompanying measures

Accompanying measures will support, in relation to the Erasmus programme, communication activities, and events for the dissemination and exploitation of results.

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

Introduction: Policy context

The policy framework for the Leonardo da Vinci programme continues to be the Copenhagen process, as updated by the Maastricht Communiqué (2004) and most recently by the Helsinki Communiqué (2006). The main focus of the process is on enhancing the attractiveness, quality and performance of VET systems, improving transparency, information and guidance systems, recognition of competences and qualifications and strengthening the European dimension. During the period to 2010, specific initiatives to promote the further development, testing and implementation of the common European tools for vocational education and training will have an impact on programme activity. These include the development and testing of the European Credit Transfer System for Vocational Education and Training (ECVET) system, the implementation of the European Qualifications Framework (EQF), and the follow-up to the 2004 Council Conclusions on quality assurance in VET. These activities will be instrumental in strengthening mutual learning, cooperative work and sharing experience and know-how.

Special attention will be given to facilitating the participation of sectors, social partner organisations and companies, in particular small and medium-sized enterprises (SMEs), in all Leonardo da Vinci actions.

Introduction: Specific and Operational Leonardo da Vinci objectives

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 the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning;
(e) to encourage the learning of modern foreign languages;
(f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Priorities for Leonardo da Vinci actions

3.1. Mobility and Partnerships

Mobility of persons for the purpose of vocational training and of professionals in vocational education and training

Mobility plays a key role in achieving the objectives set in the Copenhagen process on enhanced European cooperation in VET, particularly improving its attractiveness and quality.

Strong emphasis is placed on the quality of the organisation of 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,[15] in order to optimize the impact of the mobility experience.

This action covers two types of mobility:

(1) the mobility of trainees in any form of initial vocational training and of people on the labour market in continuing vocational training. A specific priority will be given to projects organising mobility for trainees, ie persons in a dual apprenticeship system or other vocational education system based on alternate learning or work-related training in enterprises;

(2) the mobility of professionals in vocational education and training. A specific priority will be given to the development of the competences of teachers, trainers and tutors and to cooperation with SMEs.

Leonardo da Vinci Partnerships

Priority will be given to applications which address the following topics:

- cooperation between VET institutions, enterprises and/or social partners on issues of common interest linked to VET;

- cooperation between VET stakeholders at national, regional, local and sectoral levels to ensure their active involvement in the implementation of the Copenhagen process, as foreseen in the Helsinki Communiqué.

3.2. Multilateral projects for transfer and development of innovation

"Transfer" of innovation projects focus on the identification of one (or more) innovative solution(s) for adaptation and implementation in some target countries and/or sectors, whereas "development" of innovation projects develop new solutions to help several countries and/or sectors to cope with a common challenge which is not yet addressed at European level.

[15] Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes, OJ L 394 of 30.12.2006.

Vocationally oriented language learning (VOLL) and Content integrated language learning (CLIL) are priorities that apply across all Leonardo projects.

3.2.1. ***Priority 1: Developing the skills and competences of VET teachers, trainers and tutors***

Under this priority projects should take into account the need to develop the skills and competences of VET and guidance professionals, including their continuous professional development and their learning of languages. Proposals should include all of the following:

- developing the role of VET professionals in response to systemic changes such as the shift to learning outcomes and competence-based systems;
- strengthening the liaison between VET professionals and working life (enterprises, occupational sectors, etc.);
- developing their pedagogical skills and their involvement in curriculum development.

3.2.2. ***Priority 2: Developing the quality and attractiveness of VET systems and practices***

Under this priority projects should:

- develop and test quality assurance procedures in initial training and in continuing vocational education and training, including by using the European Quality Assurance Reference Framework;[16]
- foster the development of high quality VET pathways leading to smooth transitions to work and/or progression to further and higher education and promote guidance and counselling at all levels;
- enhance the governance and attractiveness of VET systems through increased cooperation with social partners and all relevant stakeholders.

3.2.3. ***Priority 3: Transparency and recognition of competences and qualifications***

Under this priority, projects are intended to support the development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition, such as the Europass portfolio, the ECVET system, and the European Qualifications Framework (EQF). They should support the testing and implementing of elements of such frameworks, such as:

- the description of qualifications in terms of learning outcomes;
- mapping VET qualifications onto the eight EQF reference levels via national qualifications frameworks and systems;
- design of qualifications in transferable units of learning outcomes with allocation of credit points;
- design of VET programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts;

[16] 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.

- combining and further developing the European tools and frameworks or their application in particular sectors.

3.2.4. ***Priority 4: Skills development of adults in the labour market***

Projects under this priority support close links with working life, both in initial and continuing VET, and increased opportunities to learn at work through:

- developing and implementing measures to create learning conducive-workplaces;
- actions to improve the recognition and validation of work-based learning to support career development and lifelong learning;
- developing digital competences;
- vocationally-oriented language learning;
- improving skills acquisition by fostering creativity and entrepreneurship.

3.2.5. ***Priority 5: Raising competence levels of groups at risk***

Projects under this priority should focus on:

- integrating groups with particular difficulties on the labour market, e.g. early school leavers, low-skilled workers, people with disabilities, immigrants and those with a migrant background, and ethnic minorities, by developing their work-related skills and competences;
- increasing the interest and participation of men or women in those VET fields in which they remain under-represented (for instance women in technology);
- activities to redress problems caused by demographic change, such as retaining older workers in employment.

This activity will help member states in reaching the benchmarks set for education and training participation by 2010.

3.2.6. ***Priority 6: Developing the learning environment***

Project under this priority should promote pedagogical innovation in VET, notably though the use of ICT, by focusing on:

- designing, developing and implementing state-of-the-art tools to assist the delivery of training in all contexts;
- designing and implementing tools to support individuals undertaking self-directed learning;
- strengthening distance learning and language learning through developing new delivery methods.

3.3. Networks

Projects under this action should assist cooperation between VET actors, enterprises, economic sectors, social partners and training organisations on a sectoral basis. Networks should support the following:

3.3.1. ***Stakeholder networks***

- Identification and dissemination of good training practice in individual sectors and in VET as a whole.
- Development and reinforcement of cooperation between VET providers and enterprises.

3.3.2. ***ECVET networks***

Support for the testing of the European Credit Transfer System for VET (ECVET),[17] in the following key sectors:

- Automobile manufacturing and maintenance
- Processing industries, chemical industry in particular
- Transport and logistics
- Construction
- Hotel and catering
- Trade
- Craft sector

3.4. Accompanying measures

Accompanying measures will support, in relation to the Leonardo da Vinci programme, communication activities, and events for the dissemination and exploitation of results.

[17] See: Commission Staff Working document: European Credit system for Vocational Education and Training (ECVET), Brussels, 31.10.2006, SEC (2006)1431

4. GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

Introduction: Policy context

The European Union's over-arching policy objective of raising economic growth, competitiveness and social inclusion (Lisbon Strategy) provides the framework for the Grundtvig programme, whose aim is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early, or, 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 their knowledge and competences.

Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. Compared with the Member States' agreed benchmark for lifelong learning participation of 12.5% of the adult working-age population by 2010, the average rate in 2005 was 10.8%, with a wide variation among countries that ranged from 1.3% to 35%.

In order to address this issue as well as the other challenges Europe is facing such as demographic changes, rapid development in other regions of the world and poverty paired with social inclusion, the Commission published a Communication on "Adult Learning: It is never too late to learn"[18] 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.

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, the providers as well as delivery. Implementation of systems for recognition and validation of non-formal and informal learning are essential to help motivate adults. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making.

Introduction: 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:

[18] http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

(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

Mobility: In-service training grants for staff

There are no priority topics.

Partnerships

Priority topics

Priority will be given to applications from partnerships which address the following topics:

- any of the eight key competences set out in the 2006 Recommendation[19];
- overcoming socio-economic disadvantage;
- supporting the integration of migrants;
- enhancing the participation of older learners;
- awakening and reinforcing creativity.

4.2. Multilateral projects

Support will be provided for projects which develop innovation and/or disseminate innovation and good practice with a proven impact.

4.2.1. Priority 1: Key competences[20]

[19] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.
[20] Recommendation 2006/962/ECof the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

Under this priority projects should focus on:

- widening access to fundamental basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology and digital competence;
- helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to changing society and the requirements of the labour market;
- strengthening adults' self-confidence and promoting their personal fulfilment by developing their cultural awareness and capacity for creative expression;
- improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners.

4.2.2. ***Priority 2: Improving the quality, attractiveness of and access to adult education***

Under this priority projects should focus on:

- motivating individual learners to commit to learning, including through guidance services and partnerships with enterprises;
- reinforcing digital competences and using ICT to widen access to adult learning;
- improving the identification of learning needs of teachers, trainers and other staff;
- developing joint approaches to improve quality in qualifications of teachers, tutors and other staff in adult education, and to adapt their training in consequence;
- improving the quality assurance of services and institutions, including exploring how the European Common Quality Assurance Framework for vocational training can be applied to adult education;
- improving the transparency and use of qualifications obtained in adult education and facilitating access to vocational, general and higher education.

4.2.3. ***Priority 3: Promoting adult learning for marginalised and disadvantaged citizens and migrants***

Under this priority projects should focus on:

- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market;
- sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration;
- identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants;
- using sport to provide learning opportunities to marginalised and disadvantaged citizens.

4.2.4. ***Priority 4: Learning in later life; Inter-generational and family learning***

Under this priority projects should focus on:

- transferring knowledge, methods and good practice for senior citizen education;
- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;

– strengthening the contribution of older people to the learning of others.

4.3. Networks

4.3.1. ***Priority 1: Language learning in adult education***

Under this priority networks should focus on:

- sharing knowledge and disseminating good practice on language learning opportunities for adults;
- identifying present, emerging and future needs for European cooperation on language learning for adults (including formal, non-formal and informal education);
- developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- disseminating schemes and materials for training people teaching languages to adults.
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4.3.2. ***Priority 2: Academic Networking in adult education***

Under this priority networks should promote closer cooperation and networking between teaching and research relating to adult learning and adult education providers and practitioners. They should focus on:

- developing, testing and promoting quality assurance and enhancement tools in adult learning;
- analysing and comparing national approaches regarding data collection in adult learning;
- researching the benefits and returns of adult learning, including formal, non-formal and informal learning, and the barriers to its uptake.

4.3.3. ***Priority 3: Stakeholder Networking in adult education***

Under this priority networks should focus on:

- strengthening cooperation between adult education providers, NGOs, civil society, social partners and decision-makers at local, regional, national and European levels;
- sharing knowledge and disseminating good practice on adult learning opportunities in Europe;
- identifying present, emerging and future needs for European cooperation on adult learning and guidance;
- exploring methods and practices on how adult participation in learning can be raised.

The Commission will also consider applications from partnerships which received co-funding for a Grundtvig thematic seminar in 2004, 2005 or 2006 and wish to create a network.

4.4. Accompanying measures

Accompanying measures will support, in relation to the Grundtvig programme, communication activities, and events for the dissemination and exploitation of results.

CHAPTER 2 – TRANSVERSAL PROGRAMME

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

1.1 Mobility (study visits)

The focus of this action is to encourage discussion, exchange and mutual learning on themes of common interest at the EU level, promoting quality approaches and transparency of education and training systems.

The programme of study visits will follow the priorities of the education and training policy, including the priorities identified by the Member States. Moreover, special attention will be paid to linking up these themes with the objectives of the 2010 work programme.

Priority topics for study visits are:

- Evidence-based policy making and practice
- Innovative approaches for the implementation of European instruments
- Social inclusion and integration issues
- Improving the attractiveness and quality of VET
- Learning in a work-place environment
- Cost sharing models in education and training
- Increasing adult participation in education and training (e.g. cooperation with social partners)

- Integration of instruments of education and labour policies in lifelong learning strategies
- Innovative approaches to bring the creative arts into education and training
- Guidance and vocational training to address economic change and the ageing of the active population.

1.2 Studies and comparative research

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

- Topic 1: Promoting excellence, efficiency and equity in higher education: student access and retention.

- Topic 2: Further development of adult learning provision: identification, assessment and promotion of quality in organisation, management and funding of adult learning.

- Topic 3: Addressing weaknesses in preschools and in obligatory education concerning acquisition of key competences.

- Topic 4: Promoting attractiveness and quality of vocational education and training: governance of VET systems and improving understanding of the links between VET, higher education and working life.

- Topic 5: The role of creative activities in the learning process and their impact on people's capacities for innovation.

2. KEY ACTIVITY 2- LANGUAGES

Introduction: Policy context

Linguistic diversity is a fact of life in Europe. The European Union is committed to preserving and promoting this key feature of our cultures. In the re-launched Lisbon Strategy and in the Education and Training 2010 work programme the ability to communicate in foreign languages is considered a key competence. A labour force with practical language and intercultural skills helps European enterprise to compete effectively in the global marketplace, enhances its own employability, and it is crucial for economic growth and better jobs. Multilingualism also reinforces social cohesion and promotes intercultural dialogue, creating opportunities to discover other values, beliefs and behaviours.
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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.

Priorities for action under Key Activity 2: Languages

2.1 Multilateral projects

These transversal projects must complement at least two of the four preceding programmes and focus on raising awareness of the advantages of language learning, the multilingual character of the European Union, promoting access to language learning resources and developing and disseminating language learning materials, including online courses and instruments for language testing. Whenever appropriate the use of the Common European Framework for Languages of the Council of Europe is strongly recommended.

Priority will be given to proposals addressing one or more of the following topics:

- reinforcing the acquisition of competence in and/or raising awareness to the less used European languages;
- reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe and its competitiveness in a globalised context;
- developing and promoting methodologies to motivate language learners and to enhance their capacity for language learning.

2.2 Networks

These transversal networks contribute to the development 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 to disseminate products of former projects to potential end-users (public authorities, practitioners, business, language learners, etc).

Priority will be given to proposals addressing one or more of the following topics:

- identifying, developing and disseminating information on good practice to motivate language learners and to encourage the development of a language-friendly learning environment;
- developing co-operation between language teacher associations and other stakeholders promoting language learning and linguistic diversity;
- developing and promoting the mainstreaming of policies promoting language learning and linguistic diversity at all levels of formal and non formal education, including the dissemination of the Europass language passport;
- identifying, exchanging and building on good practices on teaching languages to people with special needs.

2.3 Accompanying measures

Accompanying measures will support, in relation to the "Languages" Key Activity, communication activities, and events for the dissemination and exploitation of results.

3. KEY ACTIVITY 3- ICT

Introduction: 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 (eg simulations; discovery learning; attracting drop-outs back to learning; enabling learning outside the school environment; flexible lifelong learning to bridge the digital gap).

Substantial progress has been achieved in all Member States in the field of ICT for education since Lisbon. 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 advanced education systems management. This will maximise the return on past investments in ICT.

Priorities for action under Key Activity 3: ICT

3.1 Multilateral Projects

Priority will be given to the following topics:

3.1.1 ***Priority 1: Identifying and implementing innovative uses of ICT for lifelong learning, in particular for groups at risk of exclusion***

ICT enables individuals to enhance their social networking and this has the potential enhance their learning. Learning is mostly a social process. Self-learning and informal peer-learning are important ways of developing e-skills and competences. But they are also increasingly important skills in formal learning. A new generation of ICT-based social networking tools and platforms ('Web 2.0' and other relevant ICT developments) is rapidly growing in popularity. Examples are weblogs, wikis, podcasts, social software, virtual social sites, as well as tools such as mobile phones. These are easy to use, affordable and widespread, in particular among groups at risk-of-exclusion (early school-leavers, ethnic minorities, elderly people, etc), and so offer potential to (re)-connect groups at risk-of-exclusion to public services, learning and civic engagement.

Projects should cover:

- the development and implementation of experimental approaches related to these new trends and tools, including the analysis of their impact in learning outcomes;
- comparative analyses of existing practice to identify transferable good practice and success factors;

3.1.2 ***Priority 2: ICT as a catalyst for innovation and creativity in lifelong learning***

Fostering innovation skills requires novel learning and teaching approaches and strategies based on active learning approaches such as creative problem solving, discovery, learning by doing, experiential learning, critical thinking and creativity. ICT-enhanced learning can effectively underpin these novel approaches. Projects should develop innovative approaches for expanding learning skills and reinforcing innovation capacities.

Priority will be given to projects which identify and use ICT-enabled learning solutions by addressing one or more of the following topics:

- to foster creativity, where the learner can learn through creative expression, critical and lateral thinking to generate new ideas and innovative solutions;
- to foster inquiry based and problem solving approaches, where the learner can learn-by-doing through experiments in real and/or virtual settings;

3.2 Networks

Priority will be given to networks aiming at:

3.2.1 ***Priority 1: Addressing transversal issues for linking up and connecting learning communities through ICT in an innovative way***

The concept of the learning community is gaining currency, based on stronger links between school, home, workplace and local communities. It is a central part of the new ICT services and infrastructures being set up in Europe.

Priority will be given to network proposals addressing one or more of the following topics :

- sharing knowledge and implementing partnerships involving all relevant actors in ICT enabled learning, covering both the demand and the supply sides (eg involving both publishers and ad-hoc content developers);
- 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 wider educational innovation, based on the capacity of ICT to support new pedagogies and their adaptation to social and economic changes, new learning skills, and change management.

3.2.2 ***Priority 2: Reinforcing the links between ICT, creativity and innovation skills***

There is an increasingly important interface between developments in the use of ICT in education and training, the new possibilities these offer to the foster creativity and innovation among individuals, groups and organisations across Europe.

Priority will be given to network proposals addressing one or more of the following topics:

- sharing knowledge and implementing experimental approaches to develop creativity and innovation through ICT use;
- providing advice and support to institutions and practitioners in the field;
- identifying good practice in teaching and learning approaches underpinning the capacity for innovation;
- engaging in publicity and awareness-raising activities.

4. KEY ACTIVITY 4 - DISSEMINATION AND EXPLOITATION OF RESULTS

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 action in support of the revised Lisbon agenda and delivery of the Education and Training 2010 work programme. The prime objective of this key activity is to help to create a framework for effective exploitation of results at local, sectoral, regional, national and European levels. The action funded under this key activity supplements the action on dissemination and exploitation of specific results within the sub-programmes and other key activities.

4.1 Multilateral Projects

Priority will be given to multilateral projects focusing on:

- developing suitable infrastructure (analysis, mechanisms, methodologies and practical tools) to facilitate exploitation of results;
- transversal action at European level (by sector, theme or user group);
- promoting "exploitation of results" activities within key existing regional/European/sectoral networks with the aim, in particular, of promoting a virtuous circle between policy development and practical experience, in support of the open method of coordination (OMC) under the Lisbon agenda.

These priorities could include:

- action to develop and embed a European strategy on exploitation of results, supporting studies, demonstration projects and methodologies;
- projects to test and apply the results of ongoing European cooperation, in particular in connection with OMC activities/priorities, benchmarking, etc.;
- European-level activities to promote active exploitation of results (conferences, seminars and other exchanges between products and potential new users). Specific priority will be given to action to apply results within existing networks;
- activities to test and develop ways of embedding the results of projects into policy, defining and presenting mechanisms to link projects, programmes and policies;
- projects to identify, engage and promote appropriate networks for exploitation of results (e.g. action to identify contacts, establish an "exploitation remit", disseminate networking information to interested promoters/users, and promote transparency and equal access/opportunity);
- action to improve access to results of projects.

Preference will be given to projects which propose an integrated approach across different areas of the Lifelong Learning Programme, involve key decision-makers and/or demonstrate potential for a significant impact at regional, national or European level to improve the efficiency and visibility of education and training at European level.

CHAPTER 3 – JEAN MONNET PROGRAMME

Specific and Operational objectives of the Jean Monnet Programme

The specific objectives of the Jean Monnet programme, as set out in Article 35.1 of the programme Decision, are:
(a) to stimulate teaching, research and reflection activities in the field of European integration studies;
(b) to support the existence of an appropriate range of institutions and associations focusing on issues relating to European integration and on education and training in a European perspective.

The operational objectives of the Jean Monnet programme, as set out in Article 35.2 of the programme Decision, are:
(a) to stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the Community;
(b) to enhance knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration;
(c) to support key European institutions dealing with issues relating to European integration;
(d) to support the existence of high-quality European institutions and associations active in the fields of education and training.

JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

Action (a) 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.

In this context, the Jean Monnet programme provides EU support for:

- Jean Monnet Chairs and *ad personam* Jean Monnet Chairs;
- Jean Monnet Centres of Excellence;
- Jean Monnet Teaching Modules;
- Associations of professors, other teachers in higher education, and researchers specialising in European integration studies;
- Information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration (i.e. conferences, seminars, round tables and resulting publications, websites, etc.);
- Multilateral Jean Monnet Research Groups.

In accordance with the purpose of the Jean Monnet programme, all supported projects must have as their object "European integration studies". This is defined as the analysis of the origins and evolution of the European Communities and the European Union in all its aspects. European integration studies cover both the internal and external dimension of European integration, including the European Union's role in the dialogue between peoples and cultures and the European Union's role and perception in the world.

With respect to the support measures listed above, priority will be given to projects concerning:

a) Jean Monnet Chairs

- involving the creation of new teaching activities, especially in the candidate countries and the rest of the world;
- covering teaching at undergraduate and graduate level and as well supervision of research at postgraduate level.

b) *Ad personam* Jean Monnet Chairs

- covering the teaching of regular courses in European integration studies as well as the organisation of regular reflection activities on the European integration process (conferences, seminars, roundtables).

c) Jean Monnet European Modules

- addressing students who do not automatically come into contact with European integration studies (e.g. students in such fields as medicine, engineering, science, education, arts and languages);
- addressing citizens (adult education) and specific civil society groups (e.g. primary and secondary school teachers).

d) Jean Monnet Centres of Excellence

- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.

e) Information and research activities

- involving a transnational dimension (i.e. the creation of joint transnational activities);
- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.

f) Jean Monnet Multilateral Research Groups

- aiming at the production of research results that cannot be achieved through research activities within a national framework;
- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.