LIFELONG LEARNING PROGRAMME

GENERAL CALL FOR PROPOSALS 2011-2013

STRATEGIC PRIORITIES
2012

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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 learning[1] (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

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 EU 2020 Strategy[2], the EU'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 to achieve the priorities set out in the EU 2020 Strategy, which as one of its five headline targets aims at reducing school drop-out rates below 10 % and at least 40 % of 30-34 years old completing third level education (or equivalent).

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

- Youth on the Move[3]: 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 jobs[4]: 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 Union[5]: 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.

[2] Communication from the Commission: Europe 2020 - A Strategy for Smart, Sustainable and Inclusive Growth. COM(2010) 2020: http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf and European Council 25/26 March 2010, EUCO 7/10: Conclusions, I. Europe 2020: A New European Strategy for Jobs and Growth: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/113591.pdf
[3] http://europa.eu/youthonthemove/. See also http://ec.europa.eu/education/news/news2540_en.htm
[4] 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
[5] http://ec.europa.eu/research/innovation-union/index_en.cfm

- 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.

More particularly the LLP supports the implementation of European policy in education and training as set out in the strategic framework for European cooperation in education and training ET 2020, adopted in May 2009[6]. 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 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.

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

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

[6] Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), (2009/C119/02): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF
[7] http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

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 mobility[8], the Green Paper on Promoting the learning mobility of young people[9] and with the EU 2020 flagship initiative Youth on the Move[10]. 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 EQF and NQFs, Europass and ECVET that enhance lifelong learning and mobility, and promote the validation and recognition of non-formal and informal learning should also be explored and developed.

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

   In line with the 2009 Communication on University/business cooperation[11], 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.

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

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

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

[10] Ibid. 3

[11] 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/doc2279_en.htm

issue[12], the Commission was asked to support cooperation and exchanges of good practice in related areas[13]. Quality assurance mechanisms at all levels of education and training strengthen these developments.

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

As stated in the 2010 Joint Report on Education and Training, while the implementation of the key competences framework[14] 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 EU 2020 Strategy[15] 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 training[16] projects will be called to promote social inclusion through education. For the school sector, the issues of early school leaving and special needs will be particularly important. For higher education, the focus will be on widening access to new types of learners.

Issues relating to the participation of migrants, 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

[12] 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
[13] 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
[14] Key competences for Lifelong Learning - European Reference Framework: http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf. See also : http://ec.europa.eu/education/school-education/doc830_en.htm
[15] Ibid 2
[16] 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

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.[17]

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.[18]

– The Lifelong Learning Programme Guide which includes the detailed description of the actions as well as the financial and administrative arrangements[19].

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

Policy context

In November 2008 the Council agreed to enhance European cooperation on school education policies[20]. 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 2007[21] and 2009[22] the Council set out an agenda for cooperation on improving the education and professional development of teachers and school leaders[23]. 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 group[24].

[17] 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/doc78_en.htm (under "How to participate").
[18] Ibid 1.
[19] http://ec.europa.eu/education/llp/doc848_en.htm
[20] 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
[21] 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
[22] Ibid. 12
[23] http://ec.europa.eu/education/school-education/doc832_en.htm
[24] 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

These priorities are reflected in the strategic framework ET 2020[25]. 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 skills[26] and finding ways to enhance the teaching and learning of transversal key competences that foster initiative and entrepreneurship, creativity, innovation and adaptation to the rapidly changing world of work. Education for respect of the environment[27] and of intercultural competences should be enhanced as well. The strategic framework ET 2020[28] confirms the need to target efforts on the quality of learning of students with migrant backgrounds[29] and acknowledges the key role of early childhood education and care in this respect.

In 2010, reducing early school leaving to less than 10 % by 2020 was defined as one of the headline targets in the EU 2020 Strategy[30]. The Commission has undertaken to propose a Council Recommendation in 2011 setting out a framework for effective policies to combat early school leaving, based on better information about the causes leading to school dropout, 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 new European benchmarks as set out in Annex I to the strategic framework ET 2020[31] 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 that 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 the context of the Agenda for new skills and jobs[32], 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 learning[33]. This implies ensuring that all students, starting from early age and irrespective their

[25] Ibid. 6
[26] 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
[27] Council conclusions on education for sustainable development – Brussels, 19 November 2010: http://consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117855.pdf
[28] Ibid. 6
[29] 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
[30] Ibid. 2
[31] Ibid. 6
[32] Ibid. 4
[33] 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

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 improve the quality of teachers, school leaders and other school staff and help schools become effective learning environments. This requires higher quality career-long teacher education, more effective teacher recruitment and retention and help to school leaders to focus on improving the learning of pupils and teachers.

Specific and Operational Comenius objectives

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

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

Priorities for Comenius actions

1.1 Mobility and Partnerships

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

- Individual pupil mobility in the context of an ongoing or previous School Partnership;
- Participation in training activities for teachers and other educational staff (In-Service training);
- Preparatory visits for School Partnerships, Networks and Multilateral Projects;
- Assistantships for future teachers;

- Multilateral and bilateral school Partnerships that include mobility of pupils and staff within the context of the partnerships activities;
- Comenius Regio Partnerships;
- eTwinning.

There are no European priorities under these actions, the modalities of which are defined in the LLP Guide[34].

1.2 Multilateral projects

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

The development of key competences[35] and motivation to pursue learning depend to a great extent on the relevance of teaching and learning, the school ethos and the ways schools work with the outside world. Improving school leadership, providing incentives and opportunities for teachers to collaborate and the overall development of schools as learning environments have thus become key policy priorities.

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

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

1.2.2 Development of approaches to teaching and learning

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

- Projects should reflect on the competences needed by today's school leaders and develop, test and implement effective ways for supporting school leaders in their professional development;
- Projects should develop, test and implement effective inter-agency approaches to support new teachers at the start of their careers (induction)[36].

1.2.3 Support to basic skills[37] 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

[34] Ibid. 19
[35] Ibid. 14
[36] Ibid. 13
[37] 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/doc28_en.htm

learn, sense of initiative and entrepreneurship, social, civic and cultural competences. Teaching and learning the latter 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 methods that effectively support the development of transversal key competences;
- develop assessment and evaluation methods and practices that improve the quality of learning 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. 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.[38] 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.

[38] 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

1.3 Networks

1.3.1 Support to entrepreneurship and links with the world of work

The development of the Sense of initiative and entrepreneurship as a key competence[39] 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 develop the necessary knowledge in the topic by networking resources and expertise to identify and disseminate effective ways to help schools to:

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

1.3.2 Support to making science education more attractive

Responding to the global challenges such as the climate change by developing greener and smarter economy involves understanding of the changes caused by human activity to the natural world and responsibility as an individual citizen. Understanding the fundamental concepts of science and interest in sustainable development has thus become key for active, responsible citizenship.

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

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

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

Networks should identify exchange and disseminate effective ways for:

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

[39] Key Competence 7 in the Key competences for Lifelong Learning - European Reference Framework: http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf, See also : http://ec.europa.eu/education/school-education/doc830_en.htm

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

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

Networks should identify and disseminate effective approaches that:

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

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

Policy Context

EU higher education policy aims to support Member States' reforms of their higher education systems, making them more coherent and more responsive to the needs of the knowledge society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. They should enable higher education institutions (HEI) to play a decisive role in the 'Europe of Knowledge' and make a strong contribution to support the strategic framework ET 2020[40] and the EU 2020 Strategy[41], in particular its headline target to increase the share of the population aged 30-34 having completed tertiary education (or equivalent) to 40% in 2020. Out of the seven EU 2020 Strategy's flagship initiatives the following are most relevant for higher education policy: Youth on the Move[42], An Agenda for new skills and jobs[43] as well as the Innovation Union[44].

Within each initiative, both the EU and national authorities will have to coordinate their efforts so they are mutually reinforcing.. Fostering trans-national mobility is a high priority on the higher education agenda, as reflected in the Council conclusions of November 2008 which emphasise that every young person should have the opportunity to take part in some form of mobility. At the same time, reforms are in line with the developments of the European Higher Education Area (EHEA) for 2020 (Bologna process), as adopted at the Leuven/Louvain-la-Neuve Ministerial Conference in 2009[45]: in particular, EHEA Ministers agreed on a mobility

[40] Ibid. 6
[41] Ibid. 2
[42] Ibid. 3
[43] Ibid. 4
[44] Ibid. 5
[45] The Bologna Process 2020 – The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communiqué_April_2009.pdf, followed up by the Budapest-Vienna Declaration of 12 March 2010 on the European Higher Education Area

target that by 2020 20 % of European graduates should have a study or training experience abroad.

Higher education policy priorities were set out in the Communication *Delivering on the modernisation agenda for universities: education, research and innovation*[46]; these will be revisited and complemented in a policy communication to be published in 2011.

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

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 between higher education institutions and enterprises, a priority which is underlined by the establishment of a European Institute of Innovation and Technology[47] but is very relevant to higher education more generally. The European University-Business Forum initiated by the Commission and the related Commission Communication[48] also intend to strengthen 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.

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http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/documents/Budapest-Vienna_Declaration.pdf

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

[47] http://eit.europa.eu

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

Priorities for Erasmus actions

2.1 Mobility

Mobility of students and teaching and other HEI staff

Student and staff mobility play a key role in establishing the European Higher Education Area. Institutions participating in Erasmus are called upon to increase both student mobility for studies and placements in order to achieve the target of 3 million Erasmus students by 2012 and to further develop teaching and training mobility for staff.

Higher education organisations are requested to ensure high quality in organising student mobility and teaching and other staff mobility, as detailed in the Erasmus University Charter and in the European Quality Charter for Mobility[49].

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.

[49] 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 .

2.2.1 Cooperation between higher education institutions (HEI) and enterprises

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

These projects have to prove cooperation between the worlds of work and higher education, with active participation and commitment of institutions and organisations from both sides.

Preference will be given to projects focusing on:

- reinforcing the link between (intra and extra) curricular education activities with business and employment needs, for example by assessing future skills needs and by promoting business input into course design. This includes creating business-academia collaborations through the creation of "knowledge alliances"[50] to adapt existing or develop new curricula to address innovation skills gaps (which will help universities to modernize towards inter-disciplinarity, entrepreneurship and stronger business partnerships);
- developing educational services for enterprises 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.

2.2.2 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 informal learning, by developing or reinforcing the access to guidance and counselling; and by special recruitment proposals to target new students' groups
- 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;

[50] "Knowledge alliances" target structured cooperation between higher education institutions and business to deliver new curricula and courses as well as to develop new innovative ways of delivering education. The outcomes of "knowledge alliances" could inspire higher education institutions in Europe to modernise their curricula etc.
The aim at all times should be to ensure that graduates in all fields will emerge from their education with in-depth subject knowledge as well as with high levels of T-shaped skills, ensuring high employability and entrepreneurial, creative and innovative attitudes. Such "knowledge alliances", in no way, question the autonomy of higher education institutions.

- 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.

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

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…[51]);
- 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 Support to the modernisation agenda of higher education

Projects under this priority shall support activities in line with the modernisation agenda for higher education.

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

As regards curriculum reform preference will be given to projects focusing on:
- development of initiatives or tools to assess and promote the employability of graduates;
- design of integrated programmes which should include the transmission of transversal skills, covering either (1) a complete cycle of study (bachelor, master or doctoral level) and 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.

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

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

- facilitating European cooperation in quality assurance, for example by defining and implementing new 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.

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

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

2.2.5 Fostering the excellence and innovation in higher education

Projects under this priority shall support activities addressing the knowledge triangle of education, research and innovation. European higher education institutions have demonstrated great potential in both teaching and research, but often the two areas are neither interrelated in an optimal way nor well connected to the third side of the triangle, innovation. These projects shall attempt to fill in this gap, complementing EU initiatives to link these three areas in new and efficient ways, as exemplified by the establishment of the European Institute of Innovation and Technology (EIT).

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

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

- improving the quality and relevance of teaching and the use of innovative teaching methods by ensuring a close link to ongoing research, for example by involving staff from research institutes or organisations in education activities and by improvement of teacher skills to allow integrating creativity and innovation in their teaching;
- providing students, in particular at bachelor level, with the opportunity to work in a research setting, e.g. by establishing links with research projects, laboratories, etc.;
- stimulating innovative and entrepreneurial mindsets of students by encouraging them to apply their knowledge and research insights, for example by stimulating the setting up of micro-companies.

- support the sharing of experience on innovative doctoral programmes on issues such as supervision and assessment procedures, the development of transferable skills and ways of enhancing employability, in line with the Salzburg Principles[52]

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 being 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/llp/erasmus/erasmus_compendia_en.html

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

Policy context

The policy framework for the Leonardo da Vinci programme is the Copenhagen process, as updated by the 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 2010[54].

Specific initiatives to promote the further development, testing and implementation of the common European tools for vocational education and training will continue to be a focus of the programme activity. These include the development and testing of the European Credit System for Vocational Education and Training (ECVET), the implementation of the European Qualifications Framework (EQF), and the promotion, development and use of the European Quality Assurance Reference Framework for VET. These activities will be instrumental in strengthening mutual learning, cooperative work, trust, enhancing mobility and sharing experience and know-how. Based on the Council Conclusion on Youth mobility (November

[52] The Salzburg Principles were developed in 2005 to underpin the development of doctoral education in the context of the Bologna Process, and have been revised in 2010. http://www.eua.be/cde/publications.aspx
[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

2008)[55], the Green Paper on Promoting the learning mobility of young people of June 2009[56] and the Youth on the Move[57] 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 **sectors**[58], **social partner organisations and companies, in particular small and medium-sized enterprises (SMEs),** in all Leonardo da Vinci actions. R**egional cooperation strategies** to stimulate mobility of young VET students contribute to these objectives.

Specific and operational objectives of Leonardo da Vinci

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

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

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

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

[55] Ibid. 8
[56] Ibid. 9
[57] Ibid. 3
[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/Statistical_classification_of_economic_activities_in_the_European_Community_(NACE)

Priorities for Leonardo da Vinci actions[59]

3.1 Mobility and Partnerships

As regards mobility of persons for the purpose of vocational training and of professionals in vocational education and training strong emphasis is placed on the quality management of the mobility, including pedagogical, linguistic and cultural preparation and arrangements for the stay abroad on the basis of the principles set out in the European Quality Charter for Mobility. The development and implementation of ECVET elements (description of learning outcomes, assessment and recognition of learning outcomes) is encouraged as well as guidance and sustainability in order to optimize the impact of the mobility experience. The preparatory actions in the area of mobility for apprentices have led to the conclusion to give this target group a specific visibility in the Leonardo da Vinci programme. The important role of competent intermediary bodies[60] in these projects is underlined in order to achieve quality and involvement of SME.

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

(1) trainees in initial vocational training

A. apprentices and trainees in initial vocational education based on alternate learning or work-related training in enterprises[61]

B. trainees in school based initial vocational training

(2) people in the labour market in continuing vocational training (3) the mobility of professionals in vocational education and training.

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

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]

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

[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. 19

Raising competence levels of groups at risk[63] and ensuring equal opportunities are considered as horizontal priorities across all multilateral Leonardo projects and all priorities.

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

3.2.1 Encouragement of cooperation between VET and the world of work

Under this priority projects should support close links to working life in order to make VET more responsive to labour market needs 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 jobs[64] 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 individuals[65];
- their pedagogical skills and their involvement in curriculum development;

[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
[64] Ibid. 4
[65] The Euroguidance network - http://www.euroguidance.net is very useful in this respect.

- 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 competences[66] is of particular importance in VET as some pupils and trainees enter vocational education with a lack of basic skills and competences which are needed in order to be able to successfully follow and complete the training. On the other hand key competences are of importance to promote individual educational pathways beyond VET, to improve permeability in the educational system and to facilitate transition phases (from VET into the labour market or reintegration into labour market after unemployment). Some key competences contribute to the attractiveness of VET.

Projects should promote one of the following issues:

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

3.2.4 Development and transfer of mobility strategies in VET

The importance and positive impact of learning mobility has been underlined on several occasions and it has become a major strategic priority in the strategic framework ET 2020[67]. Especially in VET, mobility participation is comparatively low and needs particular support strategies by relevant actors on all levels. . Mobility in VET consists, for an important part, in training placements in enterprises, i.e. is oriented towards practical experiences and has a close link to the business sector. In the case of apprentices, businesses are involved also on the sending side. To ensure quality placements, to support partner finding and encourage participation of SME, sustainable cooperation structures have to be established between competent organisations. Many tools, concepts and approaches have been developed in the previous years which can be adapted and transferred to other environments.

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

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

[66] Ibid. 14

[67] Ibid. 6

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

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

3.2.5 ECVET for transparency and recognition of learning outcomes and qualifications

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

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

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

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

3.2.6 Improving quality assurance systems in VET

Under this priority, projects should contribute to the exploitation of former Development of Innovation (DOI) projects, other projects having received a Leonardo da Vinci grant or any innovative approach in the field of Quality Assurance in VET, in order to prepare, organise and ensure the transfer of guidelines, tools and products aiming at the implementation and use of the European Quality Assurance Reference Framework. This includes instruments, procedures and methods established for:

- the design of a national approach for improving the quality of VET systems and developing the use of the European quality assurance reference framework;
- the use of self assessment and peer review in the quality assurance process;

- the development of the use of indicators in annex 2 of the Recommendation establishing a European Quality Assurance Reference Framework[68].

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 VET[69]";
- transfer and exploitation of innovative and relevant materials produced under Leonardo da Vinci projects in the field of quality assurance in VET;
- update of former pertinent, relevant and innovative projects outcomes related to the implementation of the CQAF in view of the adaptation to the European Quality Assurance Reference Framework.

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

3.3 Multilateral projects - Development of innovation (DOI)

See general information under the introduction of section 3.2.

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

Under this priority, projects are intended to support the development of national and sectoral qualifications and / or qualifications systems by incorporating ECVET, according to the Recommendation of the European Parliament and of the Council establishing the ECVET system[70]. 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;

[68] 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

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

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

- designing and testing quality standards for the application of ECVET to national, sectoral or trans-sectoral qualifications with the aim of issuing an ECVET quality label to these qualifications.

In addition to the above activities, projects could also include:
- designing VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, using ECVET principles;
- the development of concepts to combine ECVET and ECTS and enhance their compatibility based on the learning outcomes approach.

3.3.2 Improving quality assurance systems in VET

Under this priority projects are intended to support the use and development of the European quality assurance reference framework[71] to further improve and develop the VET systems and promote a culture of quality improvement and innovation at all levels. The projects should support **one** of the following goals:
- the designing of national approaches aimed at improving quality assurance systems at national level and making best use of the framework, in particular the design of guidelines and action plans for implementation;
- development of data retrieval for the indicators of annex 2 of the Recommendation on the European Quality Assurance Reference Framework;
- develop sustainable and transferable, operational and concrete instruments based on the European Quality Assurance Reference Framework;
- design concrete guides/guidelines related to the Framework to be used by VET actors, in particular training providers;
- develop and test quality assurance processes in initial and continuing vocational education and training based on the framework.

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

Under this priority projects should support close links to working life in order to make VET more responsive to labour market needs. The projects should aim to improve sectoral identification and anticipation of skill and competence needs and their integration in VET provision. It implies also promoting integration of learning with working. This priority should support the implementation of the Agenda for new Skills and jobs.[72] Applications should include the following:
- foster the involvement of the different stakeholders in making VET and qualifications systems more responsive to the needs of the labour market taking into account systemic changes such as the shift to learning outcomes and competence-based systems;
- develop and test common methods and systems for anticipation of skills needs, including at sectoral level, and involving companies / sectoral organisations / social partners in VET;
- foster the integration of learning with working life by promoting more learning conducive environments at the workplace, work-placed training and apprenticeship pathways as a basis for development of vocational skills relevant to the labour market needs.

[71] The European Quality Assurance Reference Framework is a reference system aimed at helping Member States and participating countries to develop, improve, monitor and evaluate their own systems and practices, on the basis of common principles and criteria: http://ec.europa.eu/education/lifelong-learning-policy/doc1134_en.htm .
[72] Ibid. 4

3.4 Networks

3.4.1 Cooperation between the VET and world of work

Networks under this priority should involve stakeholders in VET (e.g. VET schools, institutions, organisations, representative associations) as well as stakeholders in the world of work (e.g. sector representations, branches, enterprises, social partners). The aim of such networks is to exchange information and experience, as well as support the dissemination and implementation of common approaches, methods and tools linked to the Agenda for new skills and jobs" initiative[73]. This can include for example peer reviews, reflections on methods and tools or on pedagogical approaches, or the preparation of sectoral skills councils. Networks in sectors undergoing structural adjustments or rapid evolutions are particularly encouraged.

3.4.2 Development of mobility strategies in VET

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

4. GRUNDTVIG – ADULT EDUCATION

Policy context

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

Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. 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 Survey[74] used to monitor this benchmark show, the average rate has fallen since 2005 and was 9.3 % in 2009, 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"[75] in 2006. It underlines the importance of adult learning to support

[73] Ibid. 4
[74] http://epp.eurostat.ec.europa.eu/portal/page/portal/microdata/lfs
[75] COM(2006) 614 final: http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

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 Learning[76] 2007-2010 "It is always a good time to learn", which set out how Member States and other stakeholders with support from the European level, could develop efficient and effective adult learning systems. The Council Conclusions on Adult Learning[77] reinforced and further developed the Commission's strategy for action in this area and are expected to be renewed in the form of a second Action Plan in 2011.

Increasing participation in adult learning and making it more equitable is crucial. A culture of quality should be fostered, paying special attention to learners, the professional development of staff, as well as delivery by providers. Implementation of systems for recognition and validation of non-formal and informal learning are essential to help motivate adults. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making. Improving the quality and promoting equity of education and training are priorities of the strategic framework ET 2020.[78]

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.

[76] COM(2007) 558 final: http://ec.europa.eu/education/policies/adult/com558_en.pdf
[77] Council conclusions of 22 May 2008 on adult learning (2008/C 140/09): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF
[78] Ibid. 6

Priorities for Grundtvig actions

4.1 Mobility and Partnerships

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

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

4.2 Multilateral projects

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

Applications submitted under the specific actions listed below should seek to show the way in which they will contribute to applying, adapting and testing – in concrete adult learning situations – the relevant tools or policy approaches which have been or are being developed in the framework of policy cooperation at European level. These include European / national qualifications frameworks[79], European guidelines for the validation of non-formal and informal learning[80], the European framework of key competences[81], Europass[82], ECVET[83], EQARF[84], 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 Plan[85]…etc.

[79] 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
[80] http://www.cedefop.europa.eu/EN/publications/5059.aspx
[81] Ibid. 14
[82] 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
[83] Ibid. 70
[84] Ibid. 68
[85] Ibid. 76

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 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;
- 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 Intergenerational learning; Learning for senior citizens; Family learning

Under this priority projects should focus on aspects such as:

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

- developing innovative models for senior volunteering as a form of informal learning (2011 being the European Year of Volunteering).

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

Under this priority projects should focus on aspects such as:

- developing the competences of teachers, trainers and other staff, for example through initial or in-service training and the development of suitable qualifications and by exploiting the framework of key competences for adult learning staff[86];
- developing the profession of adult educator, including career pathways for adult learning practitioners;
- analysing the cost-benefits of (and returns on investment in) adult learning provision;
- improving the quality assurance of services and institutions, including exploring how the European Quality Assurance Reference Framework for vocational training[87] and the Standards and Guidelines for Quality Assurance in the European Higher Education Area[88] can be applied to adult education;
- developing innovative European courses for in-service training and non-formal approaches to staff development such as job-shadowing;
- developing and improving validation-certification systems for upgrading qualifications of adult education staff (teachers, trainers etc.);
- improving management and structures of adult education organisations;
- developing standards and accreditation of providers.

4.3 Networks

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

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

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

[86] http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm
[87] Ibid. 68
[88] http://www.eqar.eu/fileadmin/documents/e4/050221_ENQA_report.pdf

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

CHAPTER 2 – TRANSVERSAL PROGRAMME

Policy context

The Transversal Programme supports the implementation of transversal aspects of European policy in education and training as set out in the strategic framework ET 2020[89], including making lifelong learning a reality by implementing lifelong learning strategies and by developing qualifications frameworks and measures to enable more flexible learning pathways.

Specific and Operational objectives of the Transversal Programme

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

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

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

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

1. KEY ACTIVITY 1 - POLICY COOPERATION AND INNOVATION

Priorities for actions under the Key Activity 1

[89] Ibid. 6

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

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

Priorities for the study visits in the 2012 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, 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 diversity is a fact of life in Europe. Therefore language skills are essential to strengthen European citizenship, promote intercultural dialogue and to strengthen social cohesion and personal development. They create opportunities to discover other values, beliefs and behaviours. In the strategic framework ET 2020[90] enhancing language learning is seen as a priority to improve the quality and efficiency of education and training in Member States.

Language skills are also essential for the mobility of European citizens and businesses. Practical language and intercultural skills are crucial for economic growth and better jobs, since they enhance employability and help European enterprises to compete effectively in the global marketplace.

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

Priorities for actions under the Key Activity 2

2.1 Multilateral projects

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

2.1.1 Cooperation between the worlds of education, training and work

Projects aiming at reinforcing language competences relevant to the workplace in order to improve employability and enhance European competitiveness will be encouraged in this area.

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

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

[90] Ibid. 6

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

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

2.1.4 Strengthening social cohesion, equal opportunities and equity in education, including the integration of migrants and Roma

Projects will develop innovative language learning methods focused on the social inclusion of people with a migrant background. In particular they will support the acquisition of the language of the host country, for immigrants, migrants and Roma.

2.1.5 Promotion of learning of languages of neighbouring countries

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

2.1.6 Promoting early language education

Projects will encourage the involvement of family members, mediators and/or other stakeholders in supporting language learning to enable an effective integration between school and community*.*

2.2 Networks

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

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

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

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

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

2.2.3 Promotion of the learning of languages of neighbouring countries

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

2.2.4 Promoting the learning and use of less spoken European languages

Networks will disseminate exchanges and good practices for promoting linguistic diversity and the learning of less used and less spoken languages.

3. KEY ACTIVITY 3 - ICT

Policy context

Promotion of ICT for learning is an objective of the programme as a whole and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The "ICT" Key Activity supplements these programmes by addressing ICT for learning needs across two or more of those sectors.
It focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (e.g. innovation in pedagogy and approaches to learning; attracting drop-outs back to learning; integrating formal, non-formal and in-formal learning opportunities; flexible lifelong learning to bridge the digital gap and socio-economic divide).

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

Priorities for actions under the Key Activity 3

3.1 Multilateral projects

3.1.1 Reinforcing 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 in-formal learning opportunities and resources available over the Internet. However, such new learning pathways across traditional education sectors and informal learning situations present a significant challenge for traditional curricula, assessment, learning outcomes and recognition mechanisms.

Projects should develop and analyse innovative pedagogy and assessment approaches and methods to support these diverse individual learning pathways in order to help learners to bridge more effectively the worlds of education and work. They should also help organisations and learners themselves to be able to better assess all types of learning outcomes and future learning needs. These new methods and approaches should contribute to putting in place a life-long learning and skills policy.

<u>Projects for either priority could include</u>:

- using on-line learning communities to develop transversal competences such as learning to learn, entrepreneurship, collaboration, working with different cultures, autonomy, etc;
- analysing how digital competence can be better integrated in curricula and learning outcomes not only at all levels of formal education but also in informal and non formal learning;

- supporting the use of informal and non formal learning in the workplace as a complement to a formal education/training course;
- using ICT for diversification and personalisation of learning pathways that cut across traditional education sectors and informal learning situations;
- using ICT-based social networking tools and platforms to re-attract individuals at risk-of-exclusion (early school leavers, ethnic minorities, immigrants, elderly workers, etc.) and so offer the potential to (re)connect groups at risk-of-exclusion to public services, learning and civic engagement;
- exploring best practices and reinforcing virtual mobility crossing the worlds of education and work and taking account of non-traditional learning pathways;
- experimenting with new formative and summative assessment approaches that support online collaborative learning, peer learning, self-directed learning and virtual mobility and capture diverse individual learning pathways.

3.2 Networks

3.2.1 European-wide stakeholders' communities promoting digital competence for life and employability

Topics include:

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

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

Topics include:

- analysing, reinforcing and disseminating findings on how digital competences can assist groups at risk-of-exclusion and improve their self-esteem, self-confidence, autonomy and motivation to re-connect to learning. Placing emphasis on the analysis of empirical evidence and the collection of case studies for groups-at-risk and new learning pathways;
- sharing knowledge, exchanging good practices and developing new strategic partnerships involving all relevant actors across all societal domains (business, societal organisations, education and training stakeholders; user organisations, etc.) to identify the enabling conditions, success factors, barriers to digital competence provision and acquisition by groups-at-risk of exclusion;
- developing foresight scenarios, recommendations and operational guidelines on what education can do to tackle these digital divides and re-connect otherwise excluded individuals.

4. KEY ACTIVITY 4 - DISSEMINATION AND EXPLOITATION OF RESULTS

Policy context

The key activity "Dissemination and Exploitation of Results" reflects a growing awareness amongst both policy makers and practitioners of the need to secure maximum impact from EU-funded projects and actions in support of the EU 2020 Strategy[91] and delivery of the Education and Training 2010 work programme as well as the strategic framework ET 2020[92]. In this document it was agreed that "1(b) European cooperation in education and training should be pertinent and concrete. It should produce clear and visible outcomes which should be presented, reviewed and disseminated on a regular basis and in a structured manner …" and "2(d) Dissemination of results: to enhance visibility and impact at national and European level, the outcomes of cooperation will be widely disseminated among all relevant stakeholders and discussed at the level of Directors-General and Ministers."

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

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

Priorities for actions under the Key Activity 4

4.1 Multilateral projects

Priority will be given to projects focusing on:

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

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

[91] Ibid. 2
[92] Ibid. 6

4.1.2 Impact of results and of dissemination and exploitation activities

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

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

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

CHAPTER 3 – JEAN MONNET PROGRAMME

Specific and Operational objectives of the Jean Monnet Programme

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

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

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

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

JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

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

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

Preference will be given to projects:

- open to students from other higher education institutions (e.g. in the same city or region) and to students who do not automatically come into contact with European integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.);
- contributing to 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);
- 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.