



LIFELONG LEARNING PROGRAMME
GENERAL CALL FOR PROPOSALS 2008-2010
UPDATE 2010 – STRATEGIC PRIORITIES

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INTRODUCTION

1. HOW TO USE THIS DOCUMENT

This document is an update of the priorities of the General call 2008-2010 of the Community's Lifelong Learning Programme (LLP). It sets out the priority topics on which applications are invited under the different actions of the programme. Whereas the great majority of the call 2008-2010 remains unchanged, some adjustments are introduced to reflect developments in policy priorities.

The priorities set out in this document reflect those issues which are central to policy development at European level in education and training. Proposals should normally address these priorities in order to be selected.

The General Call should be read alongside the following documents:

- The Decision of the European Parliament and Council establishing the Lifelong Learning Programme 2007- 2013.¹
- The Lifelong Learning Programme Guide which includes the description of the actions as well as the financial and administrative arrangements².

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 and Decision No 1357/2008/EC of the European Parliament and of the Council of 16 December 2008 amending Decision No 1720/2006/EC

² http://ec.europa.eu/education/llp/doc848_en.htm

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2. GENERAL POLICY CONTEXT

The overarching priority of the Lifelong Learning Programme (LLP) is to reinforce the contribution made by education and training to achieving the Lisbon goal of making the EU the most competitive knowledge-based economy, with sustainable economic development, more and better jobs, and greater social cohesion.

More particularly the LLP supports the implementation of European policy in education and training as set out in the Work programme Education and Training 2010³ and the new strategic framework for European cooperation until 2020. Via the open method of coordination Member States are aiming at making lifelong learning and mobility a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity and innovation at all levels of education and training in Europe.⁴

In this context the following recent initiatives are also particularly relevant for this call for proposals:

- the communication "New Skills for New Jobs" in order to anticipate and match future skills needs⁵
- the cooperation between universities and enterprises as set out in the Commission Communication on a new partnership for the modernisation of universities: the EU Forum for University Business Dialogue⁶
- the activities to boost the mobility of citizens and the efforts to ensure transparency in education and training systems in Europe and improve recognition of learning periods abroad⁷.

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

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

³ http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

⁴ Council Conclusions on a strategic framework for European cooperation in education and training ("ET 2020"), http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc1122_en.htm

⁶ http://ec.europa.eu/education/lifelong-learning-policy/doc1124_en.htm

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc1292_en.htm

⁸ http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

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

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

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

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

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

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4. TRANSVERSAL CONDITIONS

In compliance with Article 14(2) of the Decision establishing the LLP, 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 Decision. Please refer to the LLP Guide for the details of the actions concerned and the modalities of participation.

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

Across all programmes increased attention is given to systematic dissemination and exploitation of results at project, programme and policy level. All project proposals 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 proposals.

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

Introduction: Policy context

The Education Council, in November 2008, agreed to enhance European cooperation on school education policies⁹. 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.

This cooperation builds on joint work within the Education and Training 2010 work programme¹⁰, and, in particular, the work on key competences¹¹, teacher education¹² and equity¹³. It takes account of the March 2008 European Council that urged Member States to reduce the number of young people who cannot read properly and the number of early school leavers, and to improve the achievement of learners from migrant or disadvantaged backgrounds, and of the need to enhance creativity and innovation in education¹⁴.

Enhancing cooperation on school policy is also important as progress towards European benchmarks¹⁵ relating to school education has been insufficient: there has been no improvement in reading literacy, and the rates of improvement in early school leaving and in the completion of upper secondary studies remain too slow. Although the numbers of students in maths, science and technology has reached the target, girls continue to be under-represented, and if computing studies are excluded the overall numbers are in decline.

⁹ Council Conclusions on preparing young people for the 21st century: an agenda for European cooperation on schools, 2905th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 21 November 2008, http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104238.pdf

¹⁰ http://ec.europa.eu/education/index_en.htm

¹¹ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. http://ec.europa.eu/education/school-education/doc830_en.htm

¹² 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), November 2007, http://ec.europa.eu/education/school-education/doc832_en.htm

¹³ Efficiency and equity in European education and training systems.

Communication from the Commission to the Council and to the European Parliament COM(2006) 481 final, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0481:FIN:EN:PDF>

¹⁴ Council Conclusions 13/14 March 2008 – Presidency conclusions, http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/99410.pdf

¹⁵ [Council Conclusions of May 2003 on Reference levels of European average performance in education and training \(benchmarks\)](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/99410.pdf) and Annual Progress Report 2008, to be found under "News" on http://ec.europa.eu/education/lifelong-learning-policy/doc34_en.htm

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Taken together, these policy developments and challenges call for enhanced European cooperation to:

A. give *all* pupils the key competences for lifelong learning as set out in the 2006 Recommendation:

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.

This implies not only ensuring that all students acquire the full range of key competences, whether subject-based or transversal, but also using assessment techniques that support personalised learning.

B. provide high quality learning for *every* student. This involves generalising pre-school education; improving equity in school systems; reducing early school leaving; and improving support within mainstream schooling for students with special needs.

C. continue to improve the quality of teachers and other school staff. This requires more and higher quality, career-long, teacher education; more effective teacher recruitment; and help for school leaders to focus on improving learning.

The Commission, in 2008, organised a consultation¹⁶ on how education policies could better address the challenges posed by immigration and mobility within the EU. The outcomes of this consultation will help define more targeted policies to ensure equitable outcomes for all learners. The Commission will publish a report on the consultation in autumn 2009.

Introduction: Specific and Operational Comenius objectives

The specific objectives of the Comenius programme, as set out in Article 17.1 of the LLP 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 European citizenship.

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

- (a) improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
- (b) improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme;

¹⁶ Green Paper "Migration & Mobility: challenges and opportunities for EU education systems"; the consultation closed on 31 December 2008: http://ec.europa.eu/education/news/news490_en.htm

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- (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

The following specific priorities reflect the above mentioned policy developments and areas for closer policy cooperation.

1.1. Mobility and partnerships

There is no specific thematic priority for these actions.

1.2. Multilateral projects

Comenius multilateral projects cover the development of material, methodologies and other supports that develop or transfer innovation. They aim to improve the education and continuing professional development of school staff. Priority will be given to the following topics:

1.2.1. Priority 1: The development of approaches to teaching and learning that support the acquisition by all students of 'transversal' key competences

Increasingly, initial education is called on to provide learners with "transversal" key competences (see key competences 4 to 8), which do not fit into any single 'subject' and therefore require a coordinated approach across a wide range of school staff. There is a particular need to improve students' motivation to learn and learning to learn skills.

Projects should focus on the development, testing and implementation of courses, pedagogical materials and methods, and innovative strategies (e.g. team teaching) designed to:

- increase student motivation and make learning more attractive, particularly for migrants and for those at a socio-economic disadvantage;
- strengthen students' acquisition of learning skills;
strengthen links between school education and the world of work and/or civil society;
- strengthen intercultural education and its contribution to social integration.

1.2.2. Priority 2: Improving reading literacy and other basic skills

The level of reading literacy skills among school students across the EU is not improving, and in some cases is falling. The nature of literacy is changing due to, for example, the impact of new media. There is a particular need to tackle the differences between boys' and girls' mastery of basic skills and, in many cases, to reinforce the basic skills of migrants (including mastery of the language of the host country) and those at a socio-economic disadvantage.

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

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1.2.3. Priority 3: Language learning and linguistic diversity

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

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

1.2.4. Priority 4: Development of digital learning environments for the acquisition of key competences

There is a need to improve and update teachers' skills and knowledge so that they make best use of the new opportunities created by information and communication technologies to support learning and teaching, and competence development throughout life.

Projects should focus on the development, testing and implementation of materials, courses and new pedagogical methods designed to help teachers to make effective use of information and communication technologies to support learning and to improve the use of good quality digital content in teaching in schools.

1.2.5. Priority 5: Reducing early school leaving

Reducing early school leaving (school drop-out) remains one of the key challenges for European education systems. Teachers and other school staff need to be well-equipped to develop individual and school-based strategies that ensure that all pupils successfully complete their schooling.

Projects should focus on the development of pedagogical approaches, the testing and implementation of strategies and materials to equip teachers as active agents in the prevention of early school leaving.

1.2.6. Priority 6: School development and leadership

The Council has concluded that schools should develop as 'learning communities', which build, inter alia, on shared vision and partnerships. The skills of school leaders in motivating pupils and staff to learn have become crucial. School leadership in this context refers to any member of staff with leadership responsibilities.

Projects should focus on developing, testing and implementing strategies and practical training in leadership, including skills needed for the development of the school as a learning community.

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1.3. Networks

Priority will be given to the following topics:

1.3.1. Priority 1: Development of high quality early childhood education and care

Networks should provide a forum/ platform for joint reflection and European co-operation in identifying and promoting the quality of early childhood education and care services, and in particular:

- identify, exchange and build on experience and good practice in early childhood education and care;
- explore the balance between the social and educational aspects of provision;
- support early language acquisition, in particular for children with a migrant background;
- promote pedagogic approaches that foster creativity in children from an early age;
- identify topics for multilateral projects and other cooperation at European level.

1.3.2. Priority 2: School Leadership

As in many organisations where leadership is shared, leadership skills are required from all staff in positions of responsibility. Networks should provide a forum /platform for joint reflection and European co-operation in:

- identifying and promoting innovation and best practice in effective school leadership.

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

Networks should provide a forum/platform for joint reflection and European co-operation in identifying and promoting innovation and best practice on entrepreneurship culture and the establishment of links between school and the world of work. They should cover all of the following:

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

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1.3.4. ***Priority 4: Developing digital learning environments for the acquisition of key competences***

Networks should provide a forum/platform for joint reflection and European co-operation in identifying and promoting innovation and best practice on the development/ implementation of a digital learning environment. Networks should focus on:

- identifying new methods and new approaches to teaching and learning with ICT
- promoting digital educational content relating to key competences and encouraging teachers to use digital technology and resources creatively;
- collecting, validating and disseminating digital content, and integrating it into the work of education establishments and/or national and regional education systems;
- providing services and advice relating to copyright, licensing, quality assurance, public-private partnerships and multilingualism;

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

Networks should provide a forum/ platform for joint reflection and European co-operation in identifying and promoting innovation and best practice on the attractiveness of science and technology education. They should focus on:

- making science and technology studies more attractive for students;
- developing and providing information on future scientific and technological studies or careers;
- reducing the gender imbalance in science education and careers.

1.3.6. ***Priority 6: Development of special needs education (SEN) towards inclusion of all young people, in particular of those with disabilities***

Networks should provide a forum/ platform for joint reflection and European co-operation in identifying and promoting innovation and best practice on the development of special needs education with a view to the inclusion of all in a society.

Networks should focus on reinforcing support for students with special needs within mainstream schooling.

1.3.7. ***Priority 7: Early school leaving***

Networks should provide a forum/ platform for joint reflection and European co-operation in identifying and promoting innovation and best practice on reducing early school leaving. Networks should focus on:

- decreasing early school leaving, e.g. at school-, local-, regional- or national-level;
- differentiated approaches towards fighting early school leaving, e.g. based on age, gender, specific backgrounds, etc.;
- training teachers and school staff in the early detection of factors likely to predispose a student to leave school early, and in remedial action against, early school leaving;
- articulated approaches with other social policies and services towards fighting early school leaving;

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- improving the role of effective guidance in reducing early school leaving;
- non-formal education as a means to improve individual attainment at school.

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

Introduction: Policy Context

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

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

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

In May 2006, the Commission published a Communication *Delivering on the modernisation agenda for universities: education, research and innovation*,¹⁷ identifying nine measures considered necessary to deliver the modernisation agenda for higher education institutions, covering these three reform areas: 1) breaking down the barriers around higher education institutions in Europe; 2) ensuring real autonomy and accountability for higher education institutions; 3) providing incentives for structured partnerships with the business community; 4) providing the right mix of skills and competencies for the labour market; 5) reducing the funding gap and making funding work more effectively in education and research; 6) enhancing interdisciplinarity and transdisciplinarity; 7) activating knowledge through interaction with society; 8) rewarding excellence at the highest level; 9) making the European higher education area and the European research area more visible and attractive in the world. These messages have been confirmed in Council Conclusions and Resolutions and an update on higher education initiatives was provided in the Report from the Commission to the Council on the Council Resolution of 23 November 2007 on Modernising Universities for Europe's competitiveness in a global knowledge economy¹⁸.

Higher education institutions are invited to play their full part in the knowledge triangle (education, research and innovation) and to engage in projects focusing on reinforced cooperation between higher education institutions and enterprises, a priority which is underlined by the establishment of a European Institute of Technology¹⁹ but is very relevant to higher education more generally. The European University-Business Forum initiated by the

¹⁷ [COM\(2006\)208](#)

¹⁸ http://ec.europa.eu/education/higher-education/doc/com/680_en.pdf

¹⁹ <http://eit.europa.eu>

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Commission and the related Commission Communication ²⁰ also intends to strengthen cooperation in this area.

Implementation of the 2006 Recommendation on Further European Cooperation in Quality Assurance²¹ will continue to be a major emphasis, as will the implementation of the European Qualifications Framework and strengthening its link to the Framework of Qualifications for the European Higher Education Area. The Lisbon Strategy and the Bologna process will continue to be the framework for the policy agenda for higher education, taking due account of the Conclusions of EU and Bologna Ministerial Meetings.

Given the political emphasis on fostering mobility, a Green Paper on promoting learning mobility of young people published in July 2009 has raised the debate on how to enhance mobility opportunities for young people²².

Introduction: Specific and Operational Erasmus objectives

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

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

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

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

²⁰ http://ec.europa.eu/education/higher-education/doc/business/com158_en.pdf

²¹ [Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education, OJ L 64 of 04.03.2006](#)

²² 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
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

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Priorities for Erasmus actions

2.1. Mobility

Mobility of students, including student placements in enterprises, and of teaching and other staff

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

Higher education organisations are requested to ensure high quality in organising student and staff mobility, as detailed in the Erasmus University Charter and in the European Quality Charter for Mobility²³.

Under student mobility, there are no academic discipline-specific priorities set at European level, though National Authorities may publish country specific priorities in this respect. The overall objective is to achieve balanced geographical and subject coverage across the EU.

Erasmus Intensive Programmes (IP)

Priority will be given to programmes which:

- are part of integrated programmes of study leading to recognised double or joint degrees (with the exception of Erasmus Mundus Master Courses which are not eligible);
- present a strong multidisciplinary approach;
- focus on subject areas which are currently under-represented in Erasmus student mobility²⁴.

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

Erasmus Intensive Language Courses (EILC)

There are no specific priorities under this action.

2.2. Multilateral projects

Priority will be given to projects focusing on subject areas and themes not sufficiently covered by projects already being funded under this action. Please check the project compendia on the following website:

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

²³ 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 (2006/961/EC): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:EN:PDF> .

²⁴ The following areas are over-represented: business studies, social sciences, arts, humanities, languages and law

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2.2.1. *Curriculum development (CD) projects*

CD projects support the design of:

- integrated programmes covering a complete cycle of study (bachelor or master or doctorate level) and leading to a recognised double or joint degree;
- curricula and modules for continuing education;
- teaching modules in highly interdisciplinary areas.

They may be proposed in any academic discipline.

Priority will be given to projects which aim at developing one or more of the following:

- Modules and programmes which clearly define and promote learning outcomes and competences (subject specific and generic) in line with national and European qualifications frameworks, aiming at future skill needs
- Programmes or modules in which ICT tools and services are used to allow distant learning and virtual mobility of students and staff.

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

HEI - enterprise cooperation project supports activities bringing together HEI and partners from outside academia: enterprises (particularly SMEs), professional organisations, chambers of commerce, social partners or local/regional bodies.

Priority will be given to projects:

- reinforcing the link between studies and future skills and employment needs, for example by assessing future skills needs and by promoting business input into course design, as stated in the "New Skills for New Jobs" initiative²⁵;
- developing educational services such as special courses for upgrading knowledge and skills of employees (including language skills to improve competitiveness);
- developing provisions for part-time students;
- promoting mobility, entrepreneurship, creative thinking and innovative approaches as part of the curriculum for students and as a skill for teachers/researchers.

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

Modernisation projects support actions to make institutions more attractive and more responsive to the needs of the labour market, citizens and society at large.

²⁵ Communication from the Commission, COM(2008)868, 16 December 2008;
http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_en.pdf

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

- lifelong learning strategies (linking HE with VET provision and certification), aimed at helping higher education institutions to become “continuing education centres” or “open learning centres” for their region;
- improved access arrangements for people from disadvantaged socio-economic backgrounds, with non-formal or informal learning backgrounds or with alternative qualifications such as those derived from prior experiential learning;
- transparency of missions and performances of higher education institutions, quality enhancement, improved governance or diversified funding.

2.2.4. *Virtual campus projects*

Virtual Campus projects support activities which are demonstrably embedded in a global strategy for the effective integration of ICT in the participating higher education institutions.

Priority will be given to projects which aim at one or more of the following:

- Developing and disseminating strategies/approaches/networks of policy makers, professors, trainers and those responsible for teacher training, which can be replicated at European level, for establishing sustainable virtual campuses supportive of lifelong learning;
- providing open educational resources, ensuring that organisational, technical and quality-related issues are addressed in order to share content and make it easily accessible at European level;
- promoting cooperation and exchange of strategic experience between decision-makers in the area of virtual campus developments with the main focus on impact, added value and benefits of ICT use.

2.3. Networks

Erasmus networks may be of two types:

- *Academic networks* are designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary area.
- *Structural networks* are designed to help improve and modernise a specific aspect of higher education access, mobility, organisation, management, and the development of the knowledge triangle.

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

Priority will be given to network proposals focusing on subject areas and themes not sufficiently covered by networks already being funded under this action (see section 2.3.1).

Priority will be given to the following types of network:

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2.3.1. *Academic networks*

Projects focusing on one of the following subject areas:

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

2.3.2. *Structural networks*

- **Access to higher education and mobility**
Key issues include stimulating mobility and widening access for non-traditional learners such as people from disadvantaged socio-economic backgrounds, professionals, older learners and people with non-formal qualifications, enhancing access to funding for learning and the recognition of prior non-formal and informal learning.
- **The organisation and management of higher education institutions**
Key issues include enhancing autonomy and accountability for universities, improved staff management systems, and the implementation of both internal and external quality assurance mechanisms in line with the standards and guidelines for quality assurance in the European Higher Education Area as adopted in Bergen in 2005.
- **The “knowledge triangle” of education, research and innovation**
Key issues include the reinforcement of links between higher education teaching and research and its application in industry and enterprise, and the establishment of learning regions centred on universities as a driving force for regional development.

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

Introduction: Policy context

The policy framework for the Leonardo da Vinci programme continues to be the Copenhagen process, as updated by the Bordeaux Communiqué (2008). The main focus of the process is on enhancing the attractiveness, quality and performance of VET systems, improving transparency, information and guidance systems, recognition of competences and qualifications and strengthening the European dimension. During the period to 2010, specific initiatives to promote the further development, testing and implementation of the common European tools for vocational education and training will have an impact on programme activity. These include the development and testing of the European Credit 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 (EQARF). These activities will be instrumental in strengthening mutual learning, cooperative work, trust, enhancing mobility and sharing experience and know-how. A specific focus will be put on, the creation of mobility opportunities for young people in VET, particularly in initial vocational training such as apprentices, based on the Council Conclusion on Youth mobility (November 2008) and the Green Paper on Mobility published in June 2009²⁶.

Special attention will be given to facilitating the participation of **sectors²⁷, social partner organisations and companies, in particular small and medium-sized enterprises (SMEs)**, in all Leonardo da Vinci actions.

Introduction: Specific and Operational Leonardo da Vinci objectives

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

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

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

- (a) to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to

²⁶ 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

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

²⁷ Sectors according to the Eurostat Nomenclature of economic activities (NACE) codes and descriptors (NACE, nomenclature statistique des activités économiques dans la Communauté européenne)

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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.

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 priorities such as subject areas, destination countries, etc. These priorities must be coherent with those European priorities set out in this document, and agreed with the Commission. They will be made known either via specific national calls or via the national agencies' websites

Priorities for Leonardo da Vinci actions

3.1. Mobility and Partnerships

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, as well as evaluation of learning outcomes, 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 bodies²⁸ in these projects is underlined in order to achieve quality and involvement of SME.

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

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

B. trainees in school based initial vocational training

(2) people on the labour market in continuing vocational training

²⁸ 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.

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(3) the mobility of professionals in vocational education and training

Leonardo da Vinci Partnerships

There are no priority topics.

3.2. Multilateral projects

The two types of projects covered under this action in Leonardo da Vinci are:

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

Raising competence levels of groups at risk²⁹ and ensuring equal opportunities are considered as horizontal priorities across all multilateral Leonardo projects and **in** the following thematic 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.

Leonardo multilateral projects should cover one of the following thematic priorities:

3.2.1. Priority 1: Transparency and recognition of competences and qualifications

Under this priority, projects are intended to support the development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition, such as the Europass portfolio, the ECVET³⁰ system, and the European Qualifications Framework (EQF). They should support the testing and implementing of elements of such frameworks, such as:

- the description of qualifications in terms of learning outcomes;
- mapping VET qualifications onto the eight EQF reference levels via national qualifications frameworks and systems;
- design operational and transferable methods and guidelines for the design of qualifications in units of learning outcomes with allocation of points, based on the ECVET technical specifications;
- testing of outcome based qualifications – sectoral or trans-sectoral - with associated procedures for assessment, transfer and accumulation of learning outcomes achieved in formal, informal and non formal contexts;

²⁹ 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

³⁰ ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides: http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm.

- design of VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, using ECVET principles;
- combining and further developing the European tools and frameworks or their application in particular sectors.

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

Under this priority projects should:

- develop sustainable and transferable, operational and concrete instruments based on the European Quality Assurance Reference Framework;³¹
- design concrete guides about EQARF for the attention of EQARF users, in particular training providers
- Develop and test quality assurance processes in initial and continuing vocational education and training based on EQARF and related to the certification process and the European Credit system for VET;
- foster the development of high quality VET pathways leading to smooth transitions to work and/or progression to further and higher education and promote guidance and counselling at all levels;
- enhance the governance and attractiveness of VET systems through increased cooperation with social partners and all relevant stakeholders.

3.2.3. *Priority 3: Developing Vocational Skills considering the labour market needs – New Skills for New Jobs*

Under this priority projects should support close links to working life in order to make VET more responsive to labour market needs. The projects should aim to improve sectoral identification and anticipation of skill and competence needs and their integration in VET provision. It implies also promoting integration of learning with working. This priority should support the implementation of the "New Skills for New Jobs" strategy.³² Proposals 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.

³¹ 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.

³² http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_en.pdf

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3.2.4. *Priority 4: Developing the skills and competences of VET teachers, trainers and tutors*

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

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

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

3.3. Networks

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

3.3.1. *ECVET networks*

In order to support the testing of the European Credit system for VET (ECVET)³³, proposals should develop networks involving relevant stakeholders (awarding bodies, training centres). Priority will be given to sectors already engaged in ECVET pilot projects and to the following 8 sectors:

- Automobile manufacturing and maintenance
- International trade
- Manufacturing, chemical industry in particular
- Financial and insurance activities
- Transportation and storage (logistics)
- Construction
- Accommodation
- Arts, entertainment and recreation

³³ ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides: http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

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3.3.2. *Stakeholder networks*

- Identification, classification and dissemination of good training practice in individual sectors with the potential to have impact on the VET system in these sectors.
- Development and reinforcement of cooperation between Vocational Education and Training and the business world in line with the New Skills for New Jobs initiative³⁴.

³⁴ http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_en.pdf

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4. GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

Introduction: Policy context

The European Union's over-arching policy objective of raising economic growth, competitiveness and social inclusion (Lisbon Strategy) provides the framework for the Grundtvig programme, whose aim is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early, or, in the case of many migrants, never had the possibility to receive a school education, and, on the other hand, an ageing population. Adult education helps to address these challenges by enabling both categories of individuals to improve their knowledge and competences.

Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. Compared with the Member States' agreed benchmark for lifelong learning participation of 12.5% of the adult working-age population by 2010, the average rate in 2007 was 9.7 %, with a wide variation among countries that ranged from 1.3% 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 inclusion, the Commission published a Communication on "Adult Learning: It is never too late to learn"³⁵ in 2006. It underlines the importance of adult learning to support adults' employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society.

The Communication was followed-up by an Action Plan³⁶ in September 2007, which set out how Member States and other stakeholders with support from the European level, could develop efficient and effective adult learning systems. In May 2008 the Council adopted a set of Conclusions on Adult Learning³⁷ which reinforce and further develop the Commission's strategy for action in this area.

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

³⁵ http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

³⁶ http://ec.europa.eu/education/policies/adult/com558_en.pdf

³⁷ Council conclusions of 22 May 2008 on adult learning (2008/C 140/09, OJ C 140/10 of 6 June 2008).

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Introduction: Specific and Operational Grundtvig objectives

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

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

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

- (a) to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013;
- (b) to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe;
- (c) to assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education;
- (d) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;
- (e) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- (f) to improve pedagogical approaches and the management of adult education organisations.

Priorities for Grundtvig actions

4.1. Mobility and partnerships

Mobility: In-service training grants for staff; Visits and Exchanges; Assistantships; Workshops; Senior Volunteering Projects

There are no priority topics for this Action at European level. 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.

Partnerships

There are no priority topics for this Action at European level. 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.

4.2. Multilateral projects

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

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Particular priority will be given to projects which foresee among their outputs the organisation of in-service training courses for adult education staff, either as the main purpose of the project or as a tool for disseminating the project's other innovative results.

*4.2.1. Priority 1: Key competences*³⁸

Under this priority projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:

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

4.2.2. Priority 2: Improving the quality of adult education

Under this priority projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:

- identifying learning needs of teachers, trainers and other staff;
- improving the quality of teachers, tutors and other staff in adult education, for example through initial or in-service training and the development of suitable qualifications;
- intensifying local and regional cooperation between adult education organisations and other learning providers and enterprises, for example within the concept of the "learning region";
- improving the matching between adults' skills and those needed in the labour market; as stated in the "New Skills for New Jobs" strategy;
- improving the quality assurance of services and institutions, including exploring how the European Quality Assurance Reference Framework for vocational training³⁹ and the Standards and Guidelines for Quality Assurance in the European Higher Education Area⁴⁰ can be applied to adult education.

³⁸ [Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006](#). The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

³⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:EN:PDF>

⁴⁰ http://www.eqar.eu/fileadmin/documents/e4/050221_ENQA_report.pdf

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4.2.3. *Priority 3: Improving the attractiveness of and access to adult education*

Under this priority projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:

- motivating individual learners to commit to learning, including through guidance services, out-reach strategies, awareness raising campaigns and partnerships with enterprises;
- using ICT, e-learning and the media to widen access to adult learning;
- improving the transparency and use of qualifications obtained in adult education and facilitating access to vocational, general and higher education.

4.2.4. *Priority 4: Improving validation of non-formal and informal learning*

Under this priority projects should focus on producing, testing and implementing methods tools and materials for:

- improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners;
- improving the validation of non-formal and informal learning of adult education practitioners;
- evaluating how existing frameworks and principles such as the European Guidelines for the Validation of Non-formal and Informal Learning can be applied to adult learning in response to the specific needs of adults;
- identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants.

4.2.5. *Priority 5: Promoting adult learning for marginalised and disadvantaged citizens and migrants*

Under this priority projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:

- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market;
- sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration;
- fostering learning opportunities based on participation in local community activities;
- using sport to provide learning opportunities to marginalised and disadvantaged citizens.

4.2.6. *Priority 6: Teaching and learning in later life; Inter-generational and family learning*

Under this priority projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing 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;
- developing innovative approaches to inter-generational and family learning.

4.3. Networks

4.3.1. Priority 1: Language learning in adult education

Under this priority networks should focus on:

- sharing knowledge and disseminating good practice on language learning opportunities for adults;
- identifying present, emerging and future needs for European cooperation on language learning for adults (including formal, non-formal and informal education);
- developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- developing strategies, schemes and materials to enhance the inter-cultural competence of adult education staff;
- disseminating schemes and materials for training people teaching languages to adults.

4.3.2. Priority 2: Academic Networking in adult education

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

- researching and analysing the needs of the European teaching and research agenda on lifelong learning in general and adult learning in particular;
- researching, analysing and debating current and future trends within university level continuing education research;
- identifying effective models for funding academic networking;
- identifying and promoting closer cooperation and networking between higher education institutions working in the field of andragogy / adult education;
- developing, testing and promoting quality assurance and enhancement tools in adult learning;
- analysing the implication of national reforms for the adult learning sector;
- developing co-operation and collaborative structures between higher education institutions, European-level associations and other bodies involved in research and development activities related to adult learning.

4.3.3. Priority 3: Stakeholder Networking in adult education

Under this priority networks should focus on:

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

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- exploring methods and practices on how adult participation in learning can be raised.

4.3.4. *Priority 4: Validation and certification*

Under this priority networks should focus on:

- improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners;
- improving the validation of non-formal and informal learning of adult education practitioners;
- evaluating how existing frameworks and principles can be applied to adult learning in response to the specific needs of adults;
- identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants.

CHAPTER 2 – TRANSVERSAL PROGRAMME

Specific and Operational objectives of the Transversal Programme

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

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

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

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

1. KEY ACTIVITY 1 - POLICY COOPERATION AND INNOVATION

1.1 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.

The programme of study visits will follow the priorities of the education and training policy, including the priorities identified by the Member States. Furthermore, priority is given to closer linking the issues explored by the study visits to the implementation of the Lisbon strategy, the priorities of the Education and Training 2010 Work Programme, including the Copenhagen and Bologna processes.

The new study visits priorities are linked in their turn to the updated strategic framework for European cooperation in education and training. The four strategic challenges which should form the basis for policy cooperation at European level until 2020 are taken account of.

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These are:

- Make lifelong learning and learner mobility a reality;
- Improve the quality and efficiency of provision and outcomes;
- Promote equity and active citizenship;
- Enhance innovation and creativity, including entrepreneurship at all levels of education and training

Considering the above the 2010 main themes for the study visits will be the following:

- Key competences for all, including creativity, innovation and entrepreneurship;
- Improving access, equity, quality and efficiency in education and training;
- Keeping teaching and training attractive and improving leadership;
- Education and training for employability;
- Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance;
- Trends and challenges in lifelong learning strategies;
- Development of learning communities, involving all actors in education and training;
- Promoting cross border mobility in lifelong learning.

The list of topics for the 2010-2011 catalogue fits entirely into this structure.

1.2 Studies and comparative research

The objectives of this action are to achieve comparative analyses of educational systems in the EU, with a view to ensuring an adequate supply of comparable data, statistics and analysis 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.

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

1. Promoting quality, efficiency and equity in higher education
2. Adult learning provision: identification, assessment and promotion of quality in organisation, management and funding of adult learning.
3. Acquisition of key competences in preschools and in obligatory education
4. Attractiveness and quality of vocational education and training: governance of VET systems and improving understanding of the links between VET, higher education and working life.
5. Acquisition of creative competences in the learning process and their impact on innovation at technical, social and institutional level.
6. Development of new ways of measuring competences, anticipation of future skills needs in the economy and in the society; responsiveness of education and training

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systems to those needs, and quality of transitions between education and training and the labour market.

Priority will be given to projects focusing on studies and research on topics not sufficiently covered by recent or ongoing and forthcoming studies funded under this action. Before submitting a proposal applicants should ensure that the proposed topic has not yet been and will not be covered by another study funded by EU Education programmes.

Studies selected under this action in 2007 and 2008 can be viewed here:

http://eacea.ec.europa.eu/lfp/general_information/key_activity_1_en.html#links

Studies and reports on Education and Training funded by the Directorate General for Education and Culture can be found here:

http://ec.europa.eu/education/more-information/moreinformation139_en.htm

Calls to tender in the fields of Education training and Youth can be found here:

http://ec.europa.eu/dgs/education_culture/calls/tenders_en.html

Studies produced by the Eurydice Network can be found at:

<http://www.eurydice.org>

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2. KEY ACTIVITY 2 - LANGUAGES

Introduction: Policy context

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

2.1 Multilateral projects

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

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

- reinforcing the acquisition of competence in and/or raising awareness of the less used European languages, including Romani;
- reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe;
- reinforcing language competences relevant to the workplace in order to improve the integration of individuals in enterprises and enhance European competitiveness;
- developing and promoting methodologies to motivate language learners and to enhance their capacity for language learning, in particular through information and communication technologies.

2.2 Networks

These 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).

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

- on good practice to improve intercultural dialogue and social inclusion in Europe through language learning and teaching;
- on good practices in teaching languages to people with low educational and academic skills;
- on good practices in teaching languages to people with special needs.

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3. KEY ACTIVITY 3 - ICT

Introduction: Policy context

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

It focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (eg simulations; discovery learning; attracting drop-outs back to learning; enabling learning outside the school environment; flexible lifelong learning to bridge the digital gap).

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

Priorities for action under Key Activity 3: ICT

3.1 Multilateral Projects

Priority will be given to the following topics:

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

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

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Projects should cover:

- the development and implementation of experimental educational approaches related to these new trends and tools, including the analysis of their impact in learning outcomes, on learners' behaviour and attitudes, and on the achievement of wider educational policy goals such as quality, equality, inclusion, efficiency, tolerance, etc ;
- comparative analyses of existing practice to identify transferable good practice and success factors;

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

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

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

- foster creativity, where the learner can learn through creative expression, critical and lateral thinking to generate new ideas and innovative solutions;
- foster inquiry based and problem solving approaches, where the learner can learn-by-doing through experiments in real and/or virtual settings;
- support remote, autonomous, independent learning, in contexts where learners are able to immediately apply their knowledge to practice;
- support collaborative learning, in groups, to address complex problems requiring creative and innovative solutions.

3.2 Networks

Priority will be given to networks aiming at:

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

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

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

- sharing knowledge and implementing partnerships involving all relevant actors in ICT enabled learning, covering both the demand and the supply sides (e.g. involving both publishers and ad-hoc content developers);
- providing advice and support on transversal issues which apply to the use of digital content services in formal, non-formal and informal learning settings, such as legal issues on IPR, quality standards, e-assessment and e-portfolios;

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- developing wider educational innovation, based on the capacity of ICT to support new pedagogies and their adaptation to social and economic changes, new learning skills, and change management.

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

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

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

- sharing knowledge and implementing experimental approaches to develop creativity and innovation through ICT use;
- providing advice and support to institutions and practitioners in the field;
- identifying good practice and providing case studies of teaching and learning approaches underpinning the capacity for innovation;
- engaging in publicity and awareness-raising activities, facilitating dialogue among stakeholders, and supporting the dissemination of European results.

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4. KEY ACTIVITY 4 - DISSEMINATION AND EXPLOITATION OF RESULTS

The key activity “Dissemination and Exploitation of Results” reflects a growing awareness amongst both policy-makers and practitioners of the need to secure maximum impact from EU-funded projects and action in support of the revised Lisbon agenda and delivery of the Education and Training 2010 work programme. The prime objective of this key activity is to help to create a framework for effective exploitation of results at local, sectoral, regional, national and European levels. The action funded under this key activity supplements the action on dissemination and exploitation of specific results within the 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.

Priority will be given to **multilateral projects** focusing on:

- developing suitable infrastructure (analysis, mechanisms, methodologies and practical tools) to facilitate exploitation of results;
- transversal action at European level (by sector, theme or user group);
- promoting “exploitation of results” by key existing networks and relevant organisations with the aim of transferring and implementing results (multiplication) and/or mainstreaming them into policies.

CHAPTER 3 – JEAN MONNET PROGRAMME

Specific and Operational objectives of the Jean Monnet Programme

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

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

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

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

JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

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

a) Teaching projects (Jean Monnet Modules, Jean Monnet Chairs, and ad personam Jean Monnet Chairs)

Priority will be given to projects:

- involving the creation of new teaching activities (i.e. the development of new courses and/or new programmes of study)
- involving a renewal of the Jean Monnet teaching staff
- submitted by higher education institutions in non-EU countries and, in particular, in countries not yet covered by Jean Monnet 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

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integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.)

- contributing to lifelong learning (including adult education) and open to participation by civil society groups (such as primary and secondary school teachers, journalists, members of professional organisations, etc.)
- covering BA and MA levels and as well supervision of research at the doctoral level (this priority only applies to Jean Monnet Chairs and *ad personam* Jean Monnet Chairs).

b) Other academic and research projects (Jean Monnet Centres of Excellence, Information and Research Activities, and Multilateral Research Groups)

Priority will be given to projects:

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