

Lifelong Learning Programme 2007-2013

Guide for Applicants

28 September 2007

This text is designed for use as guidelines by applicants wishing to submit a proposal for support in the framework of the Lifelong Learning Programme

It should be read in conjunction with:

- The Decision 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 (JO L 327 of 24.11.06, p.45)

- The relevant General Call for Proposals for the Lifelong Learning Programme

The above-mentioned documents take precedence over this Guide.

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General Overview of the LLP Programme

The **Lifelong Learning Programme for Community Action in the Field of Lifelong Learning** (the Lifelong Learning Programme – LLP) has been established by the Decision 1720/2006/EC of the European Parliament and of the Council of 15 November 2006¹. The **general objective** of the LLP is to contribute through lifelong learning to the development of the Community as an advanced knowledge 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, co-operation and mobility between education and training systems within the Community so that they become a world quality reference.

The Lifelong Learning Programme is established to address the modernisation and adaptation of Member State education and training systems, particularly in the context of the strategic [Lisbon goals](#), and brings European added value directly to individual citizens participating in its mobility and other co-operation actions.

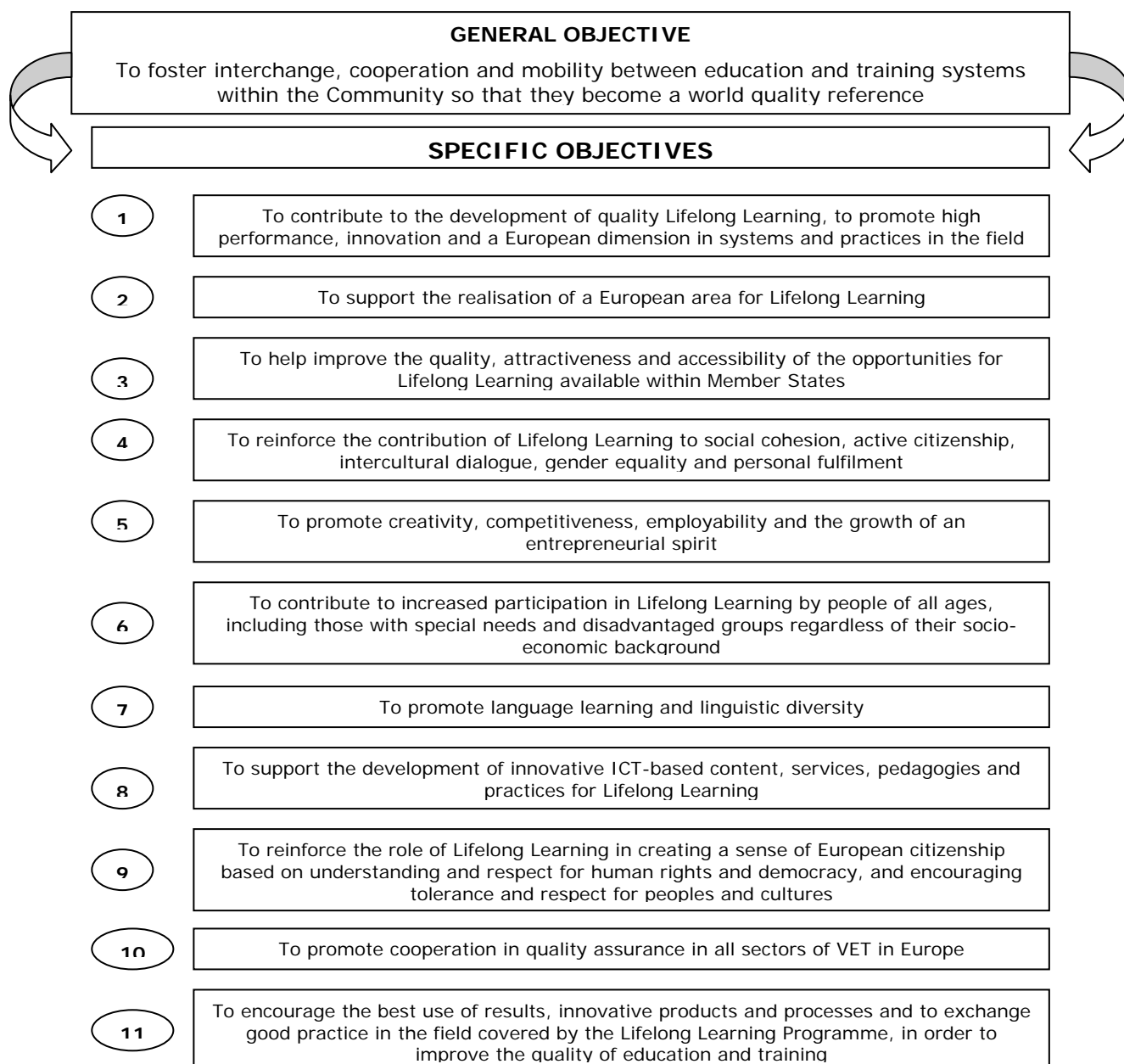
The structure of the LLP is different from its predecessors. It takes the form of an **integrated programme** composed of four sectoral sub-programmes, a transversal programme targeted on cross-cutting areas, and a programme to support teaching, research and reflection around European integration and key European institutions.

The LLP supports and supplements action taken by Member States, while fully respecting their responsibility for the content of education and training systems and their cultural and linguistic diversity.

The Lifelong Learning Programme will run for seven years (2007-2013). The total budget for this period is of EUR 6.970 million.

The different objectives of the LLP programme that projects should help to fulfil by participating in the programme are presented below.

¹ OJ L327 of 24/11/2006, page 45



The applicant will be requested to highlight in the application form which LLP **specific objectives** he aims to achieve.

Each sub-programme also mentions specific and operational objectives to which the applicant should contribute to. These objectives are described in each sub-programme.

Moreover, as indicated in Article 12 of the LLP decision, the programme should also contribute to furthering the horizontal policies of the Community, in particular by

- (a) promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia;
- (b) making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training;
- (c) promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

What Is the Structure of the Programme?

The Lifelong Learning Programme consists of:

- **four sectoral programmes** focusing on [school education](#) (Comenius), [higher education](#) (Erasmus), [vocational training](#) (Leonardo da Vinci) and [adult education](#) (Grundtvig)
- **a transversal programme** targeted on cross-cutting areas (policy cooperation and innovation in lifelong learning, languages, development of innovative ICT, dissemination and exploitation of results)
- a programme to support teaching, research and reflection on European integration and key European institutions and associations ([Jean Monnet Programme](#))

SECTORAL PROGRAMMES

COMENIUS
PROGRAMME

Addresses the **teaching and learning needs** of all those in **pre-school and school education** up to the level of the end of upper secondary education, and the **institutions and organisations** providing or facilitating such education and training

ERASMUS
PROGRAMME

Addresses the **teaching and learning needs** of all those in **formal higher education and vocational education and training** at tertiary level, whatever the length of their course or qualification may be and **including doctoral studies**, and the **institutions and organisations** providing or facilitating such education and training

LEONARDO DA
VINCI
PROGRAMME

Addresses the **teaching and learning needs** of all those in **vocational education and training, other than at tertiary level**, as well as the **institutions and organisations** providing or facilitating such education and training

GRUNDTVIG
PROGRAMME

Addresses the **teaching and learning needs** of those in **all forms of adult education**, as well as the **institutions and organisations** providing or facilitating such education

TRANSVERSAL PROGRAMME

POLICY COOPERATION & INNOVATION IN LL

To support policy development & cooperation at European level in LL, notably in the context of the [Lisbon process](#) and 'Education and Training 2010', as well as the [Bologna](#) and [Copenhagen processes](#) and their successors

To ensure an adequate supply of **comparable data, statistics and analyses underpin LL policy development**, as well as to monitor progress towards objectives and targets in LL and to identify areas for particular attention

LANGUAGES

To promote language learning and to support linguistic diversity in the Member States

N.B. the actions supported under this key activity shall address **teaching and learning needs concerning more than one sub-programme area**. If the proposal addresses the needs of a specific sector covered by one sub-programme only, it will then be developed within the relevant sub-programme

DEVELOPMENT OF ICT-BASED CONTENT

To support the development of innovative ICT-based content, services, pedagogies and practice for LL

N.B. the actions supported under this key activity shall address **teaching and learning needs concerning more than one sub-programme area**. If the proposal addresses the needs of a specific sector covered by one sub-programme only, it will then be developed within the relevant sub-programme

DISSEMINATION AND EXPLOITATION OF RESULTS

To ensure that the **results of the LLP** are appropriately **recognised, demonstrated and implemented** on a wide scale

JEAN MONNET PROGRAMME

JEAN MONNET ACTION

Unilateral and national projects:

- Jean Monnet Chairs, centres of excellence and teaching modules
- associations of professors, other teachers in higher education, and researchers specialising in European integration
- support for young researchers specialising in European integration studies
- information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration

Multilateral projects and networks (including the establishment of multilateral research groups)

OPERATING GRANTS SUPPORTING SPECIFIED INSTITUTIONS

Grants support certain administrative costs of the following named **institutions pursuing an aim of European interest:**

- the College of Europe
- the European University Institute
- the European Institute of Public Administration
- the Academy of European Law
- the European Agency for Development in Special Needs Education
- the International Centre for European Training (CIFE)

OPERATING GRANTS TO SUPPORT OTHER EUROPEAN INSTITUTIONS

EDUCATION & TRAINING

Grants may be awarded to support certain operational and administrative costs of **European institutions or associations active in the field of education and training**

What actions are supported?

As mentioned in Article 5 of the LLP Decision, the Programme supports:

- [mobility](#)
- [bilateral](#) and [multilateral partnerships](#)
- [multilateral projects](#)
- [multilateral networks](#)
- [unilateral](#) and [national](#) projects
- [observation and analysis](#)
- [operating grants](#)
- [accompanying measures](#)

Not all of these action types are available in every part of the Programme

Which countries participate in the Programme?

The programme is open to

- 27 EU Member States
- Iceland, Liechtenstein, Norway
- Turkey

The **Jean Monnet Action** (key activity 1 of the Jean Monnet Programme²) is opened to [higher education institutions](#) and associations of all countries participating in the LLP as well as to any other third country. Participating institutions and associations from third countries are subject to all the obligations and will fulfil all the tasks set out in the programme decision in relation to institutions and associations of the Member States.

Please consult the Commission's, National Agencies (NA) or Executive Agency's (EA) websites for updates to the list of participating countries

[Update on participating countries](#)

Who can participate?

As mentioned in article 4 of the LLP decision, the LLP is aimed at:

- Pupils, students, trainees and adult learners
- Teachers, trainers and other staff involved in any aspect of lifelong learning
- People in the labour market
- Institutions or organisations providing learning opportunities within the context of the LLP, or within the limits of its sub-programmes
- The persons and bodies responsible for systems and policies concerning any specific aspect of lifelong learning at local, regional and national level
- Enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry
- Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- Associations working in the field of lifelong learning, including students', trainees', pupils', teachers', parents' and adult learners' associations
- Research centres and bodies concerned with lifelong learning issues
- Not-for-profit organisations, voluntary bodies, non-governmental organisations (NGOs)

Please consult the specific sections of this Guide for information on who can participate in each programme.

² Unilateral and national projects; multilateral projects and networks

Who does what?

For the management of this programme, the European Commission has recourse to two forms of externalisation, being delegated the management of certain sections of the Programme either to [National Agencies](#) or to the [Education Audiovisual and Culture Executive Agency](#).

It is the task of the **European Commission (Directorate General for Education and Culture)** to ensure the effective and efficient implementation of the Community actions provided for by the LLP. The Commission assisted in this task by the [LLP Committee](#) which comprises representatives of the Member States and is chaired by the Commission.

The operational management of the programme is carried out by the Commission in close co-operation with national authorities, with the assistance of National Agencies (one or more in each of the participating countries) and the Education, Audiovisual & Culture Executive Agency.

The national authorities of the participating countries have established [National Agencies](#) (one or more in each participating country) to facilitate the coordinated management of the programme's actions at national level. The National Agencies play a very important role in the practical implementation of the programme. This is particularly the case for the decentralised actions, in which the National Agencies are responsible for the management of the whole project life-cycle. Thus, National Agencies are in charge of providing information on and promoting the programme actions, receiving and organising the assessment of the grant applications, taking grant award decisions, issuing grant agreements and transferring grant payments to the successful applicants, monitoring and supporting programme beneficiaries, organising the dissemination and exploitation of results from supported activities, providing feedback on how the programme is functioning and having an impact in their country.

The mission of the **Education, Audiovisual and Culture Executive Agency** is to implement a number of strands of DG EAC Community funded programmes and actions in the fields of education and training, active citizenship, youth, audiovisual and culture. The programme strands managed by the Agency are all centralised.

On the basis of the reference framework established by the Commission, the Agency is responsible for implementing the following tasks:

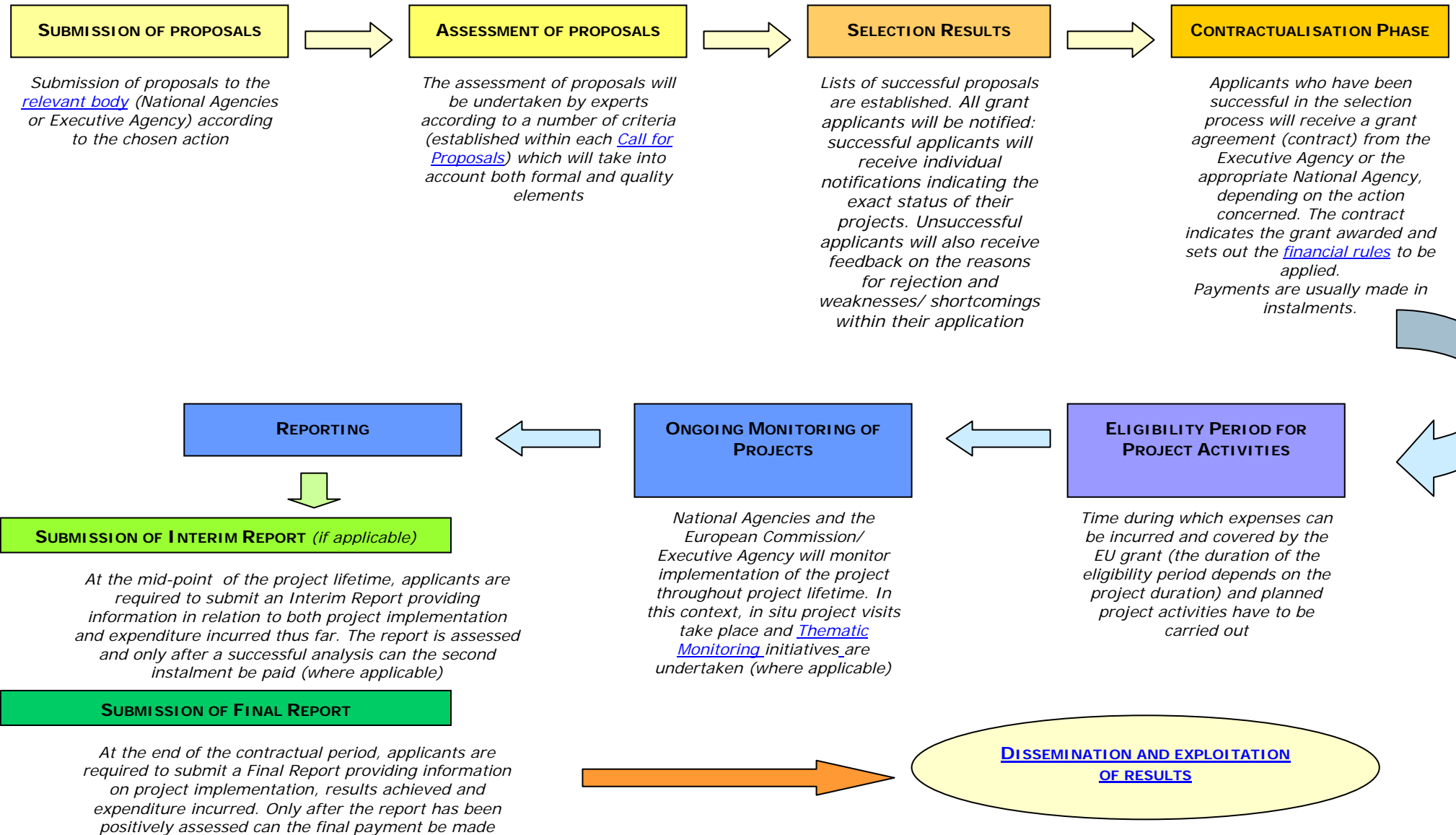
- drawing up calls for proposals
- project selection (in some cases the Commission takes the selection decision)
- signing project agreements
- financial management
- monitoring of projects (interim reports, final reports)
- communicating with and informing beneficiaries
- on-the-spot controls.

What are the Selection Procedures?

	DECENTRALISED ACTIONS		CENTRALISED ACTIONS
	National Agency Procedure 1 – NA1	National Agency Procedure 2 – NA2	Commission Procedure - COM
Applicable to (typology of project)	<ul style="list-style-type: none"> ❖ Transnational mobility ❖ Bilateral and multilateral partnerships 	<ul style="list-style-type: none"> ❖ Leonardo da Vinci - Multilateral Projects for Transfer of Innovation 	<ul style="list-style-type: none"> ❖ Multilateral projects and networks ❖ Observation and analysis ❖ Operating grants ❖ Unilateral and national projects (transversal programme & Jean Monnet) ❖ Accompanying Measures
To whom the application has to be sent³	The appropriate National Agencies of each applicant institution or individual	The relevant National Agency of the coordinator of the proposal	The Education, Audiovisual and Culture Executive Agency
Main steps of the procedure	<ul style="list-style-type: none"> • Assessment of proposals according to both formal (eligibility and exclusion criteria) and quality criteria (selection and award criteria which are defined within the specific Calls for Proposals) • Approval of the selection list by National Agency • Allocation of financial grants to the selected beneficiaries by the National Agencies 	<ul style="list-style-type: none"> • Assessment of proposals according to both formal criteria (eligibility and exclusion criteria) and quality criteria (selection and award criteria) by the National Agency • Submission by the National Agency to the Commission of a shortlist of the applications which it proposes to accept • Approval of the selection list by the Commission • Allocation of financial grants to the selected proposals by the National Agencies 	<ul style="list-style-type: none"> • Assessment of proposals according to both formal (eligibility and exclusion criteria) and quality criteria (selection and award criteria) • Approval of the selection list • Allocation of financial grants to the selected projects

³ Before submitting the application, applicants should check within the relevant Call for Proposals to which Agency the proposal should be sent

What Happens after Proposal Submission?



2

Decision of the European Parliament and of the Council

- [Decision of the European Parliament and of the Council](#)

3

Call for Proposals and Application Forms

*This page provides links to all opened/closed Call for Proposals
and relevant Application Forms*

4

Administrative and Financial Rules

*This page provides all relevant information concerning contracts
and financial rules to be applied*

General overview of Dissemination and Exploitation of Results

- [Dissemination and Exploitation of Results in the Lifelong Learning Programme](#)
- [What is Dissemination and Exploitation of Results?](#)
- [Building a Dissemination and Exploitation Strategy and Plan - Checklist for Project Applicants](#)

Dissemination and Exploitation of Results in the Lifelong Learning Programme

The Lifelong Learning Programme 2007-13 proposes actions for the '[dissemination and exploitation of results](#)' of actions supported under the programme and previous related programmes, and exchanges of [good practice](#)' (Art 3.2 (d)). These actions occur throughout the new Programme as follows:

- Projects under many of the actions within each of the four sectoral programmes and the Key Activities 2 for Languages and 3 for ICT are required to present and implement a dissemination and exploitation plan (ex-ante dissemination and exploitation of results);
- The Accompanying Measures within the four sectoral programmes and the Key Activity Languages are available for communication, dissemination and exploitation activities, as well as for Thematic Monitoring for ongoing projects working in similar areas; and
- The Programme also features an innovative new Key Activity 4 for the 'Dissemination and Exploitation of Results' under the Transversal Programme.

This section provides general information on dissemination and exploitation of results; and specific guidelines for project promoters applying for support under the sectoral programmes and the Key Activities 2 for Languages and 3 for ICT, to be used in conjunction with advice relating to the specific action concerned.

Information for applications under the experimental Key Activity 4 for 'Dissemination and Exploitation of Results' is provided in [Key Activity 4](#) section.

What is Dissemination and Exploitation of Results?

What is the rationale for the dissemination and exploitation of results?

The systematic dissemination and exploitation of results will be critical in helping to maximise the impact of actions under this and previous EU education and training programmes in support of the revised [Lisbon agenda](#) and delivery of the '[Education and Training 2010](#)' Work Programme. Benefits can include:

- improving the [sustainability](#) of project results, in line with end-user needs
- generating savings by exploiting existing practices (no 're-inventing the wheel')
- capitalizing on investments
- transferring results to transform systems and practices, thus enhancing the impact of EU funded programmes and projects at systems level
- reducing timescales for policy and process innovation
- feeding the policy process ([peer learning](#), [Open Method of Coordination](#))

What is dissemination and exploitation of results?

'Dissemination and exploitation of results' refers to activities designed to ensure that the results of the LLP and its predecessors are appropriately recognised, demonstrated and implemented on a wide scale. Within the context of the LLP, the following distinctions should be observed:

- **Promotion and awareness-raising** is used primarily in the context of publicising the existence of programmes and initiatives, their aims, objectives and activities and the availability of funding for given purposes. This definition excludes the publicising of *results*. As such, promotion and raising awareness occurs primarily before and during the actual

implementation of the programmes or initiatives, and is undertaken by DGEAC in cooperation with the Executive Agency for Education and Culture and the National Agencies.

- **Dissemination** is defined as a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available. This activity happens at both project and programme level, and involves the active participation of intermediary 'relay' bodies.
- **Exploitation** consists of **mainstreaming** and **multiplication**. Mainstreaming is the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems. Multiplication is the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.⁴ Again, this can happen at both project and programme level.

Dissemination and exploitation are therefore distinct but closely related to one another. The keys to a successful exploitation of results are:

- producing relevant results from projects and programmes/initiatives to satisfy the demands of providers, policy-makers and ultimately society more generally; and
- ensuring, through the use of effective dissemination and exploitation, that such results reach the right target audiences in a format and at a time which enables them to benefit from them.

Is this the same as valorisation?

Yes, it is. 'Valorisation' is the French equivalent term for 'dissemination and exploitation of results'. The two terms are sometimes used interchangeably in English in the context of the EU Lifelong Learning programme and its predecessors.

What are results?

The expression 'results of programmes and initiatives' encompasses the results of individual projects, events, activities, periods of mobility, etc. These can be categorised into [five main types](#): products, methods, experiences, policy lessons and European cooperation.

Further information concerning DG EAC's strategy for the dissemination and exploitation of project and programme results and related activities can be found on the DG's 'Dissemination and Exploitation' webpage at the following address:

http://ec.europa.eu/dgs/education_culture/valorisation/index_en.html

Who is this information for?

- Applicants applying for multilateral projects under the sectoral programmes must include a detailed dissemination and exploitation plan as part of their application.
- Applicants applying for funding under the other elements of the sectoral and transversal programmes should check that the specific requirements include dissemination and exploitation activities and plans. The general guidelines and 'checklist' may in any case prove useful to applicants under any part of the LLP in helping to improve the focus on project results and impact.

Key information for preparing a quality dissemination and exploitation plan

All applications for multilateral projects must include a clear, detailed and quantified dissemination and exploitation plan. This will form one of the essential elements of the evaluation of proposals. Consequently, a poor quality strategy for the dissemination and exploitation of the intended results will have a negative impact on the proposal evaluation.

A good dissemination and exploitation plan should address the following points in particular:

⁴ Definitions of mainstreaming and multiplication have been adapted from *Guide to Achieving Impact for Project Promoters*; EMPLOYMENT Community Initiative; DG Employment and Social Affairs (1997).

- A clear and dynamic focus on user needs
Proposals should be based on a clear and well-argued presentation of the analysis of user needs for the target groups concerned and the results proposed in response to those needs. The dissemination and exploitation plan should set out how this analysis will be reviewed and updated during the project lifetime to ensure the results remain relevant to the targeted end users requirements. The plan should also indicate scanning activities to identify broader target groups with a potential interest in the results, as well as actions to capture and respond to the needs of these wider groups where possible (transfer potential of the end results).
- Shared responsibility across all partners
Responsibility for the dissemination and exploitation of results lies with the whole partnership in their capacity as the repository/owner of those results. All project partners should therefore take an active part in bringing into effect the measures set out in the exploitation plan. Exploitation of results should not be seen as the exclusive reserve of those partners who offer specific marketing expertise and dissemination capacity. The plan should set out clearly the specific tasks falling to each partner during the course of the project and in line with their particular interests and expertise.
- A continuing process
Activities for the dissemination and exploitation of results should be conceived and planned from the very outset of the project proposal, for example as a tool for developing and testing the design of the proposal, and should run through the whole of the project lifecycle to ensure that the end results are as relevant, applicable, visible and accessible as possible.
- Life after the end of the project
Dissemination and exploitation plans should include activities designed to ensure the continuing visibility, accessibility and use of the results after the end of the project, to ensure maximum impact and sustainability.

<p>Building a Dissemination and Exploitation Strategy and Plan Checklist for Project Applicants</p>
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Needs Analysis

- Does the project include a satisfactory ex-ante analysis of the needs it is intended to meet? Consultation of future known and potential users/beneficiaries of the project results is fundamental at this stage.
- Does the project incorporate an accurate analysis of the state of play in the proposed field of activity?
This is important to show the project's added value and to avoid any redundancy; SWOT⁵ analysis may be useful at this stage.
- Are the needs of final beneficiaries and of the potential users of the results taken into account both in the planning and design phases and during the project's implementation? Are they kept informed and involved in the activities from the outset?

Partnership

- Does the project provide for a stable partnership? Is the partnership based on existing/previous cooperation? Is it part of a medium and/or long-term cooperation between the partners? Where mainly new partners are involved, does the project include specific actions to develop and reinforce cooperative working?
- Does the partnership provide for links (directly or via reliable relays and networks) with the most representative decision-makers/stakeholders and professionals in the fields targeted by the project?

⁵ SWOT = strengths, weaknesses, opportunities, threats (planning activities in the light of identification of strengths, weaknesses, opportunities and risks connected with the project, the partners and the external conditions).

- Does the partnership include organisations expected to incorporate the project outcomes in educational, vocational, culture or youth systems/practices at national, regional and/or sectoral level?
- Can the project partners demonstrate their ability and readiness to ensure that the results will be followed up after completion of the project? (i.e. updating, implementation, continuous dissemination, transfer, follow up activities etc.)
- Do the partners have professional experience in dissemination/publishing/communication/marketing?
- Has provision been made for an agreement between the partners on intellectual property rights?

Such an agreement is not compulsory, but could prove useful. In all events, it must not prevent any future use of the product by third parties, while abiding by the right to commercialise the product.

Dissemination and Exploitation Activities

- Do dissemination and exploitation activities form a continuous process throughout the project?

I.e. dissemination and exploitation activities commence at the start of the project; they continue throughout its implementation and beyond the end of the contract, thus supporting the longer-term impact and sustainability of the project results.

- Are dissemination and exploitation activities detailed, clear and quantified?

Examples: number of persons targeted by and benefiting from the dissemination and exploitation activities, budget percentage earmarked for dissemination and exploitation, any dissemination/exploitation activities directed at other multipliers, means for dissemination and exploitation in the long term such as scientific articles, conference proceedings, Internet sites, commercialisation, agreements with users of the results for long-term exploitation; and in the short term, the media, seminars, conferences, exhibitions, test phases of prototypes with potential users/beneficiaries of the result

- Are the dissemination and exploitation activities adapted to and suitable for the project goals and beneficiaries? Are the dissemination channels adequate to the target group?
- Are dissemination and exploitation activities organised at different levels, i.e. local, regional, national, European and sectoral levels via efficient relays such as (transnational) networks?
- Do all the project partners share responsibility for dissemination and exploitation? If not, why not? Are roles clearly defined and tasks clearly and appropriately allocated among partners?
- Is there continuous interaction between project partners and known and potential end users/beneficiaries of the results?

The project's direct beneficiaries are the parties towards whom the project results are directly targeted, but provision should also be made for dissemination and exploitation activities among a broader group of potential users/beneficiaries, political decision-makers and/or key players in the project's fields of activity

- Are end users and potential beneficiaries of the results directly involved in the different stages of the project and are they consulted regularly in the course of the project?

Their advice and requirements are essential with a view to producing an immediately useable, quality output with a higher impact potential. The users may be involved at different stages, for example, when specifying and reviewing requirements, when testing the prototype, and in the assessment of interim and final results. This involvement is important to allow adaptation of the results and possible reshaping of certain project activities. End users and end beneficiaries could be involved via official partner agreement, as silent partners, as members of a project steering committee or focus group etc.)

- Does the project include for example a product test stage before finalisation with the end beneficiaries/users?

The results of the test should be taken into account in adapting and finalising the product.

Follow Up

- What happens when the project ends? Is it planned to update the results after the project has been completed? How will access to the results be assured after completion of the project? How will necessary updating be funded? If the product requires some elements of customer support, how will this service be provided?
- Has provision been made for passing on the project results to decision-makers and key stakeholders?

The ideal goal is to have results incorporated into systems and practices, for example by having them recognised/certified in the case of training/educational tools. Involvement at policy-making level is therefore essential to the results' sustainability.

- Could the expected results (products and processes) be transferred to and exploited in other sectors/target groups/social and cultural environments? Could the transferability of the results be improved?

Examples - product easy to use from the technical point of view, product includes plans for maintenance and follow-up after completion of the project; process bringing new approaches to training; outputs aimed at target group not currently covered; product designed in such a way that its content and/or its technology can be easily adapted; processes solving European-scale problems; outputs available in several languages, etc.

<h2>Generic Typology of Project Results</h2>
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Results can be categorised into five main types, of which the first three are direct project results and the second two are indirect project results and/or the results of programmes and initiatives.

- 1) *'Products'* are tangible and durable outputs in the form of new learning products, new curricula, new qualifications, videos, etc. They include:
 - reports and (comparative) studies;
 - traditional education and training modules like handbooks and other training tools;
 - innovative education and training modules
 - new curricula and qualifications;
 - guidance material to new approaches and methodologies;
 - online education and training material (e-learning); and
 - events such as conferences, cultural events, youth gatherings, public awareness campaigns, seminars, debates and symposia.
- 2) *'Methods'* include:
 - increased knowledge of the participants within a certain field and topic;
 - cooperation processes and methodologies;
 - managerial lessons learned and know-how; and
 - exchange of ideas and good practice.
- 3) *'Experiences'* are intangible and potentially less durable than products and methods. They include:
 - experience gained by the project partners in the management and undertaking of (trans-national) partnerships;
 - experience gained by individuals, for example, experience gained from mobility periods within Erasmus or Leonardo or from the exchanges or the voluntary scheme of the Youth programme;
 - exchange of experience and best practice through the establishment of networks, such as Thematic Networking in Leonardo or Comenius Networks;
 - experience gained from town-twinning, cultural events, etc.

- 4) *'Policy Lessons'* usually emerge from the overall experience of projects within a programme or initiative (or group of programmes or initiatives) or from individual projects that are particularly innovative or effective. They are applied more widely at 'systems' level by multiplier agents. The generation of policy lessons is unlikely to be the primary consideration of project promoters (and partners) and their reason for participating in an EU programme or initiative.
- 5) *'European Co-operation'* as a means, in part, to increase awareness about the EU and improve its visibility but also to reinforce actions at EU level. It includes:
- new or extended European partnerships;
 - transnational sharing of experience and best practice;
 - cross-cultural dialogue and co-operation; and
 - new dialogue and partnerships between EU and non-EU countries.

For more general information and guidance concerning DG EAC's strategy for Dissemination and Exploitation of Results, please see:
http://ec.europa.eu/education/programmes/leonardo/new/valorisation/index_en.html

6

Glossary

<i>Accompanying Measures</i>	Accompanying Measures support various activities which, though not eligible under the main sub-programmes, will clearly contribute to achieving the Lifelong Learning Programme's objectives.
<i>Additionality</i>	This principle requires that Community assistance be additional to national funding and not to replace it.
<i>Adult Education</i>	This denotes all forms of non-vocational adult learning, whether of a formal, non-formal or informal nature
<i>Adult Learner</i>	A learner participating in adult education. An "adult" in the Grundtvig sense refers to : <ul style="list-style-type: none"> • persons over 25; • young people below that age who are no longer undergoing initial education within the formal school or higher education system of the participating countries.
<i>Award Criteria</i>	The award criteria shall be such as to make it possible to assess the quality of the proposals submitted in the light of the objectives and the priorities set. Award criteria are specified within each relevant Calls for Proposals
<i>Awareness Raising</i>	Awareness-raising is used primarily in the context of publicising the existence of programmes and initiatives, their aims, objectives and activities and the availability of funding for given purposes. This definition excludes the publicising of results. As such, promotion and raising awareness occurs primarily before and during the actual implementation of the programmes or initiatives.
<i>Benchmarking</i>	A standardised method for collecting and reporting critical operational data in a way that enables relevant comparison of the performances of different organisations or programmes, often with a view to establishing good practice
<i>Beneficiary of project</i>	In financial terms, the organisation, institution or individual with whom the contract for receiving a grant from the LLP is signed. See also "final beneficiary"
<i>Bilateral</i>	Involving partners from two Member States
<i>Bologna Process</i>	The Bologna Process is an intergovernmental initiative which aims to create by 2010 a European Higher Education Area (EHEA) based on three cycles: Degree/Bachelor – Master – Doctorate. As of 2006, it has 45 signatory countries
<i>Call for Proposals</i>	Legal text calling on interested parties to submit proposals for projects. The text defines the necessary specifications to prepare and submit a proposal, ie thematic priorities, instruments used, address and other technical means for submission, deadlines etc.. Calls are published in the Official Journal of the EU in all Community languages.
<i>Career Guidance</i>	Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services).
<i>CEDEFOP (European Centre for the Development of Vocational Training)</i>	The purpose of the Centre is to provide assistance to the Commission and, through its scientific and technical activities, to help promote vocational and continuing training at Community level. The non-profit-making Centre is based in Thessaloniki (Greece)

<i>Certificate/Certification</i>	Allows NA to certify that a specific project and/or organisation fulfils a number of quality criteria allowing simplified application. Is used in the Erasmus Programme (since 2008) and in the Leonardo Programme (from 2009) (Erasmus Placement Certificate, Leonardo da Vinci Certificate)
<i>Consortium</i>	A group of partners participating in a project
<i>Contact Seminar</i>	Contact seminars are organised by national agencies throughout the year. These seminars bring together interested institutions from those countries participating in LLP. Workshops give participants the opportunity to discuss the chosen topic, to get to know colleagues in Europe and brainstorm on a new cooperation project. The national agencies are represented and give information and advice on shaping the project proposal. The 'pressure cooker' effect of these seminars often gives rise to any number of new projects and learning partnerships
<i>Content and Language Integrated Learning (CLIL)</i>	CLIL refers to any dual-focused educational context in which an additional language, i.e. usually not the first language of the learners involved, is used as a medium in the teaching and learning of non-language content
<i>Copenhagen Process</i>	<p>The Copenhagen Process on Enhanced European Cooperation in Vocational Education and Training (VET) was launched as a European strategy to improve the overall performance, quality and attractiveness of VET in Europe. National and European priorities have been identified to guide the reform and modernisation of the VET systems. Since 2002, the process has significantly contributed to raising the visibility and profile of VET in the participating countries. The process is fully embedded into the Education and Training 2010 work programme and contributes directly to the objectives of the Lisbon strategy.</p> <p>In their Helsinki Communiqué (December 2006), the ministers of the 32 countries now participating in the process, the European social partners, and the European Commission agreed to pay more attention to the <u>image, status and attractiveness of VET</u>. More emphasis is placed on quality and good governance of VET systems and providers in delivering the VET agenda. The development and implementation of common European tools for enhancing the transparency and recognition of competences and qualifications is continuing in order to pave the way towards a European area of VET, to support the competitiveness of the European labour market, and to facilitate mobility of learners and workers. The active involvement of all stakeholders in the work is being reinforced as the Copenhagen process moves towards its implementation phase, and a more systematic approach to strengthen mutual learning will be fostered by improving the scope, precision and reliability of VET statistics.</p>
<i>Curriculum Development</i>	The purpose of CD activity is to reinforce the quality and the European dimension of higher education teaching by combining the expertise and state-of-the-art knowledge of universities from several countries.
<i>Development of Innovation</i>	Development of Innovation aims at producing innovative results. These results are those which represent some new and distinctive features, distinguishing them from others existing ones with similar characteristics, and adding value in comparison to conventional solutions. In other words developing a new solution to cope with a common challenge of several countries in the educational area.]

Diploma Supplement

The [Diploma Supplement \(DS\)](#)) is a [document](#) attached to a higher education diploma aimed at improving international 'transparency' and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that have been successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs.

The DS is produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it.

The DS is composed of eight sections (information identifying the holder of the qualification, information identifying the qualification, information on the level of the qualification, information on the contents and results gained, information on the function of the qualification, additional information, certification of the Supplement, information on the national higher education system). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the DS. This description is provided by the National Academic Recognition Information Centres (NARICs) and is available on the website: www.enic-naric.net

Dissemination and Exploitation of Results

Activities designed to ensure that the results of the LLP and its predecessors are appropriately recognised, demonstrated and implemented on a wide scale. Within the context of the LLP, the following distinctions should be observed:

- *Promotion and awareness-raising* is used primarily in the context of publicising the existence of programmes and initiatives, their aims, objectives and activities and the availability of funding for given purposes. This definition excludes the publicising of results. As such, promotion and raising awareness occurs primarily before and during the actual implementation of the programmes or initiatives
- *Dissemination* is defined as a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives⁶ to key actors. It occurs as and when the results of programmes and initiatives become available
- *Exploitation* consists of '*mainstreaming*' and '*multiplication*'. Mainstreaming is the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national and European systems. Multiplication is the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.

Dissemination and exploitation are therefore distinct but closely related to one another. The keys to a successful exploitation of results are:

- producing relevant results from projects and programmes/initiatives to satisfy the demands of providers, policy-makers and ultimately society more generally, and
- ensuring, through the use of effective dissemination and exploitation, that such results reach the right target audiences in a format and at a time which enables them to benefit from them

⁶ It should be noted that the 'results of programmes and initiatives' encompasses the results of individual projects, events, activities, periods of mobility, etc.

<i>Eligibility Criteria</i>	Eligibility criteria are formal conditions which a proposal must fulfil. Only proposals which meet all the formal eligibility criteria go forward for evaluation. Eligibility criteria are specified in the respective Calls for Proposals
<i>Education & Training 2010</i>	<p>Over the last five years the Education and Training 2010 work programme has been established as a crucial contribution towards achieving the Lisbon goal to make Europe the most competitive and “knowledge-based” economy in the world.</p> <p>The Education Council agreed for the first time in 2001 on common concrete future objectives to be achieved by 2010 for quality, access and opening up of the education and training systems. In June 2002 it also passed a resolution committing Member States and the Community to developing national strategies for lifelong learning.</p> <p>The Copenhagen process was launched in November 2002 by the Ministers responsible for vocational education and training in cooperation with the social partners and the Commission in order to enhance European cooperation in vocational education and training.</p> <p>The Education and Training 2010 work programme integrates these different policy strands, setting up cooperation between 32 countries and involving different stakeholders including civil society, social partners and international organisations. It covers all systems (formal, non-formal) and levels of education (pre-school, primary, secondary, tertiary, adult, continuing) and training in the context of lifelong learning.</p>
<i>Enterprise</i>	All undertakings engaged in economic activity in the public or private sector whatever their size, legal status or the economic sector in which they operate, including the social economy
<i>Equal Opportunities</i>	The general principle of equal opportunities aims to fight any discrimination on the grounds of sex, racial or ethnic origin, religion or belief, age, disability and sexual orientation. It is intended to apply to all fields, particularly to economic, social, cultural and family life.
<i>Europass</i>	The Europass is a single portfolio enabling citizens to provide proof of their qualifications and skills clearly and easily anywhere in Europe. It comprises five documents designed at European level to improve the transparency of qualifications. Its aim is to facilitate mobility for all those wishing to work or receive training anywhere in Europe
<i>Euroguidance</i>	<p>Euroguidance is the working title for the Network of LEONARDO National Resource Centres for Vocational Guidance (NRCVG). Established by the European Commission, the NRCVG are a network of resource and information centres, promoting mobility throughout Europe.</p> <p>The NRCVG, which exist in all EU and EEA Member States and many Central and Eastern European Countries, act as a link between the guidance services of each country, exchanging information about work, study and training opportunities throughout Europe.</p> <p>Individual NRCVG represent the various Ministries of Education, Training, Labour and Youth across their respective countries.</p>
<i>European Added Value</i>	The European Added Value describes the results of the synergy which emerges from European cooperation and which constitutes a distinctive European dimension in addition to actions and policies at Member State level.

<i>European Credit Transfer System (ECTS)</i>	The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, which objectives preferably specified in terms of learning outcomes and the competences to be acquired. ECTS was introduced in 1987, within the framework of Erasmus, now part of the Socrates programme. ECTS is the only credit system which has been successfully tested and used across Europe. It was set up initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. More recently ECTS has been developing into an accumulation system to be implemented at institutional, regional, national and European level. This is one of the key objectives of the Bologna Declaration of June 1999. ECTS makes study programmes that are easy for all students, local and foreign to read and compare. ECTS facilitates mobility and academic recognition. ECTS helps universities to organise and revise their study programmes. ECTS can be used across a variety of programmes and modes of delivery. ECTS makes European higher education more attractive for students from abroad.
<i>European Dimension</i>	This describes moving from a national to a wider reference point through exchange, cooperation and mobility between educational and training institutions and their staff and learners.
<i>European Higher Education Area</i>	European Higher Education area is to be established by 2010, with the aim of facilitating mobility of students and scholars, transparency and recognition of qualifications, quality and a European dimension in higher education, as well as increasing the attractiveness of European institutions for third country students (Bologna Process).
<i>European Integration Studies</i>	European integration studies involves the study of the origins and evolution of the European Communities and the European Union in all its aspects. European integration studies cover the analysis of both the internal and external dimension of European integration, including the European Union's role in the dialogue between peoples and cultures. Comparative studies concerning purely national practices are not regarded as European integration studies in the framework of the Jean Monnet Programme.

European Official Languages	Czech (CZ), Danish (DA), Dutch (NL), English (EN), Estonian (ET), Finnish (FI), French (FR), German (DE), Greek (EL), Hungarian (HU), Italian (IT), Latvian (LV), Lithuanian (LT), Maltese (MT), Polish (PL), Portuguese (PT), Slovak (SK), Slovene (SI), Spanish (SP), Swedish (SV).
Eurydice	With a view to increasing and improving cooperation between Member States in the field of education, and to making it easier to draft initiatives at national and Community levels, the EURYDICE network is the main instrument for information on national and Community structures, systems and developments in the field of education. EURYDICE thus serves to highlight both the diversity of education systems and their common trends.
Evaluation	Evaluation (at project level) is a crucial phase for projects since it allows a review and qualitative and quantitative assessment of: 1) the results achieved against the aims (as regards activities/products), with implications for the whole of the grant if results are unacceptable and where results are very poor; 2) the means used to achieve these results in relation to the contractually agreed budget. Evaluation (at program level): evaluation in the Commission is defined as a judgement of interventions according to their results, impacts and the needs they seek to satisfy.
Exclusion Criteria	The purpose of exclusion criteria is to verify that applicants are not, at the time of the grant award procedure, in a situation where they cannot receive a grant, under the terms of the Financial Regulation applicable to the general budget of the European Community. Exclusion criteria are specified in each relevant Calls for Proposals.
Executive Agency	Executive agencies are organisations established in accordance with Council Regulation (EC) No 58/2003 (OJ L 11, 16.1.2003) with a view to being entrusted with certain tasks relating to the management of one or more Community programmes. These agencies are set up for a fixed period. The Education, Audiovisual and Culture Executive Agency (EACEA) is the one responsible for the management of certain parts of the LLP.
Final Beneficiary (end user)	A final beneficiary is an individual or an organisation directly positively influenced by the project outcome. Not necessarily receiving a financial grant and even not being directly involved in the project, the beneficiary may exploit project outcomes for its own purposes.
Follow Up Activities	In general the follow-up activities take place when the project is finished in administrative terms. Their aim is to maintain, sustain and update project results, and to promote their continuing application and where possible their transfer to wider contexts, thereby maximising their impact.
Formal, Non-Formal and Informal Adult Education	Formal learning usually takes place in schools, universities or training institutions and leads to a diploma or certificate. Non-formal learning includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end. Informal learning can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home, like reading a book.

<i>Good Practice</i>	A good practice is an exemplary project (including results or processes) which has positively influenced systems and practices through its activities and results. Consequently, these good practices are worth transferring and exploiting in different contexts and environments by new users or entities.
<i>Guidance & Counselling</i>	A range of activities such as information, assessment, orientation and advice to assist learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities
<i>Higher Education Institution</i>	<ul style="list-style-type: none"> • Any type of higher education institution, in accordance with national legislation or practice, which offers recognised degrees or other recognised tertiary level qualifications, whatever such establishments may be called in the Member States • Any institution, in accordance with national legislation or practice, which offers vocational education or training at tertiary level
<i>Impact</i>	Impact is the effect that the project and its results have on various systems and practices. A project with impact contributes to the objectives of programmes and to the development of different European Union policies.
<i>Informal, Formal, Non-Formal and Adult Education</i>	Formal learning usually takes place in schools, universities or training institutions and leads to a diploma or certificate. Non-formal learning includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end. Informal learning can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home like reading a book.

Initial Vocational Education and Training	→ see Vocational Training
Innovative Results	Innovative results are those which represent some new and distinctive features, distinguishing them from others with similar characteristic, and adding value in relation to conventional solutions.
Joint Masters	This means master courses in higher education that: <ul style="list-style-type: none"> • Involve a minimum of three higher education institutions from three different Member States • Implement a study programme which involves a period of study in at least two of those three institutions • Have built-in mechanisms for the recognition of periods of study undertaken in partner institutions based on, or compatible with, the European <u>credit transfer system</u> • Result in the awarding of joint, double or multiple degree, recognised or accredited by the Member States, from the participating institutions.
Less Widely Taught and Less Used Languages (LWULT)	This refers to languages that are not commonly taught, regardless whether they are official languages of the LLP participating countries , 'regional' 'minority' or migrant languages, where projects can help to improve the quality of the teaching of these languages, access to learning opportunities in them, encourage the production, adaptation and exchange of learning materials and to encourage the exchange of information and best practice in this field.
Lifelong Learning	This refers to all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.
Lifelong Learning Committee	The LLP Committee assists the Commission in the implementation of the programme. It is composed by representatives of Member States and gives opinions or is consulted on measures that implement the LLP.
Linguistic Preparation	Linguistic preparation should take place before or during a stay abroad and could consist of extra lessons in the language concerned and/or purchase of material for autonomous learning (CD-ROMS, books, etc.).
Lisbon Strategy	<p>The Lisbon Strategy, also known as the Lisbon Agenda or Lisbon Process, is an action and development plan for the European Union. It was set out by the European Council in Lisbon on March 2000 to face the challenges of globalization, demographic change and the knowledge society.</p> <p>The Lisbon Strategy intends to increase productivity by improving employment and encouraging greater social cohesion in the EU, through the formulation of various policy initiatives to be taken by all EU member states. Lisbon also introduced the Open Method of Communication (OMC) which encourages member states to share common goals, while leaving the implementation of policies entirely in the hands of member states. The OMC is important for <u>Education and Training 2010</u>.</p> <p>The <u>Lisbon Strategy</u> was reviewed in 2005 and as a result the prominence of education and training has been further enhanced. The European Council, at its meeting in March 2005, continued to underline the importance of developing human capital as Europe's main asset, and called for the implementation of lifelong learning to be indispensable in achieving the Lisbon objectives.</p>

http://ec.europa.eu/growthandjobs/index_en.htm

Mainstreaming	Mainstreaming is a process which enables activities to impact on policy and practice. This process includes identifying lessons, clarifying the innovative element and approach that produced the results, their dissemination, validation and transfer. More specifically, mainstreaming also defines the phase of transfer and the way in which other actors take account of the elaborated results, approaches and key elements.
Mentoring	Mentoring is when a role model, or mentor, offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or a teacher starting in the profession.
Mobility	Spending a period of time in another Member State in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparatory or refresher courses in the host language or working language.
Monitoring	Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project. To monitor is to check on how project activities are progressing. It is observation; systematic and purposeful observation. Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project. Reporting enables the gathered information to be used in making decisions for improving project performance.
Monitoring (at project level)	The process involves continuous and systematic control of the project's progress. The intention is to manage and if necessary correct any deviation from the operational objectives and thus improve the performance. Every project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project. During the monitoring process dissemination and exploitation activities must be carefully checked, verified and, if necessary - reoriented and adapted.
Multilateral	Involving partners from at least three Member States.
NARIC	The network of National Academic Recognition Information Centres (NARICs), created at the Commission's initiative in 1984, covers all EU and European Economic Area Member States and all the associated countries in Central and Eastern Europe, Cyprus and Malta. These centres provide authoritative advice and information on the academic recognition of diplomas and periods of study undertaken abroad.
National Agency	National Agencies are structures set up at national level for the coordinated management of the implementation of the Lifelong Learning programme at Member State level. They play a key role in the management of the decentralised parts of the programme, where they are responsible for the evaluation, selection and management of projects.
Needs Analysis	Ideally, this takes place at the planning stage, before starting a project (<i>ex ante needs analysis</i>). The aim is to define the needs of a target group (future beneficiaries and users of the project results) and to better orientate the project's activities, with the aim of effectively responding to these needs. Needs analyses should be reviewed and updated during the course of the project, to ensure the end results remain relevant to the intended users' needs.
Network	A formal or informal grouping of bodies active in a particular field, discipline or sector of lifelong learning

***Non-Formal, Formal,
and Informal Adult
Education***

Formal learning usually takes place in schools, universities or training institutions and leads to a diploma or certificate. Non-formal learning includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end. Informal learning can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home like reading a book.

Non-Governmental Organisations (NGOs)

In its broadest sense, a non-governmental organization is one that is not directly part of the structure of government. Many NGOs are also not-for-profit organisations. NGOs may be funded by private donations, by international organisations, by government itself or by any combination of these. Some NGOs remain strictly apolitical, while others exist solely in order to lobby government in the interests of their own members.

Open and Distance Learning

A type of education, typically college-level, where students work on their own at home or at the office and communicate with the faculty and other students via e-mail, electronic for a, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication. Most distance learning programmes include a computer-based training system and communications tools to produce a virtual *classroom*. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

'Open Educational Resources' (OER)

OER are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OER include:

- Learning Content: full courses content modules, learning objects, collections and journals.
- Tools: software to support the development, use, re-use and delivery of learning content including searching and organization of content, content and learning managements systems, content development tools, and on-line learning communities.

Implementation resources: intellectual property licenses to promote open publishing of materials, design principles of best practices, and localisation of content"

Open Method of Coordination (OMC)

The open method of coordination (OMC), created as part of employment policy and the Luxembourg process, has been defined as an instrument of the Lisbon strategy (2000).

The OMC provides a new framework for cooperation between the Member States, whose national policies can thus be directed towards certain common objectives. Under this intergovernmental method, the Member States are evaluated by one another (peer pressure), with the Commission's role being limited to surveillance. The European Parliament and the Court of Justice play virtually no part in the OMC process.

The open method of coordination takes place in areas which fall within the competence of the Member States, such as employment, social protection, social inclusion, education, youth and training.

It is based principally on:

- jointly identifying and defining objectives to be achieved (adopted by the Council);
- jointly established measuring instruments (statistics, indicators, guidelines);
- benchmarking, i.e. comparison of the Member States' performance and exchange of best practices (monitored by the Commission).

Depending on the areas concerned, the OMC involves so-called "soft law" measures which are binding on the Member States in varying degrees but which never take the form of directives, regulations or decisions. Thus, in the context of the Lisbon strategy, the OMC requires the Member States to draw up national reform plans and to forward them to the Commission. However, youth policy does not entail the setting of targets, and it is up to the Member States to decide on objectives without the need for any European-level coordination of national action plans.

Participant

An individual person participating in a mobility project and receiving a grant for a stay abroad from the beneficiary of the grant agreement, i.e. the institution organising the mobility.

Partnership (bilateral and multilateral)	A bilateral or multilateral agreement between a group of institutions or organisations in different Member States to carry out European activities in lifelong learning. In the context of the Lifelong Learning Programme the term "partnership" refers also to a specific type of small scale European cooperation project funded under Comenius, Grundtvig and Leonardo da Vinci.
Peer Learning	Peer learning is a process of cooperation at European level whereby policy makers and practitioners from one country learn, through direct contact and practical cooperation, from the experiences of their counterparts elsewhere in Europe in implementing reforms in areas of shared interest and concern. Peer learning activities should take place at two broad levels: at a policy level, addressing the critical factors for policy change; and at a more practical level, addressing the opportunities and constraints for policy implementation. Peer learning activities should strengthen mutual learning and deepen the exchange of good practice between countries sharing similar concerns in order to develop a common understanding of success factors for the improvement of policy-making and the implementation of reform. Peer learning activities should also contribute to policy-making at European level through enhanced, practical cooperation, and by encouraging policy makers in participating countries to take full account of existing EU instruments in the development of national education and training policies and systems.
People in the Labour Market	Workers, graduates, employed and unemployed, self-employed i.e. people available for employment
Placement	Spending a period of time in an enterprise or organisation in another Member State, supported as appropriate by preparatory or refresher courses in the host language or working language, with a view to helping individuals to adapt to the requirements of the Community-wide labour market, to acquiring a specific skill and to improving understanding of the economic and social culture of the country concerned in the context of acquiring work experience
Pre-Accession Strategy	The pre-accession strategy offers a "structured dialogue" between the candidate countries and the Union institutions throughout the accession process, providing all the parties with a framework and the necessary instruments. It is laid down for each candidate country individually. The pre-accession strategy conforms to the characteristics specified at the Luxembourg European Council of December 1997, at which an enhanced strategy was launched for the ten Central and Eastern European candidate countries. It was essentially based on: <ul style="list-style-type: none"> ▪ bilateral agreements; ▪ the accession partnerships and national programmes for adoption of the <i>acquis</i>; ▪ participation in Community programmes, agencies and committees. In addition to these main instruments, the pre-accession strategy may include others for individual candidates, depending on their particular circumstances.
Pre-School	Organised educational activity undertaken before the start of obligatory primary schooling
Project	A cooperation activity with a defined outcome developed jointly by a formal or informal grouping of organisations or institutions
Project Coordinator	The organisation or institution in charge of the implementation of the project by the multilateral grouping
Pupil	A person enrolled in a learning capacity at a school

Quality Assurance	Ensuring high standards in the provision of education
School	All types of institutions providing general (pre-school, primary or secondary), vocational and technical education and, exceptionally, in the case of measures to promote language learning, non school institutions providing apprenticeship training
School Education	With regard to the Lifelong Learning Programme the term "school education" refers to formal education from pre-primary up to upper secondary level (ISCED levels 0 to 3).
Selection Criteria	The selection criteria make it possible to assess the applicant's financial and operational capacity to carry out the work programme, and to make sure that the applicant has sufficient and stable financial sources to continue the activities throughout the project and to ensure its co-financing. Selection criteria are specified within each relevant Call for Proposals.
Small and Medium-Sized Enterprises	At Community level, small and medium-sized enterprises (SMEs) are defined by a set of criteria concerning the workforce, turnover and independence of the business. In terms of the workforce alone, a micro-enterprise has fewer than 10 employees, a small enterprise fewer than 50 and a medium-sized enterprise fewer than 250.
Social Dialogue	Social dialogue is the term used to describe the consultation procedures involving the European social partners: the Union of Industrial and Employers' Confederations of Europe (UNICE), the European Centre of Enterprises with Public Participation (CEEP) and the European Trade Union Confederation (ETUC). It encompasses discussions, joint action and sometimes negotiations between the European social partners, and discussions between the social partners and the institutions of the European Union.
Social Partners	At national level, these are employers' and workers' organisations in conformity with national laws and/or practices and, at Community level, they are employers' and workers' organisations taking part in the social dialogue at Community level.
Special Education Needs	An educational alternative that focuses on the teaching of students with academic, behavioural, health or physical needs that cannot sufficiently be met using traditional educational techniques
Student	A person registered in a higher education institution, whatever their field of study, in order to follow higher education studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate
Study Visit	A short-term visit, made to study a particular aspect of lifelong learning in another Member State
Subsidiarity	The subsidiarity principle is intended to ensure that decisions are taken as closely as possible to the citizen and that constant checks are made to ascertain whether action at Community level is justified in the light of the possibilities available at national, regional or local level. Specifically, it is the principle whereby the Union does not take action (except in the areas which fall within its exclusive competence) unless such action is more effective than action taken at national, regional or local level. It is closely bound up with the principles of proportionality and necessity, which require that any action by the Union should not go beyond what is necessary to achieve the objectives of the Treaty.
Sustainability	Sustainability is the capacity of the project to continue to exist and function beyond the end of the contract. The project results are used and exploited continuously. Sustainability of results means use and exploitation of results in the long term.

Teachers/Educational Staff	Persons who, through their duties, are involved directly in the education process in the Member States
Thematic Monitoring	<p>Thematic Monitoring is a qualitative process put in place to increase the impact of the LLP programme. The main elements are:</p> <ul style="list-style-type: none"> • Clustering of projects into thematic groups to gain overview on specific contents and outcomes • Facilitating exchange of experience between project actors with a view to improving quality and impact at individual project level • Facilitating the networking of projects, practitioners and decision makers with a view inter alia to the future orientation of political priority and strategy.
Trainee	A person undergoing vocational training, either within a training institution or training organisation or at the workplace
Trainers	Persons who, through their duties, are involved directly in the vocational education and training process in the Member States
Training needs	This term is used to address the needs which a specific target group will have for education/training and upgrading their qualifications. Mapping of training needs for a specific target group will often be one of the steps in project planning and implementation.
Transfer of innovation	This involves the adaptation of innovative project results, their transfer, piloting and integration into public and/or private systems and practices at local, regional, sectoral, national and/or Community level in response to the needs of new target groups and users. The process for transferring innovative content ideally includes the identification and analysis of targeted user requirements; selection and analysis of innovative content to meet these requirements; adaptation to the culture, needs and requirements of potential new users (updating the product, translations etc); transfer and piloting in new contexts (target groups, sectors, etc.); and integration (or certification) in regional, national, European and/or sectoral systems and practices.
Transferability	Transferability is the relative capacity of a project's results to be adapted and used in new contexts. Factors supporting the transferability of project results include availability in several languages; use of generic terminology; clear descriptions and indexing of content; good dissemination activities; use of accepted 'industry' standards, benchmarks etc; modular formatting; free access and so on.
Tutoring	Any activity of guidance, counselling or supervision of a learner by an experienced and competent professional. The tutor will support the learner during the learning process.
Unilateral	Involving a single institution.
Validation of Competences	The process of assessing and recognising educational and training content, knowledge, skills and competences acquired during a specific learning and/or training experience.
Valorisation	'Valorisation' is the French term for dissemination and exploitation of results.

Virtual Campuses

Cooperation between higher education institutions in the field of e-learning, regarding: design of joint curricula development by several universities, including agreements for the evaluation, validation and recognition of acquired competences, subject to national procedures; large-scale experiments of *virtual mobility* in addition to physical mobility and development of innovative dual mode curricula, based on both traditional and on-line learning methods. This broad definition involves many issues from partnerships between traditional and/or distance universities and HEI with a view to offering joint certifications (for undergraduate and/or postgraduate levels) and cooperation with learning support services. This might also include collaborative activities in strategic areas of education or research through cooperation involving researchers, academics, students, management, administrative and technical personnel. 'Virtual campuses' should not be confused with e-learning platforms.

Virtual Mobility

A complement⁷; or as a substitute to physical mobility (Erasmus or similar) in addition to a type of independent mobility which builds on the specific potentials of on-line learning and network communication. It may prepare and extend physical mobility, and/or offer new opportunities for students/academic staff who are unwilling or unable to take advantage of physical mobility. It involves the development of virtual mobility for academic staff. It means that full academic recognition is given to the students for studies and courses based on agreements for the evaluation, validation and recognition of acquired competences via virtual mobility. In this context, cooperation agreements are key to ensuring sustainable mobility schemes.

Vocational Training

Any form of initial vocational education or training, including technical and vocational teaching and apprenticeships, which contributes to the achievement of a vocational qualification recognised by the competent authorities in the Member States in which it is obtained, as well as any continuing vocational education or training undertaken by a person during his or her working life

⁷ that may either be part of an ECTS scheme involving several universities, or allow an Erasmus student to sit exams from his/her home university when studying abroad, or would allow a student to integrate e-learning modules from other universities as part of his/her university diploma, etc.

Contacts and Links

European Commission – Directorate General Education and Culture

http://ec.europa.eu/education/index_en.html

Education, Audiovisual, and Culture Executive Agency

<http://eacea.cec.eu.int/static/index.htm>

e-mail: eacea-info@ec.europa.eu

National Agencies

List of all NAs in each participating country

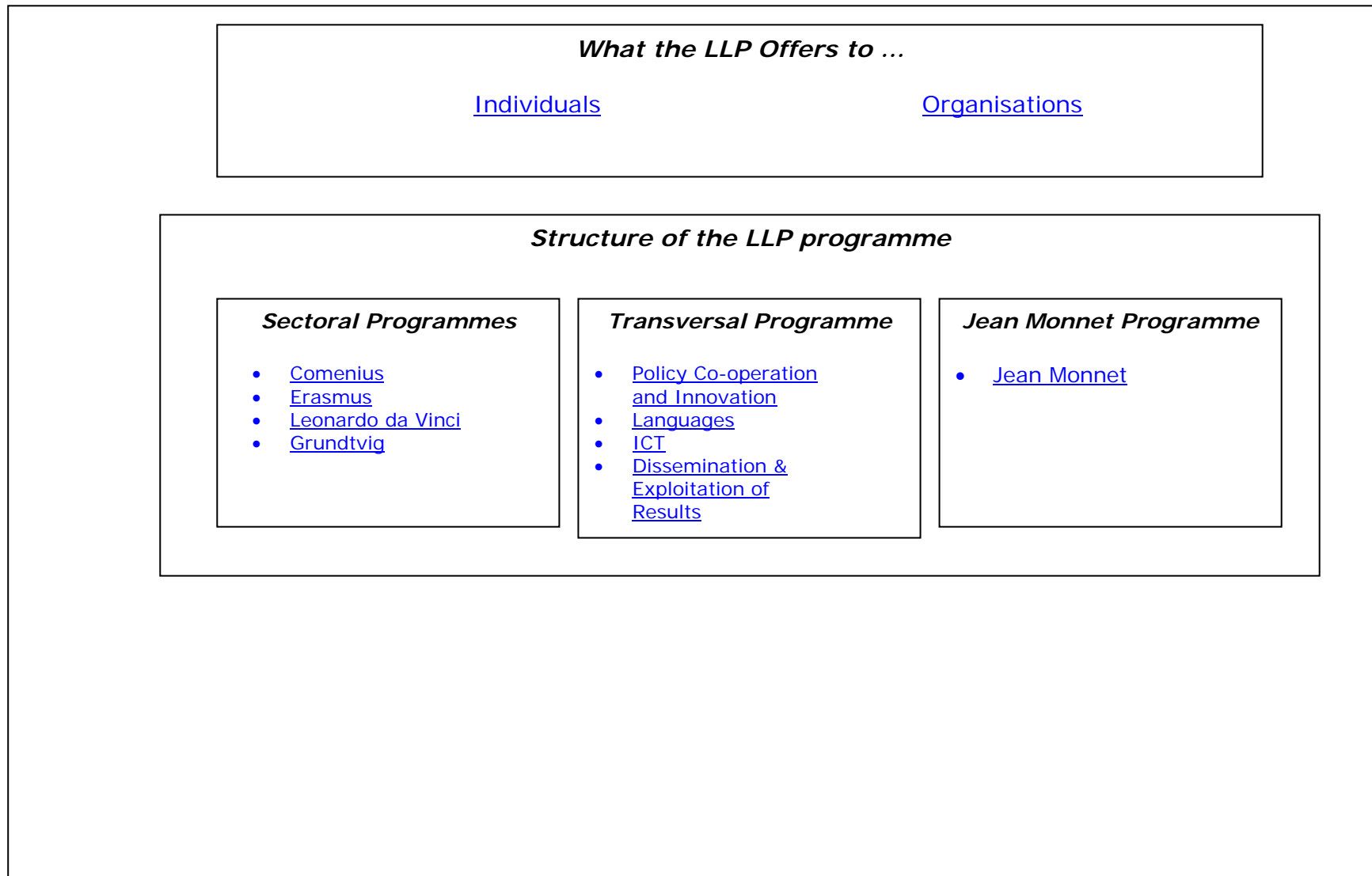
Relevant Links

Bologna Process	http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html
CEDEFOP (European Centre for the Development of Vocational Training)	http://www.cedefop.europa.eu/
Copenhagen Process	http://ec.europa.eu/education/copenhagen/index_en.html
EQF (European Qualifications Framework)	http://ec.europa.eu/education/policies/educ/eqf/index_en.html
eTwinning	http://www.etwinning.net/ww/en/pub/etwinning/index2006.htm
E-learning	http://ec.europa.eu/education/programmes/elearning/index_en.html
Europass	http://europass.cedefop.europa.eu/
European Quality Assurance Network	http://www.enqa.net
European Training Village (ETV)	http://www.trainingvillage.gr/etv/default.asp
Eurydice (Information Network on Education in Europe)	http://www.eurydice.org/portal/page/portal/Eurydice
Eures	http://ec.europa.eu/eures/home.jsp
Euroguidance	http://www.euroguidance.net/index.htm
PLOTEUS (Portal on Learning Opportunities throughout the European Space)	http://ec.europa.eu/ploteus/portal/home.jsp

Printable Excerpts

This page will provide printable excerpts relating to sectoral programmes

Second level



Individuals⁸

Adult Learners

Educational Staff

- Associations of professors and researchers specialising in European integration
- Erasmus mobility teaching staff
- Future teachers (having completed their teacher training)
- Qualified and practising teachers (foreign languages)
- Researchers
- Staff involved in intercultural education
- Staff working with children of migrant workers and travellers
- Staff working with pupils/adults with special educational needs
- Staff working with pupils/adults at risk (mediators, street educators)
- Student teachers (for at least two years)
- Teachers (including those in pre-school and vocational education)
- Teachers/trainers in adult education
- Teachers re-training as a foreign language teacher in school education
- University teaching staff

Graduates

People in the Labour Market, such as

- Workers
- Staff from enterprises
- Graduates

Pupils

Staff Involved in any aspect of Lifelong Learning, such as

- Career advisors
- Counsellors
- Head teachers and school managerial staff
- Heads and managerial staff of organisations providing adult learning opportunities
- Inspectors (including those in the educational field of language teaching)
- University managerial and administrative staff

Students

Trainees, such as

- Apprentices
- Trainees in initial vocational training (apprentices, pupils in initial vocational training, students except those at tertiary level)
- Graduates

Trainers, such as

- Trainers of teachers of pre-school and vocational education
- Trainers of foreign language teachers
- Trainers of teachers/trainers in adult education
- Professionals in vocational education and training (teachers, trainers, vocational training staff, guidance counsellors, responsible for training establishments, responsible for training planning, responsible for career guidance within enterprises)

Representatives of Trade Unions and Employers Organisations

⁸ Please note that this list is not exhaustive

The Lifelong Learning Programme : Support for Individuals

<p>Adult Learners</p>	<ul style="list-style-type: none"> • GRUNDTVIG – Mobility of Individuals - Individual Adult Learner Mobility – from 2008 – [GRU1]
<p>Educational Staff</p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - In-Service Training for School Education Staff (<i>placement in schools or enterprises for educational staff and participation in training courses for teachers and other educational staff</i>) – [COM2] • COMENIUS – Mobility of Individuals - Preparatory Visits for School Partnerships – [COM3] • COMENIUS – Accompanying Measures [COM11] – eTwinning – [COM10] • ERASMUS – Mobility of Individuals - Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises - [ERA4] • ERASMUS – Mobility of Individuals - Staff Training for Teaching and Other Staff in Higher Education Institutions – [ERA5] • ERASMUS – Mobility of Individuals - Intensive Programmes [ERA6] • ERASMUS – Mobility of Individuals - Preparatory visits [ERA 15] • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO - Mobility of Individuals - Preparatory Visits <i>[LdV 9]</i> • GRUNDTVIG – Mobility of Individuals - In-service Staff Training for Adult Education Staff (<i>training and professional development of adult education staff</i>) – [GRU3] • POLICY COOPERATION & INNOVATION – Mobility of Individuals - Study Visits for Education and Vocational Training Specialists and Decision Makers – [PC11] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PC12] • JEAN MONNET PROGRAMME - Support for Associations of Professors and Researchers Specialising in European Integration [JM 4] • JEAN MONNET PROGRAMME –Chairs and Ad Personam Chairs [JM 1] • JEAN MONNET PROGRAMME –Modules [JM 3]
<p>Graduates</p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - Comenius Assistantship – [COM4] • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for People in the Labour Market – [LDV2] • GRUNDTVIG – Mobility of Individuals - Teaching Experience for Future or Recently Qualified Adult Education Teachers - from 2008 – [GRU2]

<p><i>People in the Labour Market</i></p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - In-Service Training for School Education Staff– [COM2] • ERASMUS – Mobility of Individuals - Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises - [ERA4] • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for People in the Labour Market – [LDV2] • <u>POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decisions Makers [PCI1]</u>
<p><i>Pupils</i></p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - Individual Pupil Mobility (<i>mobility to schools for pupils</i>) – [COM1] • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – [LDV1] (<i>NB : only for pupils in Initial vocational training</i>)
<p><i>Staff involved in any Aspect of Lifelong Learning</i></p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - In-Service Training for School Education Staff (<i>placement in schools or enterprises for educational staff and participation in training courses for teachers and other educational staff</i>) – [COM2] • COMENIUS – Mobility of Individuals - Preparatory Visits for School Partnerships – [COM3] • ERASMUS – Mobility of Individuals - Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises - [ERA4] • ERASMUS – Mobility of Individuals - Staff Training for Teaching and Other Staff in Higher Education Institutions – [ERA5] • ERASMUS – Mobility of Individuals - Intensive Programmes [ERA6] • ERASMUS – Mobility of Individuals - Preparatory visits [ERA 15] • LEONARDO – Mobility for Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO - Mobility of Individuals - <u>Preparatory Visits [LdV 9]</u> • GRUNDTVIG - Mobility of Individuals - Individual Adult Learner Mobility [GRU1] • GRUNDTVIG - Mobility of Individuals - Teaching Experience for Future or Recently Qualified Adult Education Teachers [GRU 2] • GRUNDTVIG - Mobility of Individuals - In-service Staff Training for Adult Education Staff [GRU 3] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1]

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|--|---|
| | <ul style="list-style-type: none">• POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PC12] |
|--|---|

<i>Students</i>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - Comenius Assistantship – [COM4] • ERASMUS – Mobility of Individuals - Mobility of Students for the Purposes of Studying – [ERA2] • ERASMUS – Mobility of Individuals - Student Placements in Enterprises, Training Centres, Research Centres and Other Organisations – [ERA3] • ERASMUS – Mobility of Individuals - Intensive Programmes [ERA6] • ERASMUS – Mobility of Individuals - Intensive Language Courses [ERA7]
<i>Trainees</i>	<ul style="list-style-type: none"> • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – [LDV1]
<i>Trainers</i>	<ul style="list-style-type: none"> • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO - Mobility of Individuals - Preparatory Visits <i>[LdV 9]</i> • POLICY COOPERATION & INNOVATION – Mobility of Individuals - Study Visits for Education and Vocational Training Specialists and Decision Makers – [PC11] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PC12]
<i>Representatives of Trade Unions and Employers Organisations</i>	<ul style="list-style-type: none"> • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PC11]

Organisations⁹

[Adult education bodies](#), such as

- Guidance and counselling centres
- Organisations in the field of adult learning, whether in the formal, non-formal or informal system

[Associations](#), such as

- Formally constituted associations of professors and researchers specialising in European integration
- Not-for-profit organisations
- Non governmental organisations (NGOs)
- Students', trainees', pupils', teachers', parents' and adult learners' associations
- Voluntary associations

[Authorities](#), such as

- Education and Training authorities
- Local and regional authorities and organisations
- Relevant Public authorities at whatever level

[Labour market](#), such as

- Enterprises
- SMEs
- Public Authorities at local, regional or national level
- Public or private companies
- Employers' associations
- Professional organisations (including Chambers of Commerce and trade organisations)
- Social partners

[Organisations providing training to educational staff](#), such as

- Institutions/organisations providing initial and/or in-service training for teachers and other educational staff

[Research centres](#)

[Schools](#), such as

- General, vocational, technical schools from pre-school education to upper secondary

[Universities and higher education institutions \(tertiary level\)](#) , such as

- Universities
- Other types of Higher education institutions

[VET organisations](#), such as

- Guidance and counselling centres
- Training centres active in the field of education management
- VET bodies
- Vocational training, centres and organisations at all levels

[Trade Unions and Employers' organisations](#)

⁹ Please note that this list is not exhaustive

The Lifelong Learning Programme : Support for Organisations

<p>Adult Education Bodies</p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - Hosting Comenius Assistant – [COM5] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects _Co-operation between Universities - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects _Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for People in the Labour Market – [LDV2] • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • GRUNDTVIG – Mobility of Individuals - Preparatory Visits for Learning Partnerships – [GRU4] • GRUNDTVIG – Learning Partnerships [GRU5] • GRUNDTVIG - Multilateral projects [GRU6] • GRUNDTVIG – Thematic Networks – [GRU7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1]
<p>Associations</p>	<ul style="list-style-type: none"> • COMENIUS - Multilateral projects [COM8] • COMENIUS - Networks [COM9] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects _Co-operation between Universities - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects _Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO – Mobility of Individuals – Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – (LDV1)

	<ul style="list-style-type: none"> • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for People in the Labour Market – [LDV2] • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO – Partnerships – [LDV 4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • GRUNDTVIG - Multilateral projects [GRU6] • GRUNDTVIG – Thematic Networks – [GRU7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1] • JEAN MONNET PROGRAMME - Support for Associations of Professors and Researchers Specialising in European Integration [JM 4]
<p>Authorities</p>	<ul style="list-style-type: none"> • COMENIUS - Multilateral projects [COM8] • COMENIUS - Networks [COM9] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects - Co-operation between Universities and Enterprises - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects - Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO – Partnerships – [LDV 4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals - Study Visits for Education and Vocational Training Specialists and Decision Makers – [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1]

<p><i>Labour Market</i></p>	<ul style="list-style-type: none"> • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects _Co-operation between Universities and Enterprises - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects _Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO – Mobility of Individuals – Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – (LDV1) • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for People in the Labour Market – [LDV2] • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO – Partnerships – [LDV4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • GRUNDTVIG - Multilateral projects [GRU6] • GRUNDTVIG – Thematic Networks – [GRU7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1]
<p><i>Organisations providing training to teachers and trainers</i></p>	<ul style="list-style-type: none"> • COMENIUS - Multilateral projects [COM8] • COMENIUS - Networks [COM9] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects _Co-operation between Universities - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects _Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO – Mobility of Individuals - Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO – Partnerships – [LDV 4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1]

	<ul style="list-style-type: none"> • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1]
<p>Research centres</p>	<ul style="list-style-type: none"> • COMENIUS - Multilateral projects [COM8] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects - Co-operation between Universities and Enterprises - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects - Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • GRUNDTVIG - Multilateral projects [GRU6] • GRUNDTVIG – Thematic Networks – [GRU7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1] • JEAN MONNET PROGRAMME - Support for Associations of Professors and Researchers Specialising in European Integration [JM 4] • JEAN MONNET PROGRAMME - Support for information and research activities relating to European integration [JM 6]

<p>Schools</p>	<ul style="list-style-type: none"> • COMENIUS – Mobility of Individuals - Preparatory Visits for School Partnerships – [COM3] • COMENIUS – Mobility of Individuals - Hosting Comenius Assistant – [COM5] • COMENIUS – School Partnerships [COM6] • COMENIUS - Multilateral projects [COM8] • COMENIUS - Networks [COM9] • COMENIUS – Accompanying Measures – eTwinning – [COM10] • LEONARDO – Mobility of Individuals – Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – (LDV1) • LEONARDO – Mobility of Individuals – Transnational Placements in Enterprises or Training Institutions for People in the Labour Market - [LDV2] • LEONARDO – Mobility of Individuals – Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO – Partnerships – [LDV4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1]
<p>Universities and Higher Education Institutions (tertiary level)</p>	<ul style="list-style-type: none"> • ERASMUS – Mobility of Individuals - University Charter [ERA1] • ERASMUS – Mobility of Individuals - Organisation of Mobility – [ERA8] • ERASMUS - Multilateral Projects - Development of Study Programmes - [ERA9] • ERASMUS - Multilateral Projects - Co-operation between Universities and Enterprises - [ERA10] • ERASMUS - Multilateral Projects - Modernisation of Higher Education - [ERA11] • ERASMUS - Multilateral Projects - Virtual Campuses – [ERA12] • ERASMUS – Networks – [ERA13] • ERASMUS – Accompanying Measures [ERA 14] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • GRUNDTVIG - Multilateral projects [GRU6]

	<ul style="list-style-type: none"> • GRUNDTVIG – Thematic Networks – [GRU7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2] • DISSEMINATION & EXPLOITATION OF RESULTS – Multilateral Projects [EXPL1] • JEAN MONNET PROGRAMME - Jean Monnet Excellence Centres [JM 2] • JEAN MONNET PROGRAMME - Unilateral and National Projects - Jean Monnet Modules [JM 3] • JEAN MONNET PROGRAMME - Support for Associations of Professors and Researchers Specialising in European Integration [JM 4] • JEAN MONNET PROGRAMME - Support for Information and Research Activities Relating to European Integration [JM 5]
<p><i>VET Organisations</i></p>	<ul style="list-style-type: none"> • COMENIUS - Multilateral projects [COM8] • COMENIUS - Networks [COM9] • LEONARDO – Mobility of Individuals - Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training (IVT) – [LDV1] • LEONARDO – Mobility of Individuals – Transnational Placements in Enterprises or Training Institutions for People in the Labour Market - [LDV2] • LEONARDO – Mobility of Individuals – Placement and Exchanges – Mobility for Professionals in Vocational Education and Training (VETPRO) – [LDV3] • LEONARDO – Partnerships – [LDV4] • LEONARDO - Multilateral Projects – Transfer of Innovation – [LDV5] • LEONARDO - Multilateral Projects – Development of Innovation – [LDV6] • LEONARDO - Thematic Networks – [LDV7] • POLICY COOPERATION & INNOVATION – Mobility of Individuals – Study Visits for Education and Vocational Training Specialists and Decision Makers [PCI1] • POLICY COOPERATION & INNOVATION - Studies and Comparative Research - Contribution of LLP to the Lisbon Process – [PCI2] • LANGUAGES – Multilateral Projects – [LA1] • LANGUAGES – Networks – [LA2] • ICT - Multilateral Projects – [ICT1] • ICT – Networks – [ICT2]

Trade Unions and Employers' Organisations

- ERASMUS - Multilateral Projects - Development of Study Programmes - [\[ERA9\]](#)
- ERASMUS - Multilateral Projects - Co-operation between Universities and Enterprises - [\[ERA10\]](#)
- ERASMUS - Multilateral Projects - Modernisation of Higher Education - [\[ERA11\]](#)
- ERASMUS - Multilateral Projects - Virtual Campuses - [\[ERA12\]](#)
- ERASMUS - Networks - [\[ERA13\]](#)
- ERASMUS - Accompanying Measures [ERA 14]

- POLICY COOPERATION & INNOVATION - Mobility of Individuals - Study Visits for Education and Vocational Training Specialists and Decision Makers [\[PCI1\]](#)
- LEONARDO - Partnerships - [\[LDV4\]](#)
- LEONARDO - Multilateral Projects - Transfer of Innovation - [\[LDV5\]](#)
- LEONARDO - Multilateral Projects - Development of Innovation - [\[LDV6\]](#)
- LEONARDO - Thematic Networks - [LDV7]

Sectoral Programmes

Comenius

What are the aims?

Specific objectives

- ❑ To develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value
- ❑ To help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship

Operational objectives

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

Who can participate?

- ❖ Pupils in school education up to the end of upper secondary education
- ❖ Schools, as specified by Member States
- ❖ Teachers and other categories of staff within those schools
- ❖ Associations, not-for-profit organisations, [NGOs](#) and representatives of those involved in school education
- ❖ Persons and bodies responsible for the organisation and delivery of education at local, regional and national levels
- ❖ Research centres and bodies concerned with lifelong learning issues
- ❖ Higher education institutions
- ❖ Bodies providing guidance, counselling and information services

What Types of Activity?

The following actions are supported by the Comenius Programme:

- Mobility of individuals¹⁰ which may include:
 - Exchanges of pupils and staff
 - Mobility to schools for pupils and placements in schools or enterprises for educational staff
 - Participation in training courses for teachers and other educational staff
 - Study and preparatory visits for mobility, partnership, project or network activities
 - Assistantships for teachers and potential teachers
- Development of partnerships between:

¹⁰ In arranging for or supporting the organisation of such mobility, the necessary preparatory measures have to be adopted and care has to be taken to ensure that adequate supervision, advice and support is available for people in mobility

- Schools, with a view to developing joint learning projects for pupils and their teachers ([‘Comenius school partnerships’](#))
- Organisations responsible for any aspect of school education, with a view to fostering inter-regional cooperation, including border region cooperation ([‘Comenius-Regio partnerships’](#))
- [Multilateral projects](#) aimed at:
 - Developing, promoting and disseminating educational best practices, including new teaching methods or materials
 - Developing or exchanging experience on systems of providing information or guidance particularly adapted to the learners, teachers and other staff concerned by the Comenius programme
 - Developing, promoting and disseminating new teacher training courses or course content
- [Networks](#) aimed at:
 - Developing education in the discipline or subject area in which they operate, for their own benefit and for that of education more widely
 - Acquiring and disseminating relevant good practice and innovation
 - Providing content support to projects and partnership set up by others
 - Promoting the development of needs analysis and its practical applications within school education
- Other initiatives aimed at promoting the objectives of the Comenius Programme, including [eTwinning](#) ([‘Accompanying Measures’](#))

What are Comenius Actions?

- Mobility of Individuals - [Individual Pupil Mobility](#) (*mobility to schools for pupils*) [COM –1]
- Mobility of Individuals - [In-Service Training for School Education Staff](#) (*placement in schools or enterprises for educational staff and participation in training courses for teachers and other educational staff*) [COM 2]
- Mobility of Individuals – [Preparatory Visits](#) [COM 3]
- Mobility of Individuals - [Comenius Assistantship](#) [COM 4]
- Mobility of Individuals - [Hosting a Comenius Assistant](#) [COM 5]
- Partnerships – [School Partnerships](#) [COM 6]
- Partnerships - [REGIO Partnerships](#) [COM 7]
- [Multilateral Projects](#) [COM 8]
- [Networks](#) [COM 9]
- Accompanying Measures - [eTwinning](#) [COM 10]
- [Accompanying Measures](#) [COM 11]

Erasmus

What Are the Aims?

Specific objectives

- ❑ To support the realisation of a European Higher Education Area
- ❑ To reinforce the contribution of higher education and advanced vocational education to process of innovation

Operational objectives

- To improve the quality and to increase the volume of students 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 and its predecessor programmes
- To improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe
- To increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe
- To improve the quality and to increase the volume of cooperation between higher education institutions and enterprises
- To facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

Who can participate?

- ❖ Students and trainees learning in all forms of tertiary level education and training
- ❖ Higher education institutions, as specified by Member States
- ❖ Teachers, trainers and other staff within those institutions
- ❖ Associations and representatives of those involved in higher education, including relevant student, university, and teacher/trainer associations
- ❖ Enterprises, social partners and other representatives of working life
- ❖ Public and private organisations, including not-for-profit organisations and NGOs, responsible for the organisation and delivery of education and training at local, regional and national levels
- ❖ Research centres and bodies concerned with lifelong learning issues
- ❖ Bodies providing guidance, counselling and information services

What Types of Activity?

The following actions are supported by the Erasmus Programme:

- Mobility of individuals¹¹ which may include:
 - Mobility of students for the purposes of studying at a higher education institution or carrying out placements in enterprises, training centres, research centres or other organisations in another participating country ('Erasmus Students')¹²

¹¹ Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including preparatory and refresher language courses.

¹² 1) students in higher education institutions who, enrolled at least in the second year, spend a study period in another Member State within the framework of the mobility action of the Erasmus Programme, regardless of whether they have been awarded financial support under the programme. Such periods have to be fully recognised under the interinstitutional agreements between the sending and host institutions; 2) students enrolled on Joint Masters programmes and engaged in mobility; 3) students in higher education institutions taking part in placements.

- Mobility of teaching staff from higher education institutions or invited staff from enterprises to carry out teaching assignments at a higher education institution abroad
 - Mobility of teaching or other staff in higher education institutions for purposes of undergoing training abroad
 - Erasmus intensive programmes organised on a multilateral basis in a key area of teaching and learning
- Multilateral projects focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives by developing and implementing study programmes or virtual campuses; promoting cooperation between higher education and enterprises or developing strategies to modernise a specific aspect of higher education.
 - Networks ('Erasmus Thematic Networks') involving consortia of higher education institutions and representing either a discipline or a cross-disciplinary field with the aim of developing new learning concepts and competencies ('Academic Networks') or addressing a structural or management aspect of higher education with a view to promoting innovative solutions and approaches ('Structural Networks'). Such networks may also include representatives from other public bodies and from enterprises, associations and other organisations relevant for the network's mission.
 - Other initiatives aimed at promoting the objectives of the Erasmus Programme ('Accompanying Measures')

What are Erasmus Actions?

- Mobility of Individuals – [Erasmus University Charter](#) [ERA 1]
- Mobility of Individuals - [Mobility of Students for the Purposes of Studying](#) [ERA 2]
- Mobility of Individuals - [Student Placements in Enterprises, Training Centres, Research Centres and Other Organisations](#) [ERA 3]
- Mobility of Individuals - [Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises](#) [ERA 4]
- Mobility of Individuals - [Staff Training for Teaching and Other Staff in Higher Education Institutions](#) [ERA 5]
- Mobility of Individuals - [Intensive Programmes](#) [ERA 6]
- Mobility of Individuals - [Intensive Language Courses](#) [ERA 7]
- Mobility of Individuals - [Organisation of Mobility](#) [ERA 8]
- Multilateral Projects - [Development of Study Programmes](#) [ERA 9]
- Multilateral Projects – [Co-operation between Universities and Enterprises](#) [ERA 10]
- Multilateral Projects – [Modernisation of Higher Education](#) [ERA 11]
- Multilateral Projects – [Virtual Campuses](#) [ERA 12]
- [Networks](#) [ERA 13]
- [Accompanying Measures](#) [ERA 14]
- Mobility of Individuals - [Preparatory Visits](#) [ERA 15]

Leonardo da Vinci

What are the Aims?

Specific objectives

- ❑ To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development
- ❑ To support improvements in quality and innovation in vocational education and training systems, institutions and practices
- ❑ To enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees

Operational objectives

- 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 LLP
- To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
- 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
- To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning
- To encourage the learning of modern foreign languages
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Who can participate?

- ❖ People learning in all forms of vocational education and training except at tertiary level
- ❖ People in the labour market
- ❖ Institutions and organisations providing learning opportunities in the fields covered by the Leonardo da Vinci Programme
- ❖ Teachers, trainers and other staff within those institutions or organisations
- ❖ Associations and representatives of those involved in vocational education and training, including trainees', parents' and teachers' associations
- ❖ Enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations
- ❖ Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- ❖ Persons and bodies responsible for systems and policies concerning any aspect of vocational education and training at local, regional and national level
- ❖ Research centres and bodies concerned with lifelong learning issues
- ❖ Higher education institutions
- ❖ Not-for-profit organisations, voluntary bodies, and NGOs

What Types of Activity?

The following actions are supported by the Leonardo da Vinci Programme:

- Mobility of individuals¹³ which may include:

¹³ In arranging or supporting the organisation of such mobility, the necessary preparatory measures, including language preparation, have to be adopted and care has to be taken to ensure that adequate supervision and support is available for people in mobility.

- Transnational placements in enterprises or in training institutions
- Placements and exchanges aimed at the further professional development of trainers and guidance counsellors, and at those responsible for training establishments and for training planning and career guidance within enterprises
- Partnerships focusing on themes of mutual interest to the participating organisations
- Multilateral projects in particular those aimed at improving training systems by focusing on the [transfer of innovation](#) involving the linguistic, cultural and legal adaptation to national needs of innovative products and processes developed in different contexts
- Multilateral projects aimed at improving training systems by focusing on the [development of innovation](#) and [good practice](#)
- Thematic networks of experts and organisations working on specific issues related to vocational education and training
- Study and preparatory visits for mobility, partnership, project or network activities
- Other initiatives aimed at promoting the objectives of the Leonardo da Vinci Programme ('Accompanying Measures')

What are Leonardo da Vinci Actions?
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- Mobility of Individuals – [Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training \(IVT\)](#) [LDV 1]
- Mobility of Individuals – [Transnational Placements in Enterprises or Training Institutions for People in the Labour Market](#) [LDV 2]
- Mobility of Individuals – [Placement and Exchanges - Mobility for Professionals in Vocational Education and Training \(VETPRO\)](#) [LDV 3]
- [Partnerships - Multilateral Partnerships](#) [LDV 4]
- Multilateral Projects – [Transfer of Innovation](#) [LDV 5]
- Multilateral Projects – [Development of Innovation](#) [LDV 6]
- [Thematic Networks](#) [LDV 7]
- [Accompanying Measures](#) [LDV 8]
- Mobility of Individuals - [Preparatory Visits](#) [LdV 9]

Grundtvig

What are the Aims?

Specific objectives

- ❑ To respond to the educational challenge of an ageing population in Europe
- ❑ To help provide adults with pathways to improving their knowledge and competences

Operational objectives

- To improve the quality and accessibility of [mobility](#) throughout Europe of people involved in [adult education](#) and to increase its volume, so as to support the mobility of at least 7.000 of such individuals per year by 2013
- To improve the quality and to increase the volume of co-operation between organisations involved in adult education throughout Europe
- 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
- To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To improve pedagogical approaches and the management of adult education organisations

Who can participate?

- ❖ Learners in adult education
- ❖ Institutions and organisations providing learning opportunities in adult education
- ❖ Teachers and other staff within those institutions or organisations
- ❖ Establishments involved in the initial or further training of adult education staff
- ❖ Associations and representatives of those involved in adult education, including learners' and teachers' associations
- ❖ Bodies providing guidance, counselling and information services relating to any aspect of adult education
- ❖ Persons and bodies responsible for systems and policies concerning any aspect of adult education at local, regional and national level
- ❖ Research centres and bodies concerned with adult education issues
- ❖ Enterprises
- ❖ Not-for-profit organisations, voluntary bodies, non-governmental organisations ([NGOs](#))
- ❖ Higher education institutions

What Types of Activity?

The following actions are supported by the Grundtvig Programme:

- Mobility of individuals¹⁴ which may include visits, assistantships and exchanges for participants in formal and non-formal adult education, including the training and professional development of adult education staff, especially in synergy with partnerships and projects
- Partnership ('Grundtvig Learning Partnership') focusing on themes of mutual interest to the participating organisations

¹⁴ In arranging for or supporting the organisation of such mobility, the necessary preparatory measures has to be adopted and care has to be taken to ensure that adequate supervision and support is available for people in mobility.

- Multilateral projects aimed at improving adult education systems through the development and transfer of innovation and good practice
- Thematic networks of experts and organisations ('Grundtvig Networks') working in particular on:
 - Developing adult education in the discipline, subject area or management aspect to which they relate
 - Identifying, improving and disseminating relevant good practice and innovation
 - Providing content support to projects and partnerships set up by others and facilitating interactivity between such projects and partnerships
 - Promoting the development of needs analysis and quality assurance within adult education
- Preparatory visits: a mobility grant to enable a representative from an institution either to attend a [contact seminar](#) or a meeting with prospective partners
- Other initiatives aimed at promoting the objectives of the Grundtvig Programme ('Accompanying Measures')

What are Grundtvig Actions?

- Mobility of Individuals - [Individual Adult Learner Mobility](#) – from 2008 [GRU 1]
- Mobility of Individuals - [Teaching Experience for Future or Recently Qualified Adult Education Teachers](#) – from 2008 [GRU 2]
- Mobility of Individuals - [In-service Staff Training for Adult Education Staff](#) [GRU 3]
- Mobility of Individuals - [Preparatory Visits for Learning Partnerships](#) [GRU 4]
- [Learning Partnerships](#) [GRU 5]
- [Multilateral projects](#) [GRU 6]
- [Thematic Networks](#) [GRU 7]
- [Accompanying Measures](#) [GRU 8]

Transversal Programme

What are the Aims?

Specific objectives

- To promote European cooperation in fields covering two or more sub-programmes
- To promote the quality and transparency of Member States' education and training systems

Operational objectives

- To support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process '[Education and Training 2010](#)'¹⁵, as well as the [Bologna](#) and [Copenhagen processes](#) and their successors
- 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
- To promote language learning and support linguistic diversity in Member States
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To ensure that the results of the Lifelong Learning Programme are appropriately recognised, demonstrated and implemented on a wide scale

Policy Co-operation and Innovation in Lifelong Learning (Key Activity 1)

What Types of Activity?

The following actions are supported by the key activities of policy cooperation and innovation in lifelong learning:

- Individual mobility including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance and experience in accreditation services, and for social partners
- Multilateral projects aimed at preparing and testing policy proposals developed at Community level and innovation in lifelong learning
- Multilateral cooperation networks of experts and/or institutions working together on policy issues. Such networks may include:
 - Thematic networks working on issues related to the content of lifelong learning or to lifelong learning methodologies and policies. Such networks may observe, exchange, identify and analyse good practice and innovation, and make proposals for a better and wider use of such practices across the Member States
 - Fora on strategic issues in lifelong learning
- Observation and analysis of policies and systems in the field of lifelong learning, which may include:
 - Studies and comparative research
 - Development of indicators and statistical surveys, including support for work undertaken in the field of lifelong learning in cooperation with [Eurostat](#)
 - Support for the operation of the Eurydice network and funding of the Eurydice European Unit set up by the Commission

¹⁵ Further details on this document can be found at the following Internet page
http://ec.europa.eu/education/policies/2010/et_2010_en.html

- Action to support transparency and recognition of qualifications and competences including those acquired through non formal and informal learning, information and guidance on mobility for learning purposes, and cooperation in quality assurance, which may include:
 - Networks of organisations which facilitate mobility and recognition, such as Euroguidance and National Academic Recognition Information Centres (NARICs)
 - Support for transnational web-based services such as Ploteus
 - Activities under the Europass initiative in accordance with Decision 2241/2004 of the European Parliament and of the Council adopting a single framework for the transparency of qualifications and competences
- Other initiatives ('Accompanying Measures') including peer-learning activities aimed at promoting the objectives of the key activity

Several of these actions of the "Policy cooperation and innovation in Lifelong Learning" key activity are addressed to specified bodies, institutions or organisations, and they are not covered by the general call for proposals. They are subject to separate calls for proposals or other arrangements addressed to the target group in question.

What are Policy Co-operation and Innovation in Lifelong Learning Actions?
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- Mobility of Individuals - [Study Visits for Education and Vocational Training Specialists and Decision Makers](#) [PCI 1]
- Studies and Comparative Research - [Contribution of Lifelong Learning to the Lisbon Process](#) [PCI 2]

Languages (Key Activity 2)

What Types of Activity?

The following actions, designed to address teaching and learning needs concerning more than one sub-programme area, may be supported under the key activity of language learning:

- Multilateral projects aimed, *inter alia*, at:
 - Promotion of language awareness and access to language learning resources
 - Developing new language learning materials, including online courses, and instruments for language testing
- Networks in the field of language learning and linguistic diversity
- Other initiatives in line with the objectives of key activity including dissemination and exploitation conferences and events bringing together projects and potential ('Accompanying Measures')

What are Language Actions?

- [Multilateral projects](#) [LA 1]
- [Networks](#) [LA 2]
- [Accompanying Measures](#) [LA 3]

Development of Innovative ICT-based Content, Services, Pedagogies and Practice for Lifelong Learning (Key Activity 3)

What Types of Activity?

The following actions, designed to address teaching and learning needs concerning more than one sub-programme area, are supported under the key activity of ICT:

- Multilateral projects aimed at the promotion of ICT enabled learning embedded into long-term educational strategies and the development and distribution of innovative methods, contents, services and environments
- Networks aimed at sharing and exchanging knowledge, experience and good practice
- Other actions aimed at improving lifelong learning policy and practice, which may include mechanisms for evaluation, observation, benchmarking, quality improvement and the analysis of trends with respect to technology and pedagogy

What are ICT Actions?

- [Multilateral projects](#) [ICT 1]
- [Networks](#) [ICT 2]

Dissemination and Exploitation of Results of Actions Supported under the Programme and Previous Related Programmes, and Exchange of Good Practice (Key Activity 4)

What are the aims?

The prime objective for actions under Key Activity 4 '**Dissemination and Exploitation of Results**' is to help create a framework for the effective exploitation of the results of the Lifelong Learning Programme and previous related programmes at sectoral, regional, national and European levels.

What Types of Activity?

The following actions, intended to create a framework for the effective exploitation of the results of the Lifelong Learning Programme and previous related programmes at sectoral, regional, national and European levels, are proposed under the key activity of dissemination and exploitation of results:

- Unilateral and national projects
- Multilateral projects aimed, inter alia, at:
 - the development of a suitable framework (analysis, mechanisms, methodologies and practical tools) to facilitate the exploitation of project and programme results;
 - cross-programme actions promoting the exploitation of results at European level (by sector, theme, user group...); and
 - the promotion of 'exploitation' activities by regional/European/sectoral networks with the aim of promoting a virtuous circle between policy development and practical experiences.
- the establishment of reference materials which may include the collection of relevant statistical data and studies in the field of dissemination, the exploitation of results and the exchange of good practice.

How do activities under KA4 fit with dissemination and exploitation activities elsewhere in the LLP?

The actions funded under this Key Activity are intended to complement and support the dissemination and exploitation of specific project results integrated within the four sectoral programmes and the other transversal Key Activities; and the activities funded under Accompanying Measures within the four sectoral Programmes and Key Activity 2 Languages. The projects funded under this Key Activity should therefore focus on creating systems and mechanisms to support the dissemination and exploitation of results, as well as promoting the exploitation of cross-cutting and EU-level exploitation actions.

What are Dissemination and Exploitation of Results Actions?

- [Multilateral projects](#) [EXPL 1]

Jean Monnet Programme

What are the Aims?

Specific objectives

- ❑ To stimulate teaching, research and reflection activities in the field of European integration studies
- ❑ 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

Operational objectives

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

Who can participate?

- ❖ Higher education institutions within and outside the Community as recognised within their own countries
- ❖ Teachers and researchers specialised in the field of European integration studies in all forms of higher education within or outside the Community
- ❖ Associations of professors and researchers, institutions and research centres concerned with the study of the European integration process within and outside the Community
- ❖ Associations and representatives of those involved in education and training within and outside the Community
- ❖ Public and private organisations responsible for the organisation and delivery of education and training at local and regional levels

What Types of Activity?

The following actions are supported by the 'Jean Monnet Action':

- Unilateral and multilateral projects, which may include:
 - Jean Monnet Chairs, centres of excellence and teaching modules
 - Associations of professors, other teachers in higher education, and researchers specialising in European integration
 - Support for researchers deepening their research at a host university in another country (not available in 2008)
 - Information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration
- Multilateral projects and networks which may include support for the establishment of multilateral research groups in the field of European integration.

'Operating grants to support specified institutions dealing with issues relating to European integration' are awarded to support certain operational and administrative costs of the following institutions pursuing an aim of European interest:

- The College of Europe (Bruges and Natolin campuses)
- The European University Institute (Florence)
- The European Institute of Public Administration (Maastricht)

- The Academy of European Law (Trier)
- The European Agency for Development in Special Needs Education (Middelfart)
- The International Centre for European Training – CIFE (Nice)

Operating grants are awarded to support the functioning of certain institutions and associations active in the field of lifelong learning. These beneficiaries are selected following a separate call for proposals

What are Jean Monnet Actions?

- Unilateral and National Projects - [Jean Monnet Chairs and *ad personam* Jean Monnet Chairs](#) [JM 1]
- Unilateral and National Projects - [Jean Monnet Excellence Centres](#) [JM 2]
- Unilateral and National Projects - [Jean Monnet Modules](#) [JM 3]
- Unilateral and National Projects - [Support for Associations of Professors and Researchers Specialising in European Integration](#) [JM 4]
- Unilateral and National Projects - [Support for Information and Research Activities Relating to European Integration](#) [JM 5]
- Unilateral and National Projects - [Support for Researchers Deepening Research at a Host Institution in Another Country – not available in 2008](#) [JM 6]
- Unilateral and National Projects - [Multilateral projects](#) [JM 7]
- Unilateral and National Projects - [Networks](#) [JM 8]

Annex 1 - Mobility

Comenius

- Mobility of Individuals - [Individual Pupil Mobility \(mobility to schools for pupils\)](#) [COM –1]
- Mobility of Individuals - [In-Service Training for School Education Staff \(placement in schools or enterprises for educational staff and participation in training courses for teachers and other educational staff\)](#) [COM 2]
- Mobility of Individuals – [Preparatory Visits](#) [COM 3]
- Mobility of Individuals - [Comenius Assistantship](#) [COM 4]
- Mobility of Individuals - [Hosting a Comenius Assistant](#) [COM 5]

Erasmus

- Mobility of Individuals – [Erasmus University Charter](#) [ERA 1]
- Mobility of Individuals – [Erasmus Extended University Charter](#) [ERA 1 bis]
- Mobility of Individuals - [Mobility of Students for the Purposes of Studying](#) [ERA 2]
- Mobility of Individuals - [Student Placements in Enterprises, Training Centres, Research Centres and Other Organisations](#) [ERA 3]
- Mobility of Individuals - Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises - [ERA 4]
- Mobility of Individuals - [Staff Training for Teaching and Other Staff in Higher Education Institutions](#) [ERA 5]
- Mobility of Individuals - [Intensive Programmes](#) [ERA 6]
- Mobility of Individuals - [Intensive Language Courses](#) [ERA 7]
- Mobility of Individuals - [Organisation of Mobility](#) [ERA 8]

Leonardo da Vinci

- Mobility of Individuals – [Transnational Placements in Enterprises or Training Institutions for Trainees in Initial Vocational Training \(IVT\)](#) [LDV 1]
- Mobility of Individuals – [Transnational Placements in Enterprises or Training Institutions for People in the Labour Market](#) [LDV 2]
- Mobility of Individuals – [Placement and Exchanges - Mobility for Professionals in Vocational Education and Training \(VETPRO\)](#) [LDV 3]

Grundtvig

- Mobility of Individuals - [Individual Adult Learner Mobility](#) – from 2008 [GRU 1]
- Mobility of Individuals - [Teaching Experience for Future or Recently Qualified Adult Education Teachers](#) – from 2008 [GRU 2]
- Mobility of Individuals - [In-service Staff Training for Adult Education Staff](#) [GRU 3]
- Mobility of Individuals - [Preparatory Visits for Learning Partnerships](#) [GRU 4]

Policy Co-operation and Innovation

- Mobility of Individuals - [Study Visits for Education and Vocational Training Specialists and Decision Makers](#) [PCI 1]

Annex 2 – Bilateral and multilateral partnerships

Comenius

- Partnerships – [School Partnerships](#) [COM 6]
- Partnerships - [REGIO Partnerships](#) [COM 7]

Leonardo da Vinci

- [Partnerships](#) – from 2008 [LDV 4]

Grundtvig

- [Learning Partnerships](#) [GRU 5]

Annex 3 – Multilateral projects

Comenius

- [Multilateral Projects](#) [COM 8]

Erasmus

- Multilateral Projects - [Development of Study Programmes](#) [ERA 9]
- Multilateral Projects – [Co-operation between Universities and Enterprises](#) [ERA 10]
- Multilateral Projects – [Modernisation of Higher Education](#) [ERA 11]
- Multilateral Projects – [Virtual Campuses](#) [ERA 12]

Leonardo da Vinci

- Multilateral Projects – [Transfer of Innovation](#) [LDV 5]
- Multilateral Projects – [Development of Innovation](#) [LDV 6]

Grundtvig

- [Multilateral projects](#) [GRU 6]

Languages

- [Multilateral projects](#) [LA 1]

ICT

- [Multilateral projects](#) [ICT 1]

Dissemination and Exploitation of Results

- [Multilateral projects](#) [EXPL 2]

Annex 4 – Networks

Comenius

- [Networks](#) [COM 9]

Erasmus

- [Networks](#) [ERA 13]

Leonardo da Vinci

- [Thematic Networks](#) [LDV 7]

Grundtvig

- [Thematic Networks](#) [GRU 7]

Languages

- [Networks](#) [LA 2]

ICT

- [Networks](#) [ICT 2]

Annex 5 – Unilateral and national projects

Jean Monnet

- Unilateral and National Projects - [Jean Monnet Chairs and *ad personam* Jean Monnet Chairs](#) [JM 1]
- Unilateral and National Projects - [Jean Monnet Excellence Centres](#) [JM 2]
- Unilateral and National Projects - [Jean Monnet Modules](#) [JM 3]
- Unilateral and National Projects - [Support for Associations of Professors and Researchers Specialising in European Integration](#) [JM 4]
- Unilateral and National Projects - [Support for Information and Research Activities Relating to European Integration](#) [JM 5]
- Unilateral and National Projects - [Support for Researchers Deepening Research at a Host Institution in Another Country – from 2008](#) [JM 6]
- Unilateral and National Projects - [Multilateral projects](#) [JM 7]
- Unilateral and National Projects - [Networks](#) [JM 8]

Annex 6 – Observation and analysis

Policy Co-operation and Innovation

- Studies and Comparative Research - [Contribution of Lifelong Learning to the Lisbon Process](#) [PCI 2]

Annex 7 – Accompanying measures

Comenius

- Accompanying Measures [eTwinning](#) [COM 10]
- [Accompanying Measures](#) [COM 11]

Erasmus

- [Accompanying Measures](#) [ERA14]

Leonardo da Vinci

- [Accompanying Measures](#) [LDV8]

Grundtvig

- [Accompanying Measures](#) [GRU8]

Languages

- [Accompanying Measures](#) [LA3]

28 September 2007

LIFELONG LEARNING PROGRAMME
GUIDE FOR APPLICANTS:
ADMINISTRATIVE AND FINANCIAL RULES

Table of Content

1. GENERAL PROVISIONS

This document contains supplementary information to the Text of the Call. Applicants are also invited to consult the National Agency's or the Executive Agency's website.

The rules outlined in this document apply to all actions for which Community funding is requested under the Lifelong Learning Programme. It has to be read in close conjunction with the text of the Call for proposals, in particular with "Part II: Administrative and financial information of the general call for proposals 2008-2010", which takes precedence over this section. The document is available on the Lifelong Learning website:

http://ec.europa.eu/education/programmes/llp/call/part2_en.pdf .

The rules of precedence of documents, as explained in General Call for Proposals 2008-2010 Part II: Administrative and financial provisions apply, which means that these administrative and financial rules take precedence over information in the Application Forms and notes.

This document section aims to:

- Help applicants to fill in the application forms;
- Help Applicants to prepare an appropriate budget for their proposal;
- Clarify matters arising from the Call for proposals and its annexes;
- Provide practical information to which Applicants may refer to at the various stages of the proposal.

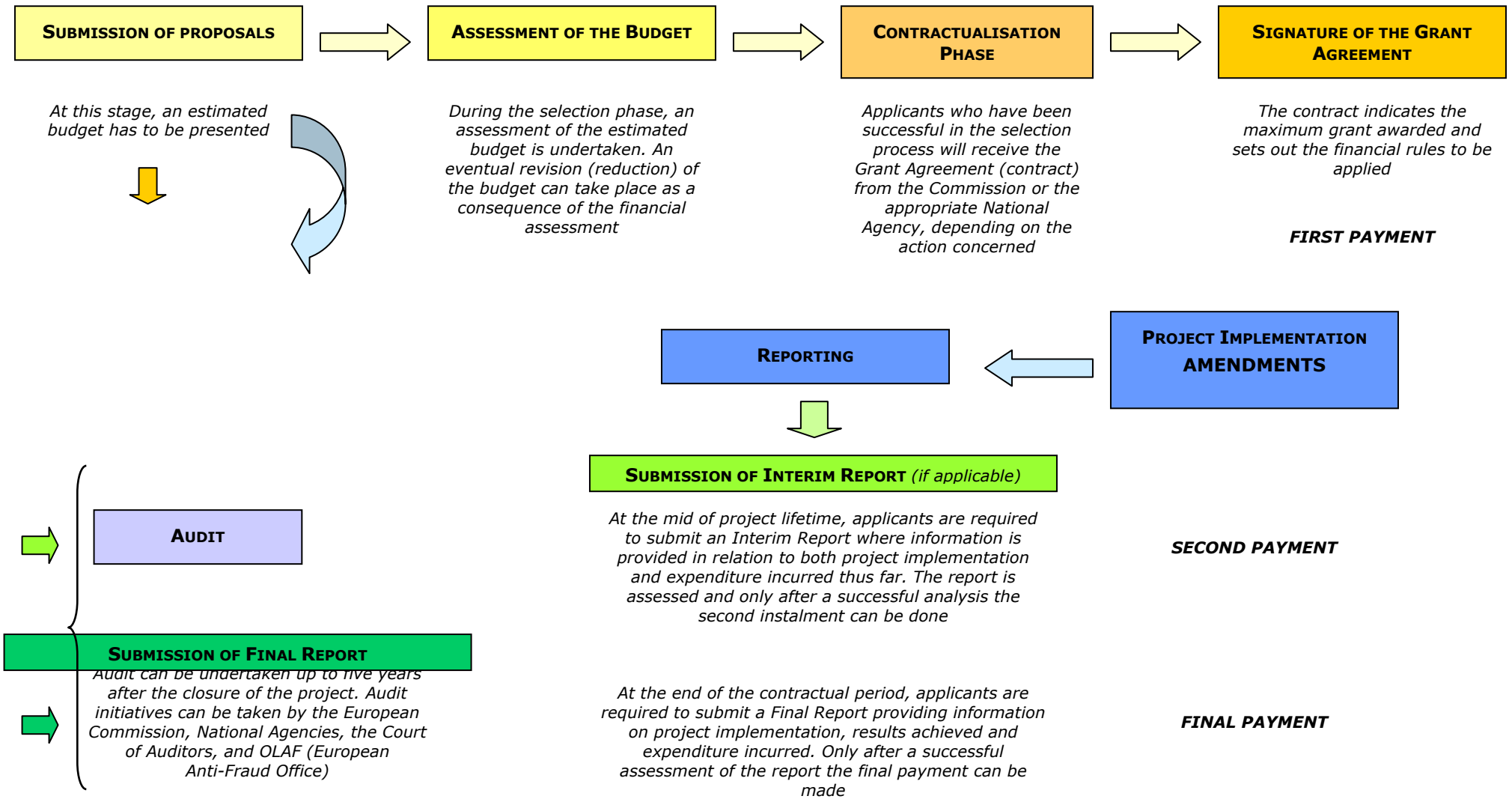
This document applies specifically to stages 1 and 2 of the financial cycle of a proposal/project as outlined below. It must be pointed out however that the other stages of this cycle are completely coherent with the proposal stages. A separate document, available at a later stage, will deal with all aspects of managing grant agreements.

2. THE FINANCIAL CYCLE OF A PROPOSAL/PROJECT

The financial cycle as outlined below applies to all actions/projects under the Lifelong Learning programme, although some requirements are applicable only to particular actions.

- (1) *submission of an estimated budget* (all definitions, documents and tables helping in preparing the budget are available)
- (2) *assessment of the budget* on the basis of established and transparent criteria (criteria are identified and explained) which may imply a revision (reduction of the budget) (rules applied when revising a budget are explained)
- (3) *issuing the grant agreement* (structure of the grant agreement, relevant elements of the agreement, documents to be provided at this stage, signing procedures, etc.)
- (4) *payment procedures* (financial guarantee (if any), pre-financing arrangements, recovery procedures etc.)
- (5) *amendments to the agreement* during project implementation if applicable (rules, who has to require it, who decide to allow the changes, etc.)
- (6) *reporting requirements* (for the progress report (if applicable) and the final report (which information – including eventual documentation - has to be provided, which analysis is undertaken, etc.)
- (7) *audit requirements* (up to 5 years after project closure)

The Financial Proposal/Project Lifecycle



3. THE BUDGET OF AN ACTION (PROJECT)

Please note that in the context of Community Financing, and throughout this document, the term "Action" is understood to mean the "Project".

Community financing may take the form of flat rate funding, either in the form of a flat rate grant or scales of unit costs, or the reimbursement of a percentage of eligible costs. The budget for an action has to be drawn up accordingly, depending on the type of action.

3.1. Mobility actions

The budget for mobility actions is based on (a combination of) subsistence costs, travel costs and other costs (See Chapter 7.2 of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions). Where costs are based on scales of unit costs or on real costs, the general criteria for eligibility (see below) apply.

Where travel cost is based on real cost, the rules under Chapter 5.2.1 points (3) to (6) of this document apply.

3.2. Partnerships

The budget for partnerships (for Comenius, Grundtvig, and Leonardo da Vinci) is based on flat-rate grants (see Chapter 7.3 of the General Call for Proposals 2008-2010 Part II: Administrative and financial provisions). There are no specific criteria for eligible costs.

3.3. Multilateral projects, Networks, Accompanying measures, Studies and Comparative Research (Comenius, Erasmus, Leonardo da Vinci, Grundtvig, and Transversal Programme) and Jean Monnet projects

The budget for Multilateral projects, Networks, Accompanying measures, Studies and Comparative Research and Jean Monnet projects is based on real costs, taking into account maximum rates for staff costs and subsistence costs (see Chapter 7.4 of the General Call for Proposals 2008-210 Part II: Administrative and financial provisions). The general criteria for eligibility (see below) apply.

4. ELIGIBILITY OF COSTS

4.1. Definitions

- **Eligible costs:** the type of expenditure that is considered to be eligible within a budget for an action that is co-financed with community funding. The rules presented in the Call and in this document are used as the basis to review the estimated expenditure presented in an application. In the event that expenditure fails to comply with these rules, all or part will be deemed "ineligible" (i.e. not the subject of community co-financing). At the end of the analysis the approved project budget will include only the eligible items.
- **Flat rate funding:** fixed amounts (flat rate grants) or fixed scales of unit contributions have been decided as a contribution to a specific type of eligible action. Co-financing by the applicant has been taken into account when defining the amounts (for flat rate grants) or rates (for scales of unit contributions). Flat-rate funding may cover:
 - either all costs associated with the implementation of an operation; this is also referred to as "lump sum" financing;
 - or one or several specific categories of eligible costs included in the budget of an operation.
- **Flat rate grants:** the overall cost of the action (for example Comenius and Grundtvig Partnerships) or a specific category (or categories) of action costs is (are) financed by a flat-rate amount. Eligibility refers to the type of action: if the action is planned then the relevant flat rate amount may be budgeted. The costs are eligible if the activities concerned are carried out. The contribution will be reduced at final reporting stage if the activity is not completed or is only partially completed. An action may be considered as partially fulfilled if it does not fully

respect the conditions under which the grant was awarded (e.g. with respect to duration of period, proposed results, etc.).

- **Scales of unit contributions:** a category (or categories) of action costs is (are) financed according to a formula, multiplying the "number of units" by a "unit cost/rate". Example: "Maximum rates per host country and category of beneficiaries" for Individual mobility (see table 5a in General Call for Proposals 2007 Part II: Administrative and financial information). Eligibility refers to both the type of action and the number of units: if the action is planned then the relevant formula is applied; "the number of units" will be evaluated on the basis of eligibility criteria (see below). The contribution will be reduced accordingly if, at final reporting stage, the action is not fulfilled or is only partially fulfilled, or the "number of units" is less than budgeted.
- **Reimbursement of a percentage of eligible costs:** the applicant will define his expenditure in terms of real costs (where maximum eligible rates may apply (Example: Maximum eligible daily rates for Staff costs (see table 5e in General Call for Proposals 2007 Part II: Administrative and financial information). Community financing will be calculated by applying a percentage on real eligible incurred expenditure. The contribution will be reduced pro rata if, at final reporting stage, the action is not fulfilled or is only partially fulfilled. Where the reported costs are less than foreseen, the contribution will be reduced accordingly. Details will be included in the documentation provided for managing grant agreements.

4.2. General criteria

4.2.1. Eligible Costs

The general context, nature and amount of expenditure will be considered when assessing eligibility.

The following criteria apply to the cost category for which the cost is estimated and either the associated **number of units** (which will lead to the estimated cost applying the appropriate formula) or the estimated **cost as such**. **These criteria do not apply to flat-rate grants.**

To be considered as eligible costs of the action, costs must satisfy the following general criteria:

- They must relate to activities involving the **eligible countries** in the Programme (See Chapter 3.1 of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions). Any costs relating to activities undertaken outside these countries or by organisations that are not registered in an eligible country are not eligible unless they are necessary for the completion of the action and duly justified in the application form and in the report;
- They must be incurred by **legal bodies/institutions or by natural persons** depending on the action concerned (See Chapter 3.2 of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions) (and in the case of consortia¹, by the official partners of the consortium);
- They must be **connected** with the action (i.e. relevant for the action and be directly connected with execution of the project in accordance with the work plan);
- They must be **necessary** for performance of the action;
- They must be **reasonable and justified** and they must accord with the principles of **sound financial management**², in particular in terms of value for money and cost-effectiveness;

¹ The Decision establishing the Lifelong Learning programme defines for projects with a "project coordinator" and "project partners" the term "multilateral grouping", which is the equivalent for "consortium".

² Costs shall be defined in accordance with the principle of sound financial management, namely in accordance with the principles of economy, efficiency and effectiveness. The principle of economy requires that costs shall be defined in due time, in appropriate quantity and quality and at the best price. The principle of efficiency is concerned with the best relationship between resources employed and results achieved. The principle of effectiveness is concerned with attaining the specific objectives set and achieving the intended results.

- They must be **generated** during the lifetime of the action³ (See Chapter 1 of General Call for Proposals 2007 Part II: Administrative and financial provisions);
- They must be **actually incurred** by the beneficiary and be recorded in his accounts in accordance with the applicable accounting principles, and be declared in accordance with the requirements of the applicable tax and social legislation;
- They must be **identifiable and verifiable**.

The applicant's internal accounting and auditing procedures must permit direct reconciliation of the costs and revenue declared in respect of the action with the corresponding accounting statements and supporting documents. For scales of unit costs, this implies that the "number of units" must be recorded in appropriate documents (i.e. time sheets, presence lists, etc.).

Where national taxation and accounting rules do not require an invoice, an accounting document of equivalent value means any document produced in order to prove that the accounting entry is accurate and which complies with the applicable accounting law.

4.2.2. Value Added Tax

VAT is eligible **only if** the applicant can show that he is unable to recover it.

4.2.3. Non-eligible Costs

Under no circumstance can the following types of costs be considered as eligible:

- return on capital;
- debt and debt service charges;
- provisions for losses or potential future liabilities (provisions for contractual and moral obligations, fines, financial penalties and legal costs);
- interest owed;
- doubtful debts;
- exchange losses;
- VAT, **unless** the applicant can show that he is unable to recover it;
- costs declared by the applicant and covered by another action or work programme receiving a Community grant;
- excessive or reckless expenditure;
- purchase of capital assets;
- in the case of rental or leasing of equipment, the cost of any buy-out option at the end of the lease or rental period;
- costs associated with the preparation of the application for the Lifelong Learning Programme;
- costs of opening and operating bank accounts;
- costs incurred in relation to any document required to be submitted with the application (audit reports, etc.).

4.2.4. Silent partners

Organisations may participate in projects as Silent Partners, in which case their activities are considered to be ineligible in terms of the estimated budget and project expenditure. These organisations therefore have to bear all costs incurred by and relating to the project. They are not eligible to receive any Community Funding. Organisations from countries other than the eligible countries defined for the Programme (see Chapter 3.1 of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions) participating in a project will always be considered to be Silent Partners. In the context of certain sub-programmes, they may also be referred to as Ineligible Partners.

³ I.e. generated by an activity that takes place during the lifetime (duration) of the project / action. Activities taking place before or after the period specified in a grant agreement are not eligible for funding.

4.3. Additional criteria for Multilateral Projects, Networks, Accompanying Measures, Studies and Comparative Research, and Jean Monnet projects

4.3.1. Eligible direct costs

The eligible direct costs for the action are those costs which, with due regard for the conditions of eligibility set out above, are identifiable as specific costs directly linked to performance of the action and which can therefore be booked to it directly. Chapter 5 of this document contains the definitions of a number of cost categories which are eligible, provided that they satisfy the general eligibility criteria set out above.

4.3.2. Eligible indirect costs

The eligible indirect costs for the action are those costs which, with due regard for the conditions of eligibility described above, are not identifiable as specific costs directly linked to performance of the action which can be booked to it direct, but which have nevertheless been incurred in connection with the eligible direct costs for the action. They may not include any eligible direct costs.

The indirect costs of the action eligible for Community funding is a flat-rate amount set at a maximum of 7% of the total amount of eligible direct costs. The corresponding costs need not be justified by accounting documents.

Indirect costs shall **not** be eligible under a project grant awarded to a beneficiary who already receives an operating grant from the Commission during the period in question.

Examples of indirect costs are:

- All costs for equipment related to the administration of the project (i.e. PC's, portables, etc.)
- Communication costs (postage, fax, telephone, mailing, etc.)
- Infrastructure costs (rent, electricity, etc.) of the premises where the project is being carried out
- Office supplies
- Photocopies

5. COST CATEGORIES FOR MULTILATERAL PROJECTS, NETWORKS, ACCOMPANYING MEASURES, STUDIES AND COMPARATIVE RESEARCH AND JEAN MONNET PROJECTS

The following applies to all partners of a consortium, e.g. the rules on staff costs apply to all partners (including the applicant) of the consortium.

5.1. Staff Costs

- 1) Costs relating to the following categories of staff are considered:
 - Statutory staff, having either a permanent or a temporary employment contract with the partner;
 - Temporary staff, recruited through a specialised external agency;

Costs related to staff working through subcontracting shall be included under the appropriate category (see Chapter 5.4.).

Staff members of Project partners are not allowed to operate in a subcontracting capacity for the project.

- 2) Applicants should base the project budget on real daily staff cost rates, which cannot exceed the maximum rate indicated in Chapters 5.1.1 and 5.1.2 below in this document. Any surplus will be considered as ineligible. The veracity of these costs may be the subject of an audit.
- 3) The rate of the country in which the partner organisation is registered will be applied, independent of where the tasks will be executed (i.e. a staff member of an organisation of

Country A working (partly) in Country B will be budgeted on the basis of the rates of Country A).

- 4) Real daily staff cost rates are based on average rates corresponding to the applicant's usual policy on remuneration, comprising actual salaries plus social security charges and other statutory costs included in the remuneration. Non statutory costs like bonuses, lease car, expense account schemes, incentive payments or profit-sharing schemes are excluded.
- 5) The Applicant will define the category of staff and the number of days, to be worked on the project, in relation to the action and the work plan.
- 6) The estimated staff costs results from multiplying the number of days with the real daily staff cost rate.

5.1.1. Additional criteria for Staff Cost for Multilateral projects, Networks, Accompanying measures, Studies and Comparative Research

Applicants should base the project budget on real daily staff cost rates, which cannot exceed the maximum rate indicated in Table 5e of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions.

5.1.2. Additional criteria for Staff Cost for Jean Monnet projects

Applicants should base the project budget on real daily staff cost rates which are indicated in the Jean Monnet pages of the web site of the Executive Agency.

Staff costs may not exceed the normal costs for each staff category in the country concerned. Staff costs must be broken down into categories 1 to 4 of the International Standard Classification of Occupations (ISCO). In any case, the following maximum amounts apply:

- Staff category 1 (maximum amount 450 euros/day)
- Staff category 2 (maximum amount 300 euros/day) – University Professors
- Staff category 3 (maximum amount 250 euros/day)
- Staff category 4 (maximum amount 125 euros/day)

5.1.3. Teaching Cost for Jean Monnet projects

Normally this cost category only applies to Jean Monnet Chairs, *Ad personam* Jean Monnet Chair and Modules. In duly and justified cases, however, also Centres of Excellence applications could include these costs.

The number of teaching hours varies according to the type of action. For Jean Monnet Chairs the required minimum number of teaching hours is 120 per academic year. For Modules the required minimum number of teaching hours is 30 per academic year.

The hourly teaching cost is fixed at a maximum of 200 euros.

If the teaching costs exceed the maximum rates indicated, the surplus will be considered as ineligible. The veracity of these costs may be the subject of an audit.

5.2. Travel and subsistence costs

The following applies ONLY to Comenius Multilateral projects involving mobility activities during Initial Teacher Training: Travel costs (based on real costs) and subsistence costs (based on the rates contained in Table 5f (See Annex V Chapter 5.2 of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions) will be recorded separately under Other Cost. The rules for travel and subsistence cost, as mentioned below, apply.

5.2.1. Travel costs

- (1) Travel costs for staff (see Chapter 5.1 point (1) of this document) taking part in the action are considered, provided that they are in line with the partner's usual practices on travel costs.

- (2) Costs may be claimed only for journeys directly connected to **specific** and clearly **identifiable** project-related activities. For information on charging Travel Costs for non staff members please refer to Section "Other Costs" and "Subcontracting Costs".
- (3) Reimbursement is based on real costs, independent of the means of travel chosen (rail, bus, taxi, plane, hire car). Partners are required to use the cheapest means of travel (e.g. use Apex tickets for air travel and take advantage of reduced fares, where this is not the case then a full explanation should be provided).
- (4) The travel cost for a journey should include all costs and all means for travel from the point of origin to the point of destination (and vice versa) and may include visa fees, travel insurance and cancellation costs.
- (5) Expenses for private car travel (personal or company cars), where substantiated and where the price is not excessive, will be refunded as follows (whichever is the cheapest):
 - Either a rate per km in accordance with the internal rules of the organisation concerned up to a max of €0.22.
 - Or the price of a rail, bus or plane ticket (see point (3) above). Only one ticket shall be reimbursed, independently of the number of people travelling in the same vehicle.
- (6) For hire cars (maximum category B or equivalent) or taxis: the actual cost where this is not excessive compared with other means of travel (also taking account of any influencing factors i.e. time, excessive luggage). Reimbursement takes place independently of the number of people travelling in the same vehicle.

5.2.2. Subsistence costs

- (1) Subsistence costs for staff (see Chapter 5.1 point (1) of this document) taking part in the action are eligible. The budget should be based on the maximum rate in Chapters 5.2.3 and 5.2.4 below. Any surplus will be considered as ineligible. The rate to be applied is the one from the destination country, i.e. where accommodation costs are incurred.
- (2) Costs may be claimed only for journeys directly connected to **specific** and clearly **identifiable** project-related activities. For information on charging Subsistence Costs for non-staff members please refer to Section 'Other Costs' and 'Subcontracting Costs'.
- (3) Reimbursement is based on the existing internal rules of the Partner organisations, which may be on an actual cost (reimbursement of receipts) or daily allowance basis. In either case, proof of attendance and overnight accommodation will be required so substantiate declared costs at reporting stage. A pro rata reduction must be applied if accommodation, meals and local travel costs are provided for by a third party.
- (4) Subsistence rates cover accommodation, meals and all local travel costs (but not local travel costs incurred to travel from point of origin to point of destination, see point 5.2 point (4) below). In calculating the number of days for which to apply the Daily Subsistence Rate it should be noted that a FULL day normally includes an overnight stay. In duly substantiated cases, a full day's allowance without an overnight stay may be allowed with a pro rata reduction for accommodation.
- (5) A pro rata reduction must be applied if accommodation, meals and local travel costs are provided for by a third party.

5.2.3. Additional criteria for Subsistence Cost for Multilateral projects, Networks, Accompanying measures, Studies and Comparative Research

The budget should be based on the maximum rate indicated in Table 5f of General Call for Proposals 2008-2010 Part II: Administrative and financial provisions.

5.2.4. Additional criteria for Subsistence Cost for Jean Monnet Projects

The budget should be based on the maximum rate indicated on the Jean Monnet pages of the web site of the Executive Agency.

5.3. Equipment costs

- (1) Purchase, rent or lease of equipment (new or second-hand), including the installation, maintenance and insurance costs, is considered
 - only when specific and necessary for achieving the goals of the project/action. Proposed equipment costs must always be duly justified. The rules for procurement under Chapter 5.4 apply.
 - provided that it is written off in accordance with the tax and accounting rules applicable to the beneficiary and generally accepted for items of the same kind. Only the portion of the equipment's depreciation corresponding to the duration of the action and the rate of actual use for the purposes of the action may be taken into account. The applicant shall explain the rules applied. If the nature and/or the context of its use justify different treatment, this should be duly justified.
- (2) All equipment related to the administration of the project (i.e. PC's, portables, etc.) and all equipment purchased before the start of a project is covered by indirect costs of the project (See Chapter 4.3.2 of this document).
- (3) The total cost for equipment may not be more than 10% of the total direct costs of the project.

5.4. Subcontracting costs

- (1) Costs entailed by procurement contracts for the purposes of carrying out a part of the action are considered when awarded by a partner to an external body, organisation or individual⁴⁵ (only if not employed by any of the Partner organisations of the consortium).
- (2) In order to maintain the concept of the project partnership, the management and the general administration of the project may not be subcontracted.
- (3) Costs are based on a verifiable estimate or, if the subcontractor is identified, on the basis of an offer. The estimate/offer will cover all costs (i.e. staff costs plus travel costs, etc.).
- (4) The applicant shall award the contract to the tender offering best value for money, that is to say, to the tender offering the best price-quality ratio, in compliance with the principles of transparency and equal treatment for potential contractors, care being taken to avoid any conflict of interests.
- (5) The following specific Community rules with regard to procurement apply:
 - Contracts with a value below € 500 can be paid simply on presentation of an invoice;
 - Contracts with a value between €500 and €5000 are subject to a restricted procedure involving one tenderer (i.e. it is sufficient to have requested one offer);
 - Contracts with a value between €5000 and €25.000 are subject to a procedure involving at least three tenderers;
 - Contracts between €25.000 and €60.000 are subject to a procedure involving at least five tenderers;
 - For contracts of a value over €60.000, national rules with regard to procurement apply.
- (6) The total cost for subcontracting may not be more than 30% of the total direct costs of the project.

⁴ This refers to individuals who may be self-employed i.e. who are responsible for their own social security or social contributions, pensions and taxes. National legislation on the definition of these individuals can vary and should always be considered.

⁵ Covers also consultants, who provide one off services for which a fee is received.

5.5. Other Costs

- (1) Costs arising directly:
 - from requirements imposed by the grant agreement are eligible (dissemination of information, specific evaluation of the action, audits, translations, reproduction, etc.), including the costs of any financial services (especially the cost of financial guarantees).
 - from the realisation of specific actions or of products/results of the action/project are eligible (i.e. the organisation of seminars (where the seminar is a foreseen as a product/result and where task-related costs are easily identifiable), the production of proceedings of a seminar, the production of a video, the purchase of product-related consumables (reams of paper for printing of publications, blank DVD), etc.
- (2) Only activities which are specific and necessary for achieving the goals of the project/action are considered. Proposed costs must always be duly justified.
- (3) When travel and/or subsistence costs are reimbursed to third parties, the rules applicable to staff of Partners will be applied (see Chapter 5.2.1 and 5.2.2 of this document).
- (4) All costs that are realised through subcontracting shall be mentioned under Chapter 5.4 of this document. Only costs incurred by the partners themselves are eligible under this cost category.
- (5) Are also considered any costs which are not covered by the other cost categories. Some examples are: one-off costs for press releases and publicity, purchase of copyrights and other Intellectual Property Rights, purchase of information materials (books, studies and electronic data), conference fees; meeting registration costs; rental of exhibition space, etc. Also Travel costs and subsistence costs for Comenius Multilateral projects involving mobility activities during Initial Teacher Training (see Chapter 5.2 of this document) are covered under this heading.
- (6) All costs related to the administration of the project (i.e. consumables, supplies, photocopying costs, telephone costs, paper, etc.) are covered by indirect costs of the project (See Chapter 4.3.2 of this document).