



Lifelong Learning Programme
Activity report 2009-2010

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The **Lifelong Learning Programme** is the European programme supporting the EU lifelong learning agenda, in particular through transnational learning mobility and cooperation projects aiming at modernising education and training systems across the 31 European participating countries. It provides financial support to actions covering all educational sectors.

The present activity report aims to update the 2007/2008 activity report. It will therefore not include the descriptions of the programme management already included in the previous report. It covers 2009 activities and includes, whenever available, data for 2010.

This activity report will be complemented in 2011 by an in-depth evaluation report covering the 2007-2009 period.

1. RESULTS AND ACHIEVEMENTS

1.1. *General overview*

During its first three years the Lifelong Learning Programme (LLP) has financed transnational education and training activities in 31 European countries with over €3 billion to promote the modernisation of education systems.

The LLP has funded the transnational learning mobilities of 900.000 European citizens, including 720.000 students' mobilities and 180.000 teachers/trainers/staff mobilities. More than 50.000 European organisations have taken part in a transnational partnership funded by the programme.

The 2009 general Call for proposals led to the launch of 423 projects based upon 1704 applications, representing a success rate of almost 25%. The success of the call and the degree of coverage of the priorities varied by action.

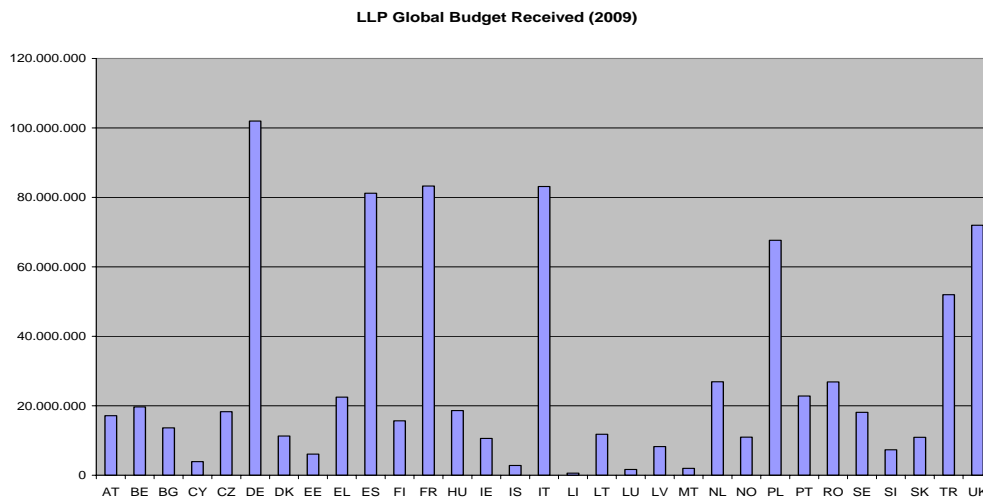
The response to networks remains lower than expected and their quality is generally lower than that for multilateral projects (with the exception of Erasmus Networks where there has again been an increase in number).

For mobility participants a period abroad enriches their education, professional knowledge and skills but also helps them in their personal development, enables them to overcome social marginalisation and stimulates their active citizenship. Upgraded skills lead to enhanced employability. For staff, especially teachers, a period abroad is also beneficial in terms of professional development, enhanced career prospects and sustainable European networking in their respective area of work.

The programme contributes to improving, opening up and modernising education institutions and education policies. It improves the quality of teaching and learning as the mobility of students and teachers has led to the introduction of new teaching methods and exchange of good practices. It also triggers the modernisation and internationalisation of curricula as well as the transparency and transferability of qualifications while exchanges of experience and good practice between administrative staff help to improve and innovate in the area of institutional management and governance.

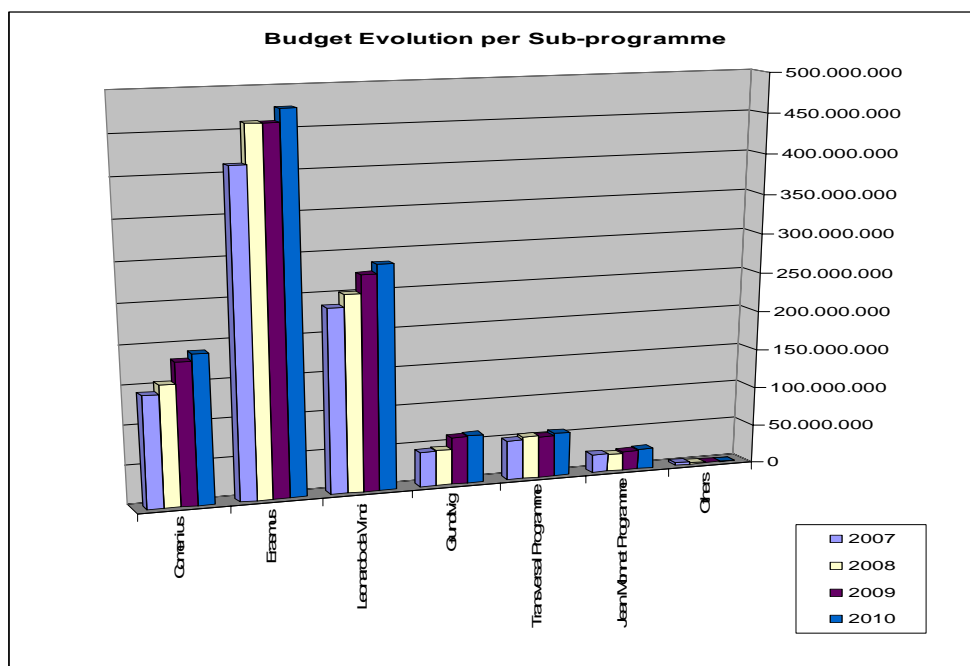
A recent survey, conducted as part of the programme interim evaluation, has revealed that participants are highly satisfied with the results of the Lifelong Learning Programme. Around two thirds are very satisfied with their overall participation in the Programme. Slightly less than one third are rather satisfied. Around 70% of individuals consider that the programme has improved their competences and provided career benefits. Around 70% of involved organisations consider that LLP improves the development of a European Dimension to lifelong learning. As regards the implementation and management structure, over 95 % of respondents are either very satisfied or rather satisfied.

In 2009, as in the previous two years, Germany was the largest recipient of EU funds followed by France, Italy and Spain. While analysing the budget by sub-programme, Spain was the largest recipient of funds for higher education (Erasmus) and Italy for adult learning (Grundtvig) whereas Germany was the largest recipient for vocational training (Leonardo da Vinci) and school education (Comenius).



Around 60% of the total LLP budget supports **transnational mobility experiences for education and training**.

In global terms universities through Erasmus absorb around 50% of the funds, followed by vocational training in Leonardo da Vinci with 29% of the funds, schools in Comenius follow with 17% whereas adult learning in Grundtvig receives 4% of the funds. Transversal activities and Jean Monnet programmes are stable, representing around 5% and 2% respectively.



The reserve funds for Comenius, Grundtvig and Leonardo da Vinci partnerships were successfully introduced in 2009. The use of the reserve funds allows for very high budget consumption (97% in 2009 compared with 88% in 2008).

Significant progress was also made related to the monitoring of the LLP in 2010. A set of 10 indicators¹ was approved by the LLP committee in June 2010. It will allow generation of monitoring information that is necessary to measure main outputs of the programme.

1.2. Main evolutions by sub-programme

Comenius / School education

The number of applications received for each Comenius action continues to increase on a yearly basis, especially in the new Member States. The total number of received applications has increased from 8.600 in 2008 to 10.200 in 2010 (+18%) for School Partnerships, from 15.500 in 2007 to 20.400 in 2009 (+31%) for In-Service Training (IST) and from 3.800 in 2007 to 4.000 in 2009 (+5%) for Assistantships.

As regards the **eTwinning action** of Comenius, the results are very impressive: more than 100.000 teachers from around 75.000 schools have registered for this action so far.

In September 2009 the new action of the Comenius programme “**Individual Pupil Mobility**” was launched. For the school year 2010/11 some 700 pupils were selected and left for their studies abroad. 2009 and 2010 (covering school years 2010/11 and 2011/12) are in the introductory phase of the action during which participation was open to all countries, but on a voluntary basis².

¹ See details in Annex I

² In the first year of the introductory phase, the following countries decided to participate in the action: Austria, German speaking part of Belgium, Czech Republic, Denmark, Estonia, Finland, France, Italy, Latvia, Luxembourg, Norway, Spain and Sweden.

While the demand for Comenius funding is still very high, the funding available limits the success rates for applicants. In 2009, the success rate was only around 30% for Assistantships and less than 60% for IST and School Partnerships.

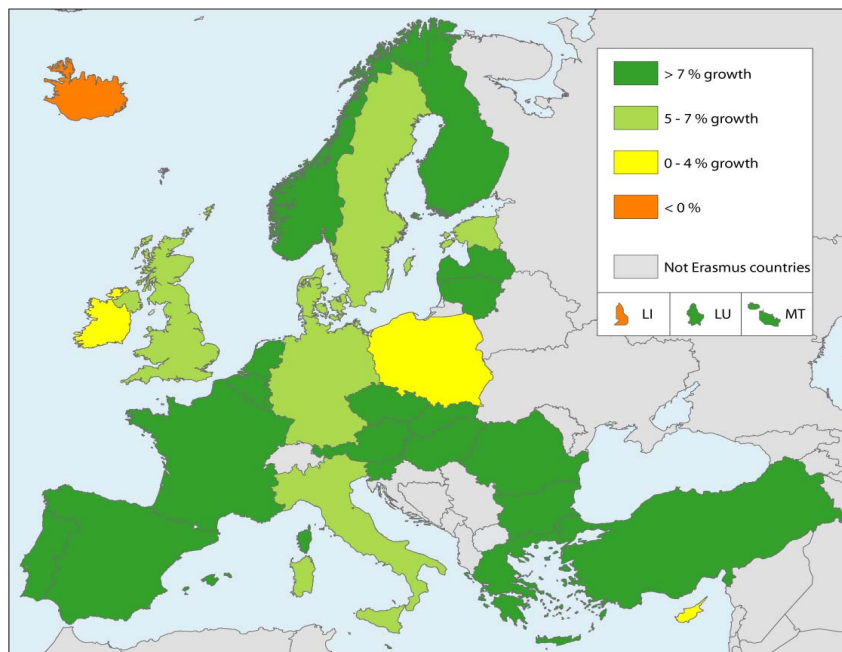
The **Comenius Regio Partnerships** action also started in 2009. The number of applications in 2010 compared to 2009 decreased by almost 20%. The reason for this decrease will need to be analysed.

As regards the actions managed by the executive agency (EACEA) in 2009, all the published priorities were addressed in the applications received across Multilateral Projects. For networks, only 4 priorities out of 6 are covered in the received applications. Out of the 5 networks selected, two are focusing on Special Needs Education. This was the first time this thematic area has been covered by a network. Two networks focus on making science education more attractive, and one network focuses on a priority which was not listed in the Call (Induction for novice teachers).

There was a more well-balanced result for the Comenius selection in comparison with 2008: more Multilateral Networks (with new thematic areas, for example Special Needs Education) and more Accompanying Measures.

Erasmus / Higher Education

In the 2008/09 academic year, 198.523 students went abroad to study or train. This represents an annual increase of 8,7% compared with the previous year (against an increase of 5,9% the year before). 30.330 students out of the 198.523 went on placements in enterprises, a year-on-year increase of more than 50%.



Growth in % in Erasmus student mobility numbers between 2007/08 and 2008/09

The number of outgoing students increased in all 31 participating countries, except in Iceland and Liechtenstein.

France sent out the highest number of students on Erasmus mobility, while Spain continued to be the most popular destination.

The average student mobility grant rose from €255 in 2007/08 to €272 in 2008/09, an increase of 6,67% between years.

Participation in Erasmus staff mobility also increased in 2008/09. A total of 36.389 teachers and staff of universities, as well as staff of enterprises, participated in Erasmus staff mobility. This represents an increase of about 13,6% between academic years. The highest number of participants came from Poland but Germany was the most popular destination for staff mobility.

The popularity of Erasmus intensive programmes (IPs) continued to increase. In 2008/2009, a total of 319 IP courses were organised (up from 257 in 2007/08), offering 10.061 students and 3.499 teachers the opportunity to participate.

Erasmus intensive language courses (EILCs) were organised in 23 countries. A total of 326 courses were held, up from 303 in the previous year. 6,4% of Erasmus students (or 5.200) participated in these courses. No new actions or target groups were introduced in Erasmus in 2009/10.

The level of demand for Erasmus centralised actions was slightly higher in 2009 than in 2008 (178 applications received as opposed to 171 in 2008), but a much lower increase than had occurred between 2007 and 2008 (153 in 2007).

Actions enjoying an increased popularity are Cooperation HEI-Enterprises and, above all, Accompanying Measures and Networks, which have increased by up to 80% and 67% respectively since 2008.

Success rates are particularly low for the Virtual Campuses and University-Enterprise Cooperation sub-actions with a weaker quality of applications submitted in the selection rounds 2007-2009 compared to the other Erasmus centralised actions

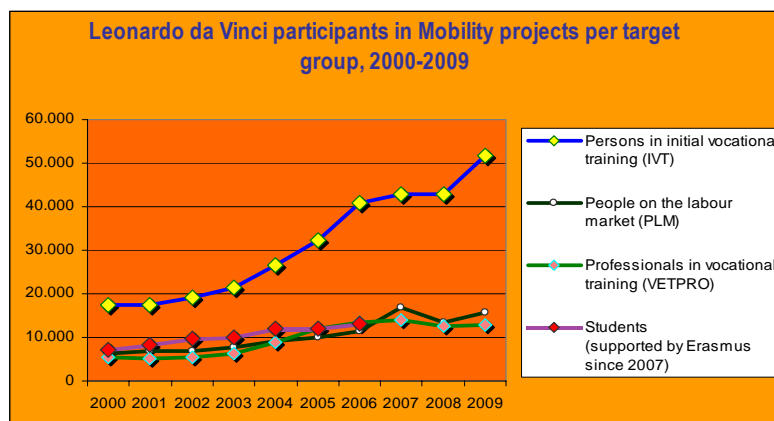
Leonardo da Vinci / Vocational Education & Training

In 2009, more than 80.000 trainees, apprentices and jobseekers received EU support from Leonardo da Vinci for a training placement abroad. The highest number of trainees came from Germany (15.800), followed by France (7.200), the Netherlands (6.200), Turkey (6.000), Spain (5.100), Italy (4.700), the United Kingdom (4.600) and Poland (4.200). Since 2000, the most popular destination countries for trainees have been Germany, the United Kingdom, Spain, France and Italy.

In 2009 some 52.000 persons in initial vocational training (IVT) went on a placement abroad. This represents a significant annual increase by 20 % compared with the previous year. The participation of persons on the labour market (PLM) reached some 16.000 persons: after a decrease in 2008 the same level as in 2007 was, thus, achieved in 2009. On the other hand the participation of VET professionals remained more or less stable.

The **Partnership** action, introduced in 2008, has continued to register a high demand. In 2009, the number of applications exceeded almost four times the number of partners which could be funded. Given the low barriers for participation, partnerships have also proven to be

ideal for organisations that are new to the programme. The first results and outcomes are currently assessed leading to a better overview on the value added of Partnerships.



Leonardo da Vinci multilateral projects have supported national reform induced by the Copenhagen process. VET stakeholders have tested and mainstreamed European instruments such as EQF, EQAVET and ECVET at national level. Partnerships have consolidated and transferred state-of-the-art know-how to new countries and, thus, enlarged their networks. Long-term impact of project results was achieved in those cases where larger organisations, whole sectors, social partners, authorities, authorised bodies or by European networks took up the project results.

On decentralised level, 307 Transfer of Innovation (ToI) projects were funded in 2009, compared with 330 in 2008 and 315 in 2007.

Among the centralised projects the large majority of selected applications (40) was – as in previous years – the multilateral projects for Development of Innovation (DoI). The number of funded Networks (NW) and Accompanying Measures (AW) projects was low (4 and 2 respectively).

Grundtvig / Adult education

Grundtvig activities supported involve a wide range of relevant organisations, with adult learning providers (27%) and associations and NGOs (31%) figuring most prominently among those participating in the Learning Partnerships. Particular emphasis is given to socially disadvantaged groups.

All LLP countries are participating in the programme, which has created the foundations for a genuine European community in the field of adult learning, despite the fragility and disparity of the sector across Member States.

The four new Grundtvig actions (Visits and Exchanges, Assistantships, Workshops, Senior Volunteering Projects) and the new category of Learning Partnerships with 24 mobility actions (published with the 2009 call for proposals) were launched and raised considerable interest in the adult education sector, thereby - as NA reports have stressed - adding to the visibility of the Grundtvig programme as a whole. Demand increased by an astonishing 45% under the staff mobility part of the programme, and over 40% more grants were awarded than in the previous year. Of the total of 2.480, about 820 grants were awarded

under the new staff mobility actions (Assistantships and Visits and Exchanges). In the new Grundtvig Workshops, the participation of over 3.200 adult learners has been supported, while 410 volunteers were sent abroad within the new Senior Volunteering Projects financed in 2009.

The learner intensive new type of mobility in the **Grundtvig Learning Partnership** action and contributed significantly to a sharp rise of around 40% in the volume of staff and learner mobility in the Partnerships. This now stands at almost 20.000 per year, to which must be added an estimated 74.000 participants in local activities organised by the Partnerships. 2009 witnessed an 18% increase in the number of Partnership grants awarded, with a further 6% increase in 2010. According to the 2009 Yearly Reports from the National Agencies, over 90% of the participants in individual training activities were very satisfied, declaring also that the activities have had a major impact on their professional and intercultural competences. It is also noteworthy that the mobility flows of staff are involving the entire spectrum of countries participating in the LLP. All countries except Liechtenstein hosted Grundtvig staff in 2009 and no single country accounted for more than a fifth of the total inward flows.

For the centralised Grundtvig actions, a total of 273 applications was received in 2009, against 268 received in 2008. These covered the 3 actions well, with no significant difference compared with previous years, apart from a small increase in the number of Network applications.

1.3. Main developments under the transversal activities

Support to Policy development in education and training

Key activity 1 of the transversal programme contributes significantly to support policy cooperation under the Open Method of Coordination (OMC) and to attain the main objectives of the LLP. Among the activities supported in 2009 and 2010 are:

- consultancy services for peer learning activities where countries exchange good practice, the development of a website on best practice³,
- an identification of critical factors for the implementation of national lifelong learning strategies,
- the development of the European Lifelong Guidance Policy Network (ELGPN) which supports Member States in their efforts to foster lifelong guidance across the education and the employment sectors,
- the development of the EQF website at <http://www.etf-eqf.eu/>, and
- contribution to the skills/competences and qualifications dimension of the development of the European Skills, Competences, qualifications, and Occupations classification (ESCO).

Support to "New Skills for New Jobs" and gathering of evidence on skills needs and mismatches was done through a number of studies commissioned to other organisations. National level policy developments on the same topics were also discussed and monitored (notably through a mapping by Eurydice).

³ The Knowledge system for Lifelong Learning (KSLLL) was launched in April 2009 and can be found at : <http://www.kslll.net/Default.cfm>

The instruments and networks supporting mobility are responding to needs that are not tackled otherwise. This is made particularly clear by the massive use of the Europass portal, which by the end of 2010 totalled over 30 million visits and 10 million Europass CVs were completed online⁴. A number of Europass developments were implemented, including the synergy with the research portal Euraxess and pilot experiences with the Europass Mobility document, to prepare the development of a European skills passport.

The PLOTEUS portal has entered its second phase, with national databases being interconnected through the European interface. Currently 5 databases are interconnected and the connections to 10 others are under development.

The Euroguidance network which comprises over 60 centres spread over 32 countries also continued to play an important role in supporting mobility by ensuring guidance practitioners are equipped with good quality information to better advise citizens on learning opportunities in other EU countries.

The relevance of the EQF as the overarching lifelong learning reference framework is confirmed by the action taken by all Member States for its implementation. By the end of 2010, national qualifications frameworks will have been implemented or the legal framework for the implementation of the national qualifications framework will have been adopted in 11 countries (there were four in 2008) and significant progress is being made in developing a national qualifications framework in all other countries. Since 2010, financial support is also provided to the national coordination points for the European Qualifications Framework for lifelong learning (EQF), an action with a high policy profile, closely related to national reform processes.

Study Visits

Study visits for education and training specialists and decision makers are part of Key activity 1. The visits last from three to five days, with the aim to observe, debate and exchange experience and ideas on a specific education or training related issue, directly linked to policy priorities.

The catalogue for the 2009-2010 academic year included 301 proposals for study visits to be organised in the 31 participating countries. 2 of these visits were peer learning visits, pilot projects especially designed for the policy making level. The introduction of 2 selection rounds in 2009 proved to work well. The catalogue for the 2010-2011 academic year covers 276 study visits.

⁴ The Europass portal is hosted by Cedefop, <http://www.europass.cedefop.europa.eu>.

Studies and Comparative Research

The Action KA1 "Studies and Comparative Research" is the only action that calls for projects in response to priority research themes. For 2009 and 2010, the priorities were the following:

- Promoting excellence, efficiency and equity in higher education: student access and retention
- Further development of adult learning provision: identification, assessment and promotion of quality in organisation, management and funding of adult learning
- Addressing weaknesses in pre-schools and in compulsory education concerning acquisition of key competences
- Promoting attractiveness and quality of VET: governance of VET systems and improving understanding of the links between VET, HE and working life
- The role of creative activities in the learning process and their impact on people's capacities for innovation

In 2009 and 2010, respectively 45 and 30 applications were received and both years 6 projects were selected.

Significant qualitative progress has been achieved since 2007, in particular regarding:

- Increased transnational dimension of the projects: more extended partnerships
- Types of contracting organisations : more diversified and wider public audiences targeted
- More ambitious projects: higher budgets, strongly specialised partners

Languages

2009 and 2010 were consolidation years for the Key Activity Languages (KA2) and it is now a common feature in this Key Activity to support projects targeting languages such as Russian, Chinese or Catalan and networks disseminating good practices on themes such as CLIL (Content and language integrated learning) or language learning for intercultural dialogue.

Notwithstanding these new trends, the Key Activity Languages still devoted the most significant part of its resources in 2009 and 2010 to encourage the learning of European official languages as foreign languages. An important feature of this Key Activity is the variety of subjects linked to language learning covered by its multilateral projects and networks. Fields such as CLIL, language learning for disabled people (deaf, or blind and visually impaired), state-of-the-art technologies for language learning, teaching foreign languages to illiterate adults, languages and social media, subtitling, languages for business, multilingualism and intercultural dialogue, early language learning or European regional and minority languages are developed regularly in these projects and networks.

The number of multilateral projects selected each year has remained stable (around 22 projects per year), with networks varying strongly between 1 (2010) and 8 (2008).

ICT

Complementing the mainstreaming of the use of ICT in the sectoral programmes, the Key Activity 3 particularly looks into innovative learning approaches with the support of ICT lifelong and life-wide. The action has seen consistent increase in the demand with more than 60% more applications submitted in 2010 compared to 2007. Multilateral projects remain very attractive to stakeholders with the highest demand and satisfactory quality. This confirms the need for pilot projects that allow innovation, transfer, exchange of experience and experimentation. Interest in Networks has been stable over the years but the number of applications is rather low.

Overall, priorities for both multilateral projects and networks are addressed well in the selected applications. Potential "success stories" projects identified in 2009 and 2010 are excellent examples of the steady progress in the use of ICT for education and training across Europe, and the supporting role ICT plays for (re)-attracting groups-at-risk to re-schooling or learning at large. Each of these projects demonstrates the value of ICT tools to attracting drop-outs back to education, enabling learning outside the institutional environment and bridging the 'digital divide' between those with access to technologies and relevant skills, and those without.

Dissemination and exploitation of results

The level of demand for Key Activity 4 was higher in 2009 than in 2008. 65 applications were received compared to 47 in 2008; it should be noted, however, that the action "Studies and research material" (SRM) did not exist in 2008.

The quality of the proposals was higher than in the previous years and the originally foreseen budget of 3 M € was increased by 1,5 M€ to allow funding of all 5 projects in the reserve list, bringing the success rate up from 13,8% to 21,5%.

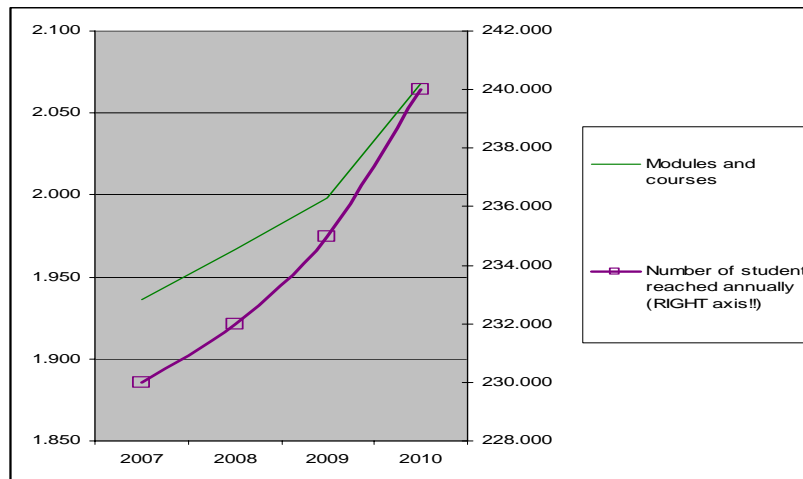
28 eligible countries were represented as applicants, coordinators or partners in the consortia of the applications received, and 23 in those proposed for approval.

For multilateral projects, all 3 published priorities were addressed in the applications received and selected, with a predominance in the selected projects of the priority "Promoting exploitation of results by key existing networks and relevant organisations with the aim of transferring and implementing results (multiplication) and/or mainstreaming them into policies".

For Studies and research material, all 4 priorities were addressed by submitted and selected applications, with a predominance of the priorities "Research on opportunities for embedding project results into policy, defining and presenting mechanism to link projects, programmes and policies" and "Identifying, analysing and using appropriate networks to exploit results".

Jean Monnet Programme

Under the Jean Monnet Programme (Key Activity 1: European integration studies in higher education), the number of applications increased significantly in both 2009 (498 applications) and 2010 (555 applications) in comparison to the previous two years, 2007 (326 applications) and 2008 (290 applications). This upward leap in applications can be attributed to an increasing demand for the study and teaching of European integration, both within the EU and in third countries. A corresponding rise in the number of projects selected can also be observed over this same period, with the highest figure of total successful projects achieved in 2010 (176 projects selected).



In terms of the profile of beneficiaries supported under the Jean Monnet Programme, there has been a steady expansion in the geographical spread of the institutions and countries represented. After the 2010 selection, 68 countries from all five continents are now involved in the Jean Monnet Programme, compared to 60 back in 2007.

In 2009, the Jean Monnet Programme (Key Activity 2) has continued to provide operating grants to the College of Europe (Bruges and Natolin campuses), the European University Institute, the European Institute of Public Administration, the Academy of European Law, the European Agency for Development in Special Needs Education and the International Centre for European Training.

Under Jean Monnet Programme (Key Activity 3: operating grants to European associations active at European level in education and training), an important element of change was the introduction in 2008 of 3-year Framework Partnerships that have created greater stability in the programme. The number of applications has increased slightly from 23 in 2008 to 32 in 2010.

2. STUDIES AND EVALUATION

2.1. *Thematic networks*

In 2009, four thematic networks were selected in order to build on experiences and exploit complementarities between the National Agencies in priority thematic areas.

The "**City-M**" network is coordinated by the Romanian NA and focuses on Creative, Innovative and Transferable Methods in the Training of Teachers and Training Staff (Formal and Non-formal Education). Its objectives are to establish an inventory of Comenius, Grundtvig and Leonardo projects (centralised and de-centralised projects funded since 2007), dealing with the education and training of teachers and training staff, to compile an inventory of best practices from which to identify the lessons to be learned and transferred.

The "**New skills** network" is coordinated by the Icelandic NA and includes 14 participating countries. It aims to collect and analyse project outputs in contributing to the upgrading of skills and skills matching in Europe (mostly LdV, Erasmus, Grundtvig). It will in particular identify "best practices" and facilitate further exploitation and mainstreaming through various dissemination activities.

"**Quality assurance in VET and adult education**" is a network coordinated by the Austrian NA which includes 17 agencies. It aims to develop a mapping of current projects on quality assurance and foster discussion of related topics between experts in view of further dissemination to the political level.

Through **the Inclusion** initiative coordinated by the UK NA, 13 European countries are working together to ensure that the Lifelong Learning Programme is open and accessible to all. It has already launched a number of successful activities. Over the next three years it will identify patterns of under-representation among those currently involved in the LLP and those who are not engaging and make recommendations for improvement.

2.2. *Sectoral studies*

Comenius / Schools

A study was carried out in 2009 analysing **the impact of the In-service Training** activities and providing information on motivation and preparation of participants before they start their training activity. More than 80% of the over 4.000 IST-participants supported the study. Results showed that 93% of the IST-participants were so satisfied with the outcomes and benefits of training abroad that they felt motivated to continue developing their professional competences. As the report pointed out, by disseminating new knowledge among colleagues, introducing new ways of working and keeping in contact with teachers from other countries, training courses for the single teacher could lead in many cases to an increase in European and international dimensions in teaching and learning and in the establishment of increased co-operation between schools and other types of organisations in participating countries.

The 2010 impact study of Comenius Assistantships aimed at analysing the experience made by both former assistants and host schools. The target group of the study consisted in successful applicants, i.e. Comenius Assistants and host schools, from all eligible countries, who took part in the action in the period 2000-2009. The results of the study show that about

two thirds of former Comenius Assistants noted a positive impact of the assistantship on obtaining their first job and on the type of job tasks in which they were involved. Two years from their assistantship almost all participants from the assistantships session 2000-2006 were employed.

Erasmus / Higher Education

A **Eurobarometer survey of employers'** perceptions of graduate employability, including the value of mobility in enhancing labour market prospects and the employment readiness of higher education was undertaken in August/September 2010. Results have been published in December 2010.

A **Study on Mobility Developments in Higher Education**, undertaken by the Academic Cooperation Association (ACA) will conclude in 2011. The aim of the study is to obtain a clearer picture on higher education mobility developments and the underlying reasons for different mobility trends of higher education students and staff. This study maps mobility trends over time into and out of Europe, by compiling available statistics and by using existing studies and other sources of information.

Research into the feasibility of a **European Multi-dimensional Global University Ranking ("U-rank")** is ongoing. The testing will run through 2010 and the first half of 2011.

A **Feasibility study to examine the potential need for a Student Lending Facility at European Level** is currently underway. This Study will investigate options for the feasibility of establishing a pan-EU student lending scheme in support of learning mobility. The project will conclude in February 2011.

Leonardo da Vinci / Vocational Education & Training

An independent **Study on the impact of the Leonardo da Vinci Programme on the Quality of Vocational Education and Training Systems** was carried out.

The study highlights the impact of VETPRO (professionals in vocational education and training) mobility on participants, sending institutions and VET systems. Overall, the study underlines the success of VETPRO mobility: the beneficiaries benefit both personally and professionally. VETPRO mobility aims at the improvement of training methods, contents and innovations in VET. Exchanges are especially successful if the institution's staff has carried out the preparation in a common project and the participants can teach abroad. VETPRO mobility leads to decisive changes in VET schools and training centres: internationalization, quality improvement of VET, introduction of new curricula, teaching and learning strategies and the development of a plan for continuing training of teachers and trainers. VETPRO mobility plays also a key role in the modernisation and internationalisation of national VET systems.

Grundtvig / Adult Education

In 2009 Grundtvig continued to provide underpinning for the implementation of the EU's Action Plan on Adult Learning adopted in 2007 and the follow-up to the Council Conclusions of May 2008. Of particular importance were the four regional seminars in different parts of

Europe, and the studies on the validation of non-formal learning, terminology in adult learning, raising the qualification profile of adults ("one step up"), the impact of national reforms and the development of a profile of competences for adult education staff. The latter has considerable potential for promoting quality improvement in the sector and is also a key reference tool in the in-service training activities supported by the Grundtvig programme itself.

2010 has witnessed the launch of two important studies. The first is a consultancy project in which European experts in adult education are analysing the centralised action projects supported by Grundtvig in order to identify the best quality concrete outputs for wider European dissemination. It will report in early 2011 and will be followed up by appropriate dissemination activities. The second, which includes surveys of both training providers and participants in training activities, is a study analysing the contribution of Grundtvig to the in-service training of adult education staff leading to recommendations on how this contribution can be further strengthened in the future.

Languages

A study on the Contribution of Multilingualism to Creativity was conducted during the period May 2008-June 2009. The study appears to confirm that knowing and using more than one language does have a positive impact on thinking and the brain as well as help people realise and expand their creative potential, even if no direct causal link can be identified at this stage.

A study on the Impact of ICT and New Media on Language Learning showed in particular that pedagogical applications do not keep pace with and are not integrated into technological innovation and change. Educators are often resistant to using technologies which do not reflect what they consider to be current pedagogical best practice.

ICT and learning

The JRC (IPTS) has completed in 2009 two important studies. The first study on **innovation and creativity in national curricular and in teacher training education** of Member States identified and analysed various forms and areas in which creativity and innovation appear in national/regional curricula and in initial teacher education and training - assessment of creativity and innovation - better understanding and visibility of innovation in a lifelong learning context. Its results fed into the activities and follow-up to the 2009 European Year of Creativity and Innovation. The studies on **emerging trends on social computing** and on the emergence of new learning communities and on **innovative contributions of ICT to new learning tools and services** highlighted how social computing changed the learners practices and pushed forward innovation in educational practices in education and training. The study "**The Future of Learning: New Ways to Learn New Skills for Future Jobs**" is a foresight study on a creative and innovative European learning society in 2020 aiming at vision building by providing a range of imaginative visions on the key components of learning in 2020. Its results will feed into the activities and follow-up of the Digital Agenda, ET 2020, 'New Skills and Jobs' Flagship.

On the use and measurement of the use of ICT in school education two main studies have been completed under the LLL programme: The first 'STEPS' is a **European-wide survey on the use and measurement of ICT in primary education** executed by European Schoolnet

and Empirica. It identified for the first time a European-wide picture of how ICT is being used in primary education through a survey of teachers and schools in 27 MS. The results have had a major impact on the MS visions of ICT use in primary education. The second project focused on identifying improved **ICT indicators to measure the use of ICT in education** in view of future European-wide surveys. Its analysis and outcomes are actually being used for a large European-wide survey of ICT in education indicators under the Digital Agenda Flagship of Europa 2020.

2.3. *Interim evaluation*

In accordance with Article 15, paragraph 5 of the Decision No. 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning (LLP Decision), the Commission has launched in 2009 an interim evaluation on the Lifelong Learning Programme. This evaluation is realised by an international experts' consortium led by the Public Policy and Management Institute (PPMI) from Vilnius/Lithuania. It will include (a) a retrospective analysis of the implementation of the LLP and its results achieved so far and their evaluation, and (b) a prospective analysis – provision of the recommendations on how the implementation during the remainder of the current programme period could be improved and on how the LLP design could be strengthened for the successor programme post 2013.

Preliminary results of the evaluation, submitted to the Commission in October 2010, confirmed the persisting relevance of the LLP objectives, acknowledged the programme's European added-value and emphasised important synergies between the individual components/sub-programmes of the LLP, which could not have occurred if these sub-programmes had been implemented separately. However, it also pointed to some areas which still need to be improved, such as e.g. the high number and potential overlaps of objectives, difficulties of reaching or effectively addressing the needs of specific target groups, administrative complexity etc.

The completion of the interim evaluation is due by end December 2010.

National evaluation reports

Following article 15.4 of the LLP Decision, the National Authorities of the countries participating in the LLP submitted to the Commission, in summer 2010, national reports on the implementation of the Lifelong Learning Programme in the years 2007-2009. These reports represented an important component of the interim evaluation of the overall programme by addressing the relevance, effectiveness and efficiency of the programme's implementation at the national level. A synthesis of the national reports is prepared by PPMI in the context of the interim evaluation.

3. DISSEMINATION AND VALORISATION

3.1. *General overview*

The annual LLP conferences in 2009 and 2010 were organised by the Czech & Spanish Presidencies respectively.

The Conference on the Lifelong Learning Programme that took place in Prague on 6 May 2009 focused on creativity and innovation in education and training systems in Europe.

During the conference 18 projects and activities were honoured with the European Awards for Lifelong Learning for their creative and innovative results with a significant impact at European level. These and other best practices in education and training were presented to the public in the brochures "Creativity and Innovation. European Success Stories".⁵

The 2010 LLP Conference in Barcelona on 19 May 2010 was an excellent opportunity to explore key issues for the next generation of education and training programmes. A large panel of European stakeholders exchanged views on mobility of learners and teachers, partnerships between education and training institutions, management simplification of the current actions of the LLP, and social inclusion of learners.

Participants from the 27 best practice examples included in the brochure "Education and training for social inclusion. European Success Stories" presented their projects at several stands and six of them received a European Award for Lifelong Learning.⁶

3.2. *Activities by sub-programmes*

Comenius / Schools

2010 is the 5th anniversary of eTwinning. The eTwinning's annual conference, which took place in Seville, Spain, from 5-7 February, was the occasion to celebrate the action together with all the eTwinning actors. The conference brought together a record number of participants and countries participated as nearly 500 delegates from 32 countries attended. All the eTwinners not present in Seville could follow the event via live streaming on the internet. Two main publications were provided in 2009:

The good practice guide for host schools and assistants is aimed at host schools in so far it describes how the school can support the assistant to make a real contribution to the academic and social life of the school and the local community, and it tackles problems in organising the assistantship and shows how schools can avoid or solve them. The guide is likewise aimed at assistants: it describes how to prepare for an assistantship and gives advice on how to cope with the challenges of integrating into the host school and adapting to the various types of teaching situations an assistant might encounter. It also provides plenty of practical tips and ready-made teaching ideas.

⁵ See detailed list in Annex IV

⁶ See detailed list in Annex V

The Guide to Comenius Individual Pupil Mobility is intended to be practical and is designed to help the schools, teachers, pupils, parents and host families involved in the action to ensure a successful learning experience and the pupil's well-being during their stay abroad.

Erasmus / Higher Education

Four publications have been issued in 2009-2010.

"The EU contribution to the European Higher Education Area (EHEA)" (2010) highlights the contribution of EU policies and programmes to EHEA with regard to specific areas, such as lifelong learning, student-centred learning, quality assurance, transparency, mobility, and recognition and international openness.

"Erasmus Success Stories brochure 2010 "Fostering internationalisation at European universities." This brochure highlights some of the universities which are at the forefront of Erasmus excellence and have shown exceptional commitment to international engagement.

"ECTS and Diploma Supplement Label Holders 2009 & 2010 "Make mobility a reality" (2010)." The "Label" exercise invites higher education institutions to show that they are actually implementing ECTS and/or the DS correctly. The Commission then rewards their efforts with a label of excellence. This brochure presents the higher education institutions that obtained one or both of the Labels in 2009 and 2010.

"Education and training for social inclusion - European success stories" (2010). This publication highlights projects made by trainers, teachers, prison workers and other professionals involved in education and training activities, whose work has contributed positively to the social inclusion of migrants, students with special needs, victims of violence in schools, persons without access to information and communication technologies, prisoners and the visually and hearing impaired. They also contributed to promote gender equality.

Leonardo da Vinci / Vocational Education & Training

The Leonardo da Vinci programme celebrated its 15th anniversary with a conference held on 9 November 2010 in Brussels. This event showed the results of the Leonardo da Vinci programme since its beginning. Participants and organisations involved in actions of the programme presented their experience.

The conference gave the opportunity to discuss the lessons to be drawn from the past and to project them in the future on the eve of important discussions on the new programme generation after 2013. The EuroApprenticeship website, created by a network of organisations involved in apprentices' mobility, was launched.

More than 300 participants attended the conference. Among participants were National Agencies and Lifelong Learning Programme Committee representatives, national and regional stakeholders, social partners, project promoters, beneficiaries, etc. At a whole day fair 17 Leonardo projects were presented and music and art performances resulting from LdV projects completed this event.

Grundtvig / Adult education

In 2009 two important European conferences have taken place at the initiative of National Agencies responsible for Grundtvig: the 8th Grundtvig Learning Partnership conference

organised in Stockholm (September 2009) and the 3rd Grundtvig conference on professional development of adult education staff in Hasselt (December 2009).

A large-scale [Dissemination Event](#) with well over 300 participants from over 30 countries was held in January 2010 to help exploit the results of Grundtvig projects and partnerships in six key areas of adult education. This was followed by a comprehensive [European Conference on Prison Education](#) (Budapest, February 2010) – one of the areas in which the Grundtvig programme has made a particular contribution to strengthening European cooperation.

To mark the tenth anniversary of the Grundtvig Programme, the European Commission, in cooperation with the Danish Ministry of Education and the Danish Agency for International Education which acts as the National Agency for the LLP, held a major conference in Copenhagen, on 22-24 September 2010. The venue was a tribute to the Danish pastor, N.F.S. Grundtvig who gave his name to the programme and is credited with being the founder of the concept of learning throughout life for all citizens. The conference, addressed by Commissioner Vassiliou and the chair of the European Parliament's Education and Culture Committee, brought together a wide range of stakeholders: in all, some 270 people from all LLP countries attended.

3.3. Development by transversal activities

Languages

During the European Day of Languages on 26 September 2009, the Commission launched **the Piccolingo campaign**, an information campaign on early language learning. The aim of the campaign is to raise awareness among parents and local authorities about the importance of language learning for young children (0 – 6 years) and the benefits for their future development. The campaign will run until January 2011. The main strategic idea is to develop a European Platform for Early Language Learning that will enable all stakeholders working in the field of language learning, cultural diversity, and social inclusion to join forces and raise parents' awareness on this issue.

Jean Monnet

In 2009 and 2010, **the Jean Monnet Programme** has continued to organise several high-level conferences that have brought together policy makers, diplomats, journalists, civil society representatives and top level academics to reflect on current topics of European integration. Special mention must be made of the successful conferences, in the presence of President Barroso, on "20 Years of Support for European Integration Studies: From the Jean Monnet action to the Jean Monnet Programme" (Charlemagne, 7-8 September 2009) and on "The European Union after the Treaty of Lisbon" (European Parliament, 25-26 May 2010). Another noteworthy event was the Jean Monnet Conference on "The Role of Education and Training in the New European Economy" (Madrid, 25-26 January 2010). The Conference was organised at the request of, and in cooperation with, the Spanish Council Presidency (Spanish Ministry of Education) and served as a preparatory forum for the education dimension of the EU 2020 Strategy.

4. PREPARATION OF THE LIFELONG LEARNING PROGRAMME POST 2013

In 2010, the Commission initiated reflections with a large panel of stakeholders on options for the successor programme to LLP from 2014. An online public consultation has been opened from 15 September to 30 November 2010.

Working groups consisting of both LLP committee members (including trade unions and employers' representatives) and directors of National Agencies were created in order to provide the Commission with recommendations for the future. Work focuses on four items, i.e. the objectives of the future programme, mobility actions, cooperation projects and management of the programme. Final reports are expected for December 2010.

Other more specific/sector oriented consultations are also organised on different parts of the current LLP.

All these consultations will contribute to the ex-ante impact assessment report for the future Lifelong Learning Programme which has to be finalised during the first semester 2011 and that will be published together with the legal proposal from the Commission in the second half of 2011.

ANNEXES

- [Annex I: Indicators for the Lifelong Learning Programme](#)
- [Annex II: Outcomes and results 2007-2009](#)
- [Annex III: Budget statistical data 2007-2010](#)
- [Annex IV: 2009 European Success Stories : Creativity and Innovation](#)
- [Annex V: 2010 European Success Stories : Education and training for social inclusion](#)
- [Annex VI: List of acronyms](#)

ANNEX I

MONITORING AND EVALUATION OF THE LIFELONG LEARNING PROGRAMME

The present **list of indicators** of outputs and results is part of an implementation plan supporting the Lifelong Learning Programme monitoring for the period 2007-2013.

Number	Indicator	Statistics
1	Grants by consortia	Number of CONSORTIA, grant per CONSORTIUM
2	Grants by partner	Number of PARTNERS, grant per PARTNER
3	Grants per participant	Number of PARTICIPANTS, grant per PARTICIPANT (Number of staff. Number of students / pupils / learners. Per country)
4	Consortium Composition and Size, by size, legal status and commercial orientation	Type of PARTNERS, HOSTS and HOMES (Public, Private, etc), per action. Per country.
5	Consortium Composition and Size, by type of institution	Type of participating institutions (institution types, sector). Per country.
6	Consortium Composition and Size, Intensity of the cooperation and Country of the coordinator	Number of CONSORTIA, number of PARTNERS per consortia. Per COORDINATOR country. Per PARTNER country.
7	From/To mobility	Number of student / pupils / learners in-flows and out-flows matrix. Per country.
8	Duration of the Mobility	Number of participants in-flows and out-flows durations from days to months. Per country.
9	Educational Map of the Action	Subjects, educational areas [ISCED], of the project. Per action.
10	Social Cohesion Topics addressed by the projects	Social cohesion topics addressed by the projects (cultural diversity, xenophobia, special needs, equal treatment, sexual discrimination, racial discrimination, age discrimination)

ANNEX II

OUTCOMES AND RESULTS 2007-2009

Lifelong Learning Programme – Sub-programmes 2007-2009

(figures rounded to 1‰ of their value)

		Target audience (b)	Sub Programme (a)	2007	2008	2009	TOTAL-a	TOTAL-b	TOTAL-c
Decentralised actions	Mobility ⁽²⁾ (c)	Students (studies)	Comenius ⁽¹⁾	PM	PM	PM		490.000	898.000
			Erasmus	159.000	163.000	168.000	490.000		
		Training Placements	Erasmus	N/A	20.000	30.300	50.300	233.000	
			Leonardo da Vinci	59.600	55.200	67.500	182.000		
		Staff/teachers/trainers/education specialists/adult education staff	Comenius ⁽¹⁾	9.840	11.400	11.800	33.000	176.000	
			Erasmus	25.800	31.400	36.400	93.600		
			Leonardo da Vinci	13.900	12.500	12.800	39.200		
	Grundtvig		1.300	1.780	2.480	4.870			
	Others (c)	Institutions involved	Erasmus	2.190	2.520	2.740	7.450	17.400	43.800
			Leonardo da Vinci ⁽³⁾	3.490	3.030	3.440	9.960		
		Partnership projects (organizations involved)	Comenius	7.890 ⁽⁴⁾	5.640	6.010 ⁽⁵⁾	19.500	25.400	
			Leonardo da Vinci	N/A	810	946	1.760		
			Grundtvig	1.440 ⁽⁴⁾	1.240	1.460	4.140		
Multilateral Projects	Leonardo da Vinci	315	330	307	952				
Centralised actions (c)	Multilateral Projects	Comenius	36	44	39	119	564	671	
		Erasmus	50	43	43	136			
		Leonardo da Vinci	32	35	42	107			
		Grundtvig	77	69	56	202			
	Multilateral Networks	Comenius	5	3	5	13	68		
		Erasmus	8	8	13	29			
		Leonardo da Vinci	7	8	4	19			
		Grundtvig	2	2	3	7			
	Accompanying measures	Comenius	7	1	4	12	39		
		Erasmus	6	4	6	16			
		Leonardo da Vinci	1	2	2	5			
		Grundtvig	2	2	2	6			

⁽¹⁾ Comenius mobility (2007: 120.000 pupils/40.000 staff) is only a part of the 3 million target, which also includes pupils and staff participating in partnership projects (2007: 608.000/67.000).

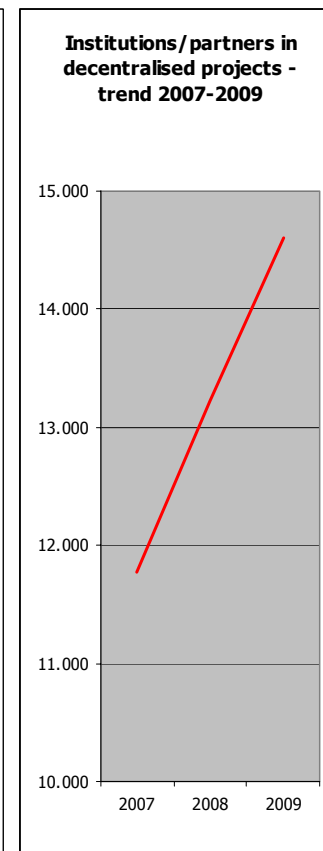
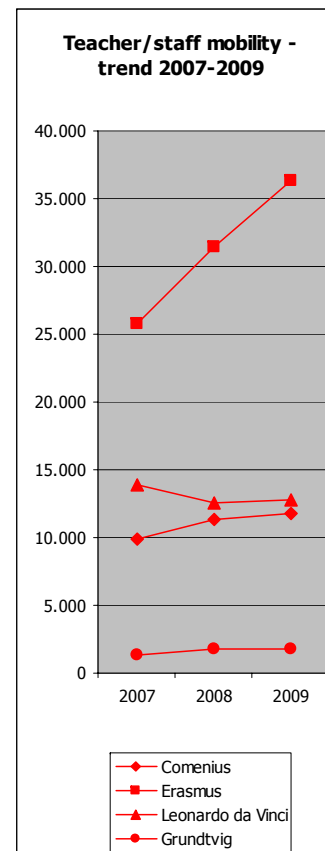
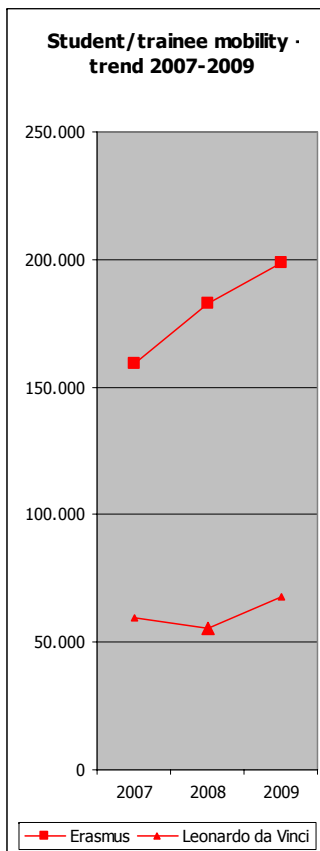
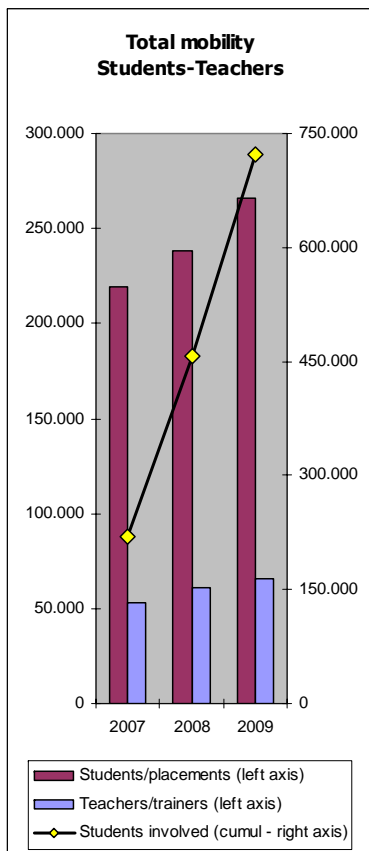
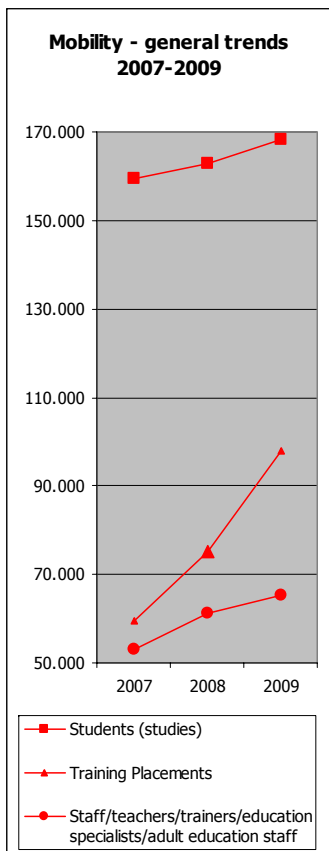
⁽²⁾ e-Twinning data are not included.

⁽³⁾ the sum of coordinators and partners of Transfer of innovation projects and partners of Leonardo da Vinci partnerships

⁽⁴⁾ 2007 was a transitional year for Comenius and Grundtvig Partnerships: these actions moved from one-year contracts renewable once, to two-year contracts. Hence column 2007 contains new 2-year contracts (Comenius: 5.095 – Grundtvig: 598) as well as renewed 1-year contracts and it is not comparable with the figures for 2008 onwards, which contain only new 2-year contracts.

⁽⁵⁾ Grants awarded to institutions within Comenius School Partnerships (schools) and Comenius Regio Partnerships (local/regional authorities)

Lifelong Learning Programme - Trends 2007-2009

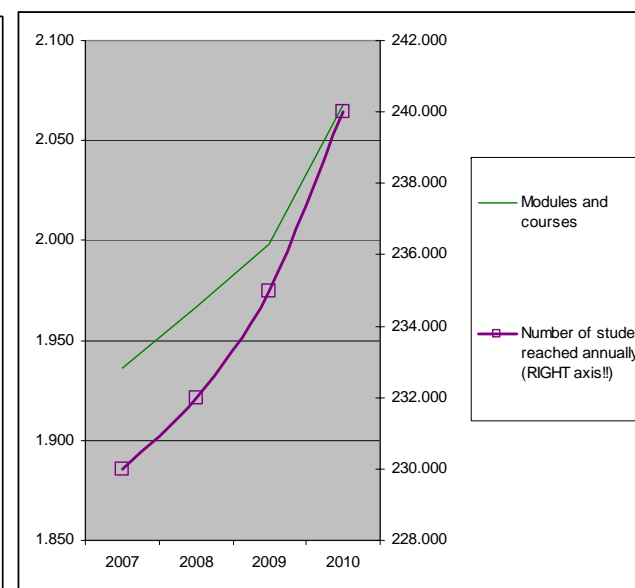
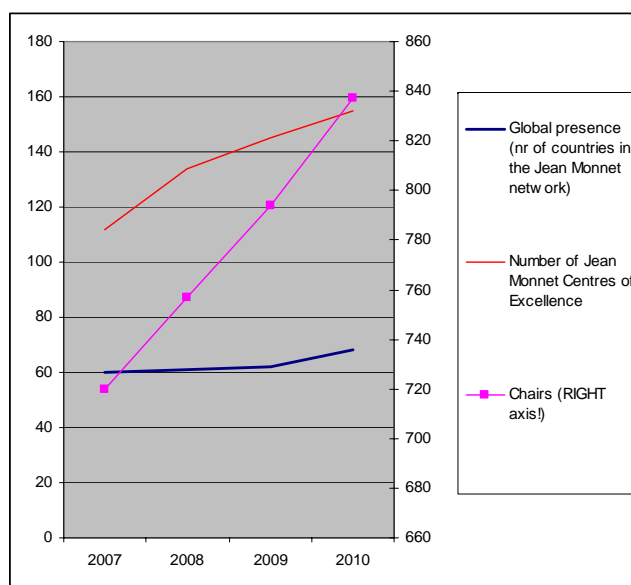


Lifelong Learning Programme - Transversal Programme 2007-2009

			2007	2008	2009
KA1 Policy Cooperation/ Innovation in lifelong learning	KA1 centralized total	Projects funded	17	24	6
		Organizations involved	143	186	71
KA2 Languages	Multilateral projects	Projects funded	22	20	21
		Organizations involved	158	138	159
	Multilateral networks	Projects funded	3	8	5
		Organizations involved	76	79	52
	Accompanying measures	Projects funded	1	2	3
		Organizations involved	3	8	11
KA3 ICT	Multilateral projects	Projects funded	21	17	25
		Organizations involved	160	127	184
	Multilateral networks	Projects funded	2	5	1
		Organizations involved	15	48	5
KA4 Dissemination/ exploitation	Multilateral projects	Projects funded	12	12	12
		Organizations involved	110	113	110

Lifelong Learning Programme - Jean Monnet 2007-2010

	2007	2008	2009	2010
Global presence (countries in the JM network)	60	61	62	68
Number of Jean Monnet teaching projects	- 720 chairs - 1.936 modules and courses	- 757 chairs - 1.967 modules and courses	- 794 chairs - 1.998 modules and courses	- 837 chairs - 2.068 modules and courses
Number of Jean Monnet Centres of Excellence	112	134	145	155
Number of student reached annually	± 230.000	± 232.000	± 235.000	± 240.000



ANNEX III

BUDGET STATISTICAL DATA 2007 – 2010

1. LLP total budget overview per Sub-Programme and Key Activity, including administrative expenditure (in EUR)

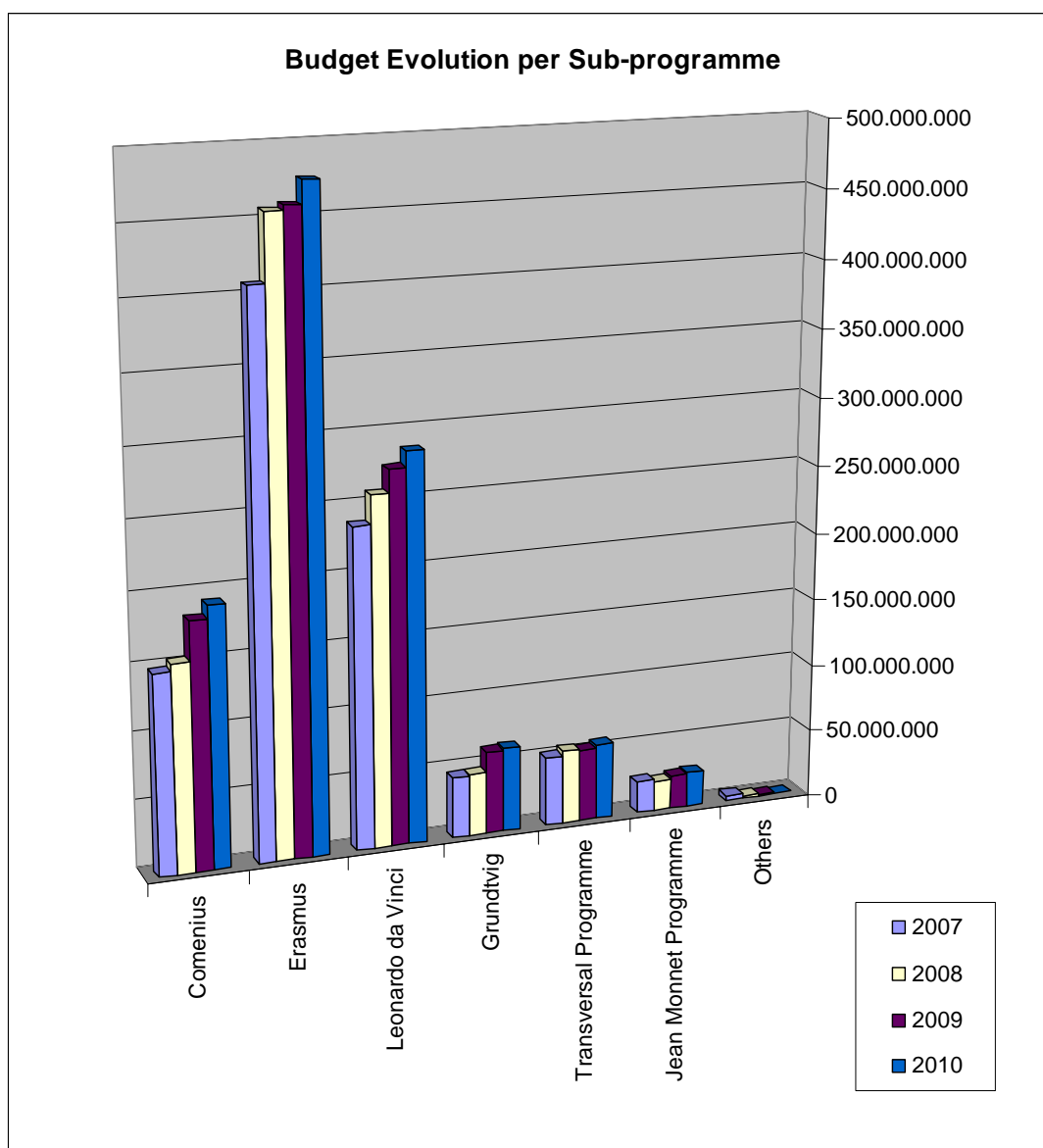
(All figures are ex-ante and rounded to 1‰ of their value)

	2007	2008	2009	2010
Programme Comenius <i>Subtotal:</i>	147.000.000	152.000.000	181.000.000	191.000.000
Comenius decentralised funds	125.000.000	138.000.000	159.000.000	166.000.000
Comenius centralised funds	21.200.000	13.900.000	22.500.000	25.500.000
Programme Erasmus <i>Subtotal:</i>	407.000.000	456.000.000	459.000.000	476.000.000
Erasmus decentralised funds	388.000.000	434.000.000	434.000.000	454.000.000
Erasmus centralised funds	19.300.000	22.200.000	25.600.000	21.300.000
Programme Leonardo da Vinci <i>Subtotal:</i>	236.000.000	257.000.000	274.000.000	286.000.000
Leonardo da Vinci decentralised funds	218.000.000	238.000.000	254.000.000	265.000.000
Leonardo da Vinci centralised funds	18.500.000	19.100.000	20.300.000	20.700.000
Programme Grundtvig <i>Subtotal:</i>	44.700.000	45.600.000	60.800.000	62.100.000
Grundtvig decentralised funds	23.500.000	25.800.000	41.300.000	42.800.000
Grundtvig centralised funds	21.200.000	19.800.000	19.400.000	19.200.000
Programme transversal <i>Subtotal:</i>	50.900.000	54.400.000	53.100.000	55.900.000
Key Activity 1: Policy Cooperation and Innovation	26.700.000	24.500.000	26.900.000	28.900.000
Key Activity 2: Language Learning	11.000.000	18.400.000	12.700.000	12.900.000
Key Activity 3: ICT	10.200.000	8.660.000	9.000.000	9.500.000
Key Activity 4: Dissemination and Exploitation of Results	2.970.000	2.920.000	4.600.000	4.600.000
Programme Jean Monnet <i>Subtotal:</i>	23.500.000	21.900.000	24.500.000	25.900.000
Key Activity 1: Jean Monnet Action - Art. 3.3(a)	4.690.000	4.420.000	4.920.000	5.270.000
Key Activity 2: operating grants to support specified institutions - Art. 3.3(b)	17.100.000	17.500.000	17.900.000	18.900.000
Key Activity 3: operating grants to support other institutions and associations - Art. 3.3(c)	1.700.000	0	1.700.000	1.700.000
Others <i>Subtotal:</i>	3.430.000	1.520.000	900.000	506.000
Contributions to National Agencies' operating costs		1.300.000		
Reserve + Other	3.430.000	223.000	900.000	506.000
Total operational expenditure:	913.000.000	989.000.000	1.050.000.000	1.100.000.000
Administrative expenditure	11.300.000	11.900.000	11.300.000	9.680.000
Executive Agency	15.300.000	17.100.000	18.100.000	20.300.000
Total LLP expenditure:	939.000.000	1.020.000.000	1.080.000.000	1.130.000.000

2. LLP budget – Distribution per sub-programme 2007-2010

(All figures are ex-ante and rounded to 1% of their value)

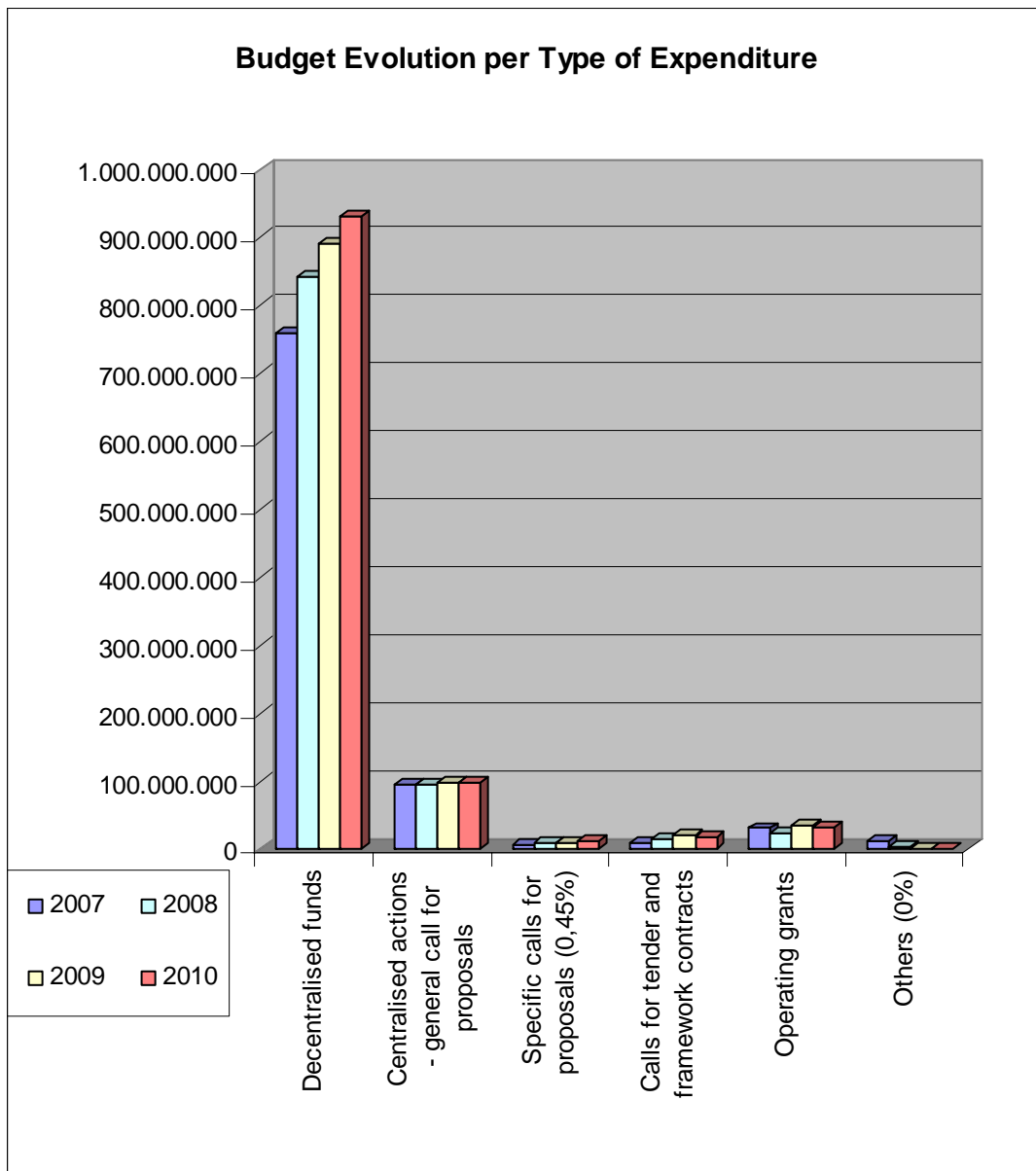
Sub-programme	2007		2008		2009		2010	
	EUR	%	EUR	%	EUR	%	EUR	%
Comenius	147.000.000	16,1%	152.000.000	15,4%	181.000.000	17,2%	191.000.000	17,4%
Erasmus	407.000.000	44,6%	456.000.000	46,1%	459.000.000	43,6%	476.000.000	43,4%
Leonardo da Vinci	236.000.000	25,9%	257.000.000	26,0%	274.000.000	26,0%	286.000.000	26,0%
Grundtvig	44.700.000	4,9%	45.600.000	4,6%	60.800.000	5,8%	62.100.000	5,7%
Transversal Progr.	50.900.000	5,6%	54.400.000	5,5%	53.100.000	5,0%	55.900.000	5,1%
Jean Monnet Progr.	23.500.000	2,6%	21.900.000	2,2%	24.500.000	2,3%	25.900.000	2,4%
Others	3.430.000	0,4%	1.520.000	0,2%	900.000	0,1%	506.000	0,0%
Total	913.000.000	100%	989.000.000	100%	1.050.000.000	100%	1.100.000.000	100%



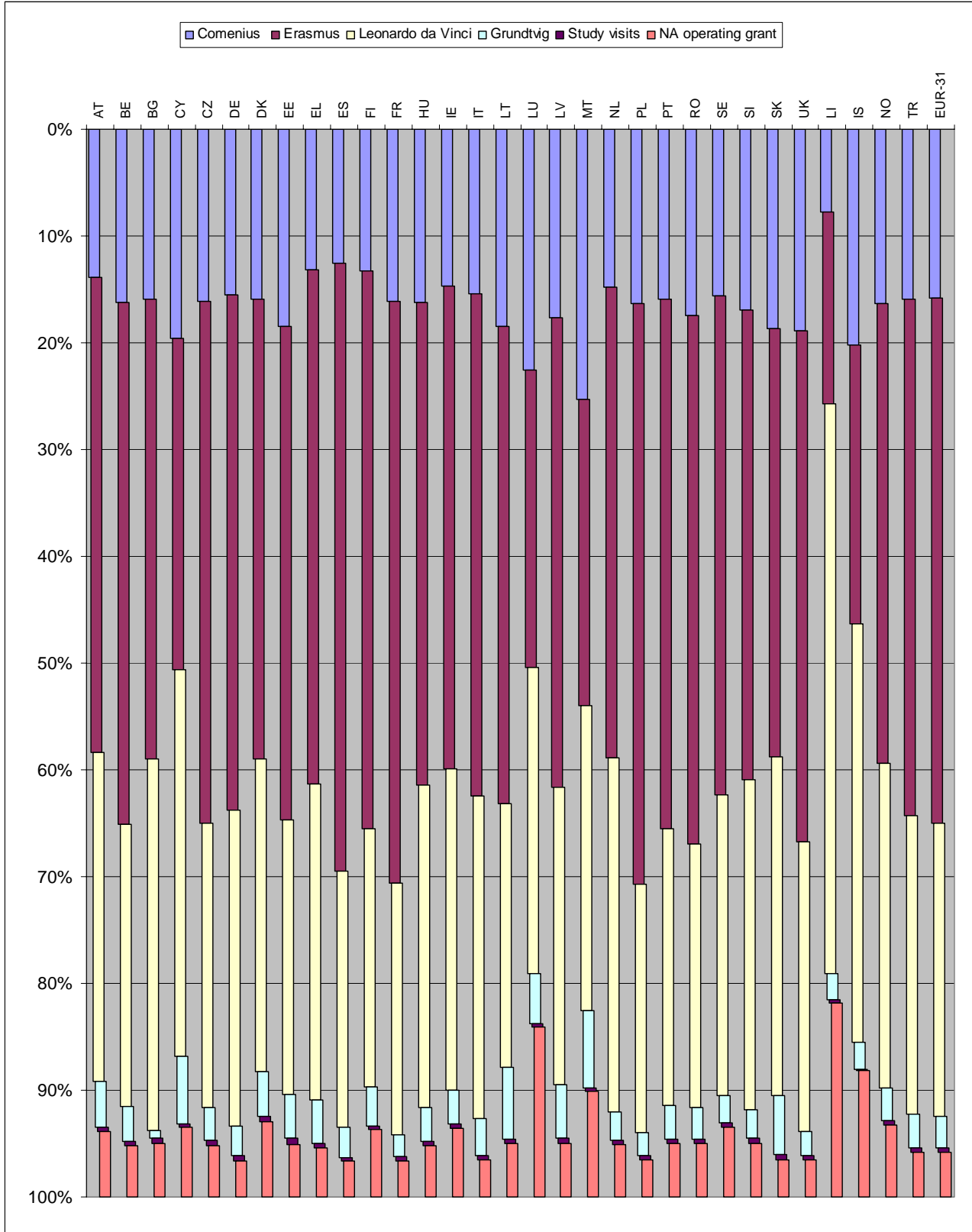
3. LLP budget – Distribution per type of expenditure 2007-2010

(All figures are ex-ante and rounded to 1‰ of their value)

Type of expenditure	2007		2008		2009		2010	
	EUR	%	EUR	%	EUR	%	EUR	%
Decentralised funds	758.000.000	83,05%	842.000.000	85,12%	890.000.000	84,45%	931.000.000	84,94%
Centralised actions - general call for proposals	94.700.000	10,38%	95.900.000	9,69%	98.500.000	9,35%	99.300.000	9,06%
Specific calls for proposals (0,45%)	5.870.000	0,64%	8.900.000	0,90%	9.490.000	0,90%	13.500.000	1,23%
Calls for tender and framework contracts	10.400.000	1,14%	14.700.000	1,48%	20.100.000	1,91%	18.300.000	1,67%
Operating grants	31.400.000	3,45%	24.300.000	2,46%	34.500.000	3,27%	32.600.000	2,98%
Others (0%)	12.300.000	1,34%	3.340.000	0,34%	1.240.000	0,12%	1.420.000	0,13%
Total	913.000.000	100%	989.000.000	100%	1.050.000.000	100%	1.100.000.000	100%



4. Average 2007-2010 of decentralised funds and NA operating grants per country and per programme



ANNEX IV

2009 EUROPEAN SUCCESS STORIES :

CREATIVITY AND INNOVATION

http://ec.europa.eu/dgs/education_culture/publ/educ-training_en.html#LLP-creativity

2009



[LLP \(Lifelong Learning Programme\)](#)



[Comenius](#)



[Erasmus](#)



[Grundtvig](#)



[Leonardo da Vinci](#)



[Information and Communication Technologies](#)



[Languages](#)

ANNEX V

2010 EUROPEAN SUCCESS STORIES :

EDUCATION AND TRAINING FOR SOCIAL INCLUSION

http://ec.europa.eu/dgs/education_culture/publ/educ-training_en.html#llp10

2010



[LLP](#) (Lifelong Learning Programme)

ANNEX VI

LIST OF ACRONYMS

ACA – Academic Cooperation Association
CLIL – Content and Language Integrated Learning
DS – Diploma Supplement
EAC – Education, Audiovisual and Culture (Directorate-General)
ECTS – European Credit Transfer System
ECVET –
EILCs – Erasmus Intensive Language Courses
EHEA – European Higher Education Area
EQF – European Qualification Framework
EQAVET –
ESCO – European Skills, Competence and Occupations Classification
HE – Higher Education
ICT – Information and Communication Technologies
IPs – Erasmus Intensive Programmes
IST – In-Service Training
IVT – Initial Vocational Training
KA – Key Activity
LdV – Leonardo da Vinci
LLP – Lifelong Learning Programme
LV – Latvia
NA – National Agency
OMC – Open Method of Coordination
PLM – People on the Labour Market
PPMI – Public Policy and Management Institute
VET – Vocational Education and Training
VETPRO – Professionals in Vocational Training