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LIFELONG LEARNING PROGRAMME:

**Part I – PRIORITIES OF THE 2007 GENERAL CALL FOR PROPOSALS
(EAC/61/2006)**

Candidates are invited to consult the Guide for Applicants on the National Agencies' Website

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Introduction: policy context

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

Within this context, the priority areas for action in 2007 are:

- To support implementation of the Education and Training 2010 work programme, in particular by promoting coherence between all stages of lifelong education and training systems, starting from an early age.
- To strengthen the role of education and training within the Lisbon process at both European and national level not only to promote competitiveness but also sustainable economic growth and social cohesion and to support implementation of the Education and Training 2010 work programme, in particular through continued development of peer learning activities and the European qualification framework.
- To reinforce the role of universities in boosting competitiveness and facilitating access to knowledge for all by creating and disseminating knowledge and innovation to follow up the discussion by the European Heads of State at Hampton Court in October 2005, particularly through action focusing on system reform, strengthening management in higher education institutions and promoting excellence and equal opportunities.
- To improve the quality and attractiveness of vocational education and training by implementing the priorities of the Copenhagen process at national level and to promote recognition of non-formal and informal learning.
- To improve the low levels of participation in adult learning in many Member States which are an obstacle to employment and people's capacity to adapt to rapidly changing working environments.
- To promote greater efficiency and equity in education and training systems, particularly high-quality provision for the disadvantaged and high-quality pre-school approaches.
- To improve the quality of education and training staff, in particular of teachers and trainers.
- To develop synergies between areas of education and vocational training on the one hand and culture on the other, by supporting transversal projects.

Moreover, priority will be given in parts of the programme to projects aiming at promoting intercultural dialogue in preparation of the European Year of Intercultural Dialogue 2008 and, more generally, to exploring the interaction between education and culture..

Across all programmes, it should be noted that:

- In the framework of mobility schemes and partnerships, national authorities may decide on certain priorities such as subject areas, destination countries, etc. These priorities will be made known either via specific national calls or via information provided by national agencies.
- All institutions and organisations implementing mobility activities should take into account the principles of the European Quality Charter for Mobility¹.
- All multilateral projects should include a clear plan for dissemination and exploitation of products and results.
- When awarding grants for networks, priority will be given to fields in which no networks currently exist.

CHAPTER 1 – SECTORAL PROGRAMMES

1. COMENIUS – SCHOOL EDUCATION

1.1. Mobility and partnerships

School partnerships

In 2007 priority will be given firstly to good quality renewal applications from **existing partnerships** which wish to complete their cooperation. Among applications for new school partnerships, priority will be given to bodies which have **not yet participated** in a partnership.

The thematic priority for partnerships in 2007 is **promotion of intercultural dialogue** in preparation for the European Year of Intercultural Dialogue 2008 and priority will be given to partnerships addressing this theme.

Priority will be given to applications from partnerships whose workplan, regardless of the theme of the project, includes **specific measures** to:

- Promote early language learning, multilingual comprehension and/or Content and Language Integrated Learning (CLIL);
- Help persons with a disability or other special needs take part in the project;
- Help learners or organisations disadvantaged for socio-economic, geographic or other reasons take part in the project;

¹ Proposal for a Recommendation of the European Parliament and of the Council on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility, COM(2005) 450 final

- Make sure that girls/women and boys/men have equal access to the project;
- Help meet the needs of the children of occupational travellers and of mobile workers.

Mobility: Assistantships

Priority will be given to applications from:

- Candidate assistants who demonstrate clear motivation to become a teacher;
- Candidate host schools which have never hosted an assistant before;

For equivalent quality proposals, additional priority will be given to: candidate assistants interested in schools whose language is less widely used and taught and to candidate schools requesting an assistant to teach less widely used and taught language.

Mobility: In-service training

Priority will be given to applicants:

- Who have not received an in-service training grant under a predecessor to the Lifelong Learning Programme in the previous two years;
- For training developed by a project or network under the Lifelong Learning (or a predecessor) Programme;
- Wishing to develop the skills necessary to:
 - implement Content and Language Integrated Learning (CLIL);
 - implement holistic language policies at school;
 - use observation and reflection to update and improve teaching strategies;
 - undertake classroom-based research into teaching methods and approaches;
 - implement team-teaching and other collaborative working methods;
 - prepare for positions of leadership within the school;
 - teach classes of mixed composition (in terms of abilities, mother tongues or cultures).

1.2. Multilateral projects

Priority will be given to support projects focusing on:

1.2.1. Priority 1: Implementation of the Action Plan on Promoting Language Learning and Linguistic Diversity²

Under this priority projects should focus particularly on curricula, courses or materials, methodologies and pedagogical strategies, and organisation of mobility activities during initial and in-service teacher training in areas such as:

- Holistic approaches to teaching foreign languages;
- Disseminating tools for teaching and learning foreign languages;
- Language teacher training, including via distance learning, in using the target language;
- Content and Language Integrated Learning (CLIL);

² Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions: Promoting Language Learning and Linguistic Diversity: [An Action Plan 2004 – 2006](#), COM(2003) 449 final of 24 July 2003.

- Testing language skills.

1.2.2. Priority 2: The contribution of teacher education and training to the Lisbon strategy (“Education and Training 2010”³)

In line with the work undertaken so far on the Education and Training 2010 work programme on the quality of teacher education and training, priority will be given to projects that help to develop and disseminate policy in the following fields:

1.2.2.a. The continuum of the teaching profession, from initial teacher education to induction and continuing professional development

Projects should focus particularly on curricula, courses or materials, methodologies and pedagogical strategies, organisation of mobility activities during initial and in-service teacher training designed for continuous professional development of teachers and school education staff in order to attract and retain the best talents in the profession.

1.2.2.b. Development of partnership approaches between teacher training institutions and the world of research, business and society at large

1.2.2.c. Approaches designed to encourage teachers to develop new pedagogical methods to increase pupil motivation

Projects should focus particularly on curricula, courses or materials, methodologies and pedagogical strategies, organisation of mobility activities during initial and in-service teacher training designed to increase pupil motivation, particularly for pupils at a socio-economic disadvantage.

1.2.3. Priority 3: Implementation of the Recommendation on key competences for lifelong learning⁴

Under this priority projects should focus on:

- Entrepreneurship education and the fostering of a sense of initiative at all levels and of all forms (formal and non-formal education);
- Policies helping educational providers to foster transversal competences, such as social and civic competences, cultural sensitivity and expression, digital competences, entrepreneurship, a sense of initiative and learning to learn, among all students.

1.2.4. Priority 4: School policy

Under this priority projects should focus on:

- Activities/establishment of fora which aim at improving the strategies and measures to reduce the number of drop-outs from school and increasing the completion rate in upper secondary education with a particular view to the objectives of the lifelong guidance starting at an early age.

³ Detailed work programme on the follow-up of the objectives of education and training systems in Europe, OJ C 142, 14.6.2002, p. 1.

⁴ Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning of 10.11.2005, COM(2005)548 final

1.3. Networks

Networks will be supported in the following six areas:

1.3.1. Priority 1: Involvement of parents in school education

Under this priority networks should focus on:

- Identifying, exchanging and building on experience of pre-primary provision;
- Improving joint involvement of parents and educational institutions in pupils' education as a shared responsibility;
- Analysing the quality and quantity of forms and methods of parent-institution cooperation; exchanging experience, good practice, ideas and innovative contributions, and transferring them to other partners;
- Developing methodology and good practice for reducing rates of early school leaving;
- Problem-solving to improve parent-institution cooperation;
- Designing and testing curricular modules for continued training of parents and teachers in connection with joint responsibility for education;
- Networking with other partners nationally and internationally, especially partners from Comenius projects and other networks;
- Providing families with access to the pedagogical advisory services, informatics tools and resources which meet their needs.

1.3.2. Priority 2: Special educational needs

Under this priority networks should focus on:

- Sharing knowledge and disseminating good practice on special needs provision;
- Identifying present, emerging and future needs where European cooperation on special needs would be beneficial to school education;
- Exploring teaching and learning methods when working with disabled pupils and/or teachers;
- Strengthening cooperation between teacher training institutions, schools and associations and NGOs related to special needs education.

1.3.3. Priority 3: Citizenship, culture and education, including intercultural education and combating racism and xenophobia in school education

Under this priority networks should focus on:

- Exchanging best practice and developing models which help migrants and European citizens from different ethnic communities to live together and interact in Europe;
- Exchanging best practice in the field of intercultural education to bring together experts in different pedagogical approaches that contribute to intercultural understanding and successful participation in increasingly diverse societies;
- Exchanging best practices and developing models for integrating culture in education and building synergies between the world of culture and education systems;
- Exchanging best practice/creating new projects concerning the links between teaching and learning languages and learning intercultural skills at schools;
- Cooperating with other national or international networks on intercultural education and with intercultural documentation centres;

- Creating new projects in the field of intercultural education for initial and further training of teachers;
- Reinforcing mutual understanding in schools, helping children who are victims of violence;
- Helping children from minorities and children who are victims of racism and xenophobia to interact better with their various social environments;
- Promoting awareness and debate on the historical background to violence, extremism and xenophobia, the form they take and their effects, as a basis for a creative and innovative approach to the problem at European level.

1.3.4. Priority 4: Health education and physical education

Under this priority networks should focus on:

- Developing trainers' and teachers' skills, attitudes and knowledge of education on health issues;
- Sharing knowledge and disseminating good practice on school education opportunities in sports teaching and learning;
- Identifying present, emerging and future needs where European cooperation on learning through sport would be beneficial to pupils;
- Strengthening cooperation between teacher training institutions, schools and other educational providers, local and national authorities and sports clubs;
- Exploring the possibilities and strategies for using sporting venues and events for learning purposes.

1.3.5. Priority 5: Links with the world of work

Under this priority networks should focus on:

- Creating channels for successful transition between initial education and further training and career paths which has to include a clear concept of guidance and counselling;
- Assessing and disseminating the results of COMENIUS projects, other European measures and other activities in the area of “school and the world of work”;
- Comprehensively exchanging experience and networking stakeholders, experts and institutions with a view to maximising the contribution made by schools to reducing youth unemployment;
- Developing the sense of initiative and entrepreneurship.

1.3.6. Priority 6: Science education

Under this priority networks should focus on:

- Making science studies more attractive for students at secondary level, and providing guidance on future higher-level scientific studies or careers;
- Aiming at reducing the gender imbalance in science education.

1.4. Accompanying measures

Accompanying measures will support communication and valorisation activities as well as thematic monitoring of projects in the Comenius programme.

2. ERASMUS – HIGHER EDUCATION

The **Erasmus University Charter** sets out the fundamental principles underlying the Erasmus activities any higher education institution has to respect. Any higher education institution wishing to participate in Erasmus must hold a Charter. In contrast, intermediary bodies organising student placements may apply without requesting an Erasmus University Charter.

At the onset of the LL Programme all higher education institutions have to apply for a Charter to the Commission. Applications submitted by institutions that held a Charter under the Socrates programme will go through a simplified renewal procedure.

2.1. Mobility

Mobility of students, including student placement in enterprises and of teaching and other staff in Higher Education

Student and teaching staff mobility plays a key role in establishing the European Higher Education Area. Institutions participating in Erasmus are invited further to stimulate mobility in order to achieve the objective of 3 million Erasmus students by 2012.

Higher-education organisations are requested to ensure high quality in organising student and staff mobility, as detailed in the Erasmus University Charter and in the European Quality Charter for Mobility⁵. In the particular case of student placements higher education institutions and other organisations managing grants will pay special attention to tutoring and supervision of the student while abroad. Erasmus coordinators should pay attention to language learning issues. Linguistic preparation in the language of the host country should be made available to every Erasmus student, as appropriate, including via on-line methods or during their stay abroad.

Erasmus intensive programmes (IP)

Support will be given to projects which:

- Respond to new needs and challenges emerging at European level;
- Present a strong multidisciplinary approach;
- Are part of integrated programmes of study leading to recognised double or joint degrees.

2.2. Multilateral projects

2.2.1. *Curriculum development (CD) projects*

Priority will be given to projects aiming at:

⁵ Proposal for a Recommendation of the European Parliament and of the Council of 23 September 2005 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [COM(2005) 450 final].

- Developing or revising integrated programmes covering a complete cycle of study (bachelor, master and doctorate) and leading to a recognised double or joint degree;
- Implementing the integrated programme in the partner institutions in the academic year following the end of the projects (enrolment of first students);
- Developing curricula which actively promote multilingualism, linguistic diversity, interculturalism in European society;
- **Developing curricula** for continuing education addressing the needs of updating knowledge obtained in the past at undergraduate or postgraduate studies.

2.2.2. Projects focusing on cooperation between higher education and enterprises

Priority will be given to projects aiming at:

- Developing strategies for cooperation between higher education and enterprises which has to include a clear concept of guidance and counselling;
- Introduce entrepreneurship as part of the curriculum for students and especially as a skill for teachers/researchers;
- Including small and medium-sized enterprises as well as professional organisations, chambers of commerce, social partners and local/regional bodies;
- Transferring innovations from vocational education and training (VET) to the academic domain of higher education (HE) and vice-versa;
- Stimulating cooperation between regions and economic sectors with little history of cross-border contacts;
- Reinforcing both economic development and social cohesion.

2.2.3. Projects supporting the modernisation agenda for universities

Priority will be given to projects which help universities to:

- Develop strategies for modernisation of their curricula, making them more responsive to the needs of the labour market, citizens and society at large;
- Develop lifelong learning strategies (linking HE with VET provision and certification) and become “continuing education centres” or “open learning centres” for their region;
- Develop pro-active funding strategies, matching the diversity of their institutional profiles with a variety of funding sources;
- Develop internal governance systems based on their strategic priorities. Strategic priorities would include partnerships with other institutions and the world of enterprise;
- Enhance the quality of their performance, contribute to their accountability and enhance their attractiveness.

2.2.4. Virtual campus projects

Priority will be given to projects aiming at:

- Disseminating replicable solutions to help set up virtual campuses at European level and establish a community of decision-makers in the context of a lifelong learning strategy and to support the modernisation agenda for universities;
- Developing or revising integrated programmes covering a complete cycle of study (bachelor, master and doctorate) and leading to a recognised double or joint degree with the specific characteristics to integrate virtual mobility of students or academic staff supported by a global strategy inside the higher education institutions for effective integration of ICT in their education and training systems;
- Conducting a systematic critical review of existing experience or projects on virtual mobility, including application thereof in the form of sharing and transferring know-how with a view to supporting deployment strategies at European level;
- Providing open educational resources on line ensuring that organisational, technical and quality-related issues are addressed in order to share content and make it easily accessible at European level;
- Testing innovative e-learning concepts.

2.3. Thematic networks

Priority will be given to networks which:

- Focus on issues relating to access to higher education;
- Address the “knowledge triangle” of education, research and innovation;
- Address issues relating to governance and diversification of higher education institutions⁶;
- Link general higher education, advanced vocational education and training with the world of work;
- Map and update the state of the art in their field and explore ways to foster more European cooperation;
- Define and update generic and subject-specific competences using the same method as the pilot project “Tuning Educational Structures in Europe”⁷;
- Develop standards for quality assurance in their particular field, taking into account the quality references and guidelines adopted in Bergen in May 2005 (Bologna Process);
- Address subject areas which are not yet addressed so far by projects in this field of action, such as economics, literature, philosophy, mathematics and the cultural dimension of education;
- Map and check “rare knowledge” in any given discipline or transversal subject by compiling a list of disappearing teaching methods and concepts.

2.4. Accompanying measures

Accompanying measures will support communication and valorisation activities as well as thematic monitoring of projects in the Erasmus programme.

⁶ See the Commission Communication *Delivering on the Modernisation Agenda for Universities* (May 2006).

⁷ www.relint.deusto.es/TuningProject/index.htm; www.let.rug.nl/TuningProject/index.htm.

3. LEONARDO DA VINCI

Special attention will be given to facilitating participation by small organisations, notably SMEs, in the Leonardo da Vinci programme.

Vocationally Oriented Language Learning (VOLL) and Content Integrated Language Learning (CLIL) is a transversal priority for all Leonardo projects.

3.1. Mobility

The following types of mobility will be supported by the programme:

- Vocational education and training abroad or training placements in enterprises
Support will be provided for projects organising training placements for:
 - Trainees in initial vocational training (target group “IVT”);
 - People on the labour market, including graduates (target group “PLM”).
- Mobility of professionals in vocational education and training
Support will be provided for projects organising an exchange of experience and further professional development for persons responsible for vocational education and training on a professional level (target group “VETPRO”), such as trainers, teachers, guidance counsellors, mentors in enterprises and those responsible for training establishments, training planning, career guidance, etc.

For all types of mobility, support will be provided for projects ensuring the quality of mobility. Projects must, where appropriate, address the following elements:

- Linguistic and cultural preparation;
- Objectives, content and duration of the stay abroad;
- Pedagogical organisation, tutoring and mentoring;
- Validation of the skills acquired.

In addition, all individuals benefiting from a period of mobility within the programme will, on request and where applicable, be awarded a “Europass Mobility” document⁸. In the framework of the programme, a “Europass Mobility” document will be issued by the relevant implementing bodies, following the principles and criteria set out in the single instrument decision⁹.

3.2. Multilateral projects for transfer and development of innovation

“Transfer” of innovation projects means identify one (or more) innovative solution(s) and adapt it (or them) for implementation in some target countries, whereas “development” of

⁸ Decision 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass), OJ L 390, 31.12.2004, p. 6.

⁹ Decision 241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass), OJ L 390, 31.12.2004, p. 6.

innovation projects means develop a brand new solution to help several countries to cope with a common challenge which is not yet addressed.

3.2.1. Priority 1: Quality of VET systems and practices

The Common Quality Assurance Framework (CQAF) is a reference system aimed at helping Member States and participating countries to develop, improve, monitor and evaluate their own systems and practices, on the basis of common principles and criteria. It provides for greater transparency and consistency of quality assurance across countries, thereby increasing mutual trust on VET systems.

Under this priority transfer and development of innovation projects should focus particularly on:

- Developing and testing quality assurance procedures in initial training and in continuing vocational education and training;
- Developing quality indicators for assessment of vocational training offers;
- Developing partnership and cooperation between the main VET stakeholders – formal training institutions, social partners, business and industry, municipalities and regions, etc. – particularly in relation to early identification of skills needs and VET provision required and of the needs of disadvantaged learners.

3.2.2. Priority 2: Teachers and trainers in VET

Under this priority transfer and development of innovation projects should focus particularly on:

- Identifying common quality criteria for the qualifications and professional development of VET teachers and trainers in different learning environments with particular reference to tutors in apprenticeship systems;
- Defining and exploring common core criteria and methods for identifying the learning needs of VET teachers and trainers;
- Identifying and/or developing at provider level specific measures, practices or tools to support continuous adaptation of education and training curricula for VET teachers and trainers, in view of the new roles and job requirements in companies and/or VET schools and the need to develop a sense of initiative and entrepreneurship;
- Identifying new skills and competences for VET teachers, trainers and other learning facilitators essential in a lifelong learning context (i.e. guidance and counselling and work-based learning methodologies and Content Integrated Language Learning – CLIL) ;
- Identifying and exploring new forms of cooperation and exchange between VET teachers working in schools and VET trainers working in companies and/or organisations providing training;
- Developing innovative training offers for VET teachers and trainers, taking into account their specific and methodological needs, as for example regarding multilingual comprehension and/or Content Integrated Language Learning – CLIL).

3.2.3. Priority 3: Innovative e-learning content

Under this priority transfer and development of innovation projects should focus particularly on:

- ICT-supported learning, combination of ICT-based learning with other modes such as learning groups, family learning or tutoring and transnational virtual study circles;

- Appropriate training/learning materials, including for less qualified workers, to improve skills;
- Developing e-learning tools for training quality management in VET.

3.2.4. *Priority 4: European credit transfer for VET (ECVET)*

The aim of developing a European credit transfer system for VET (ECVET) is to promote transparency and comparability of qualifications, transferability, validation and recognition of learning outcomes achieved by individuals in different learning contexts (formal, non-formal and informal), in different countries and at different levels.

Under this priority transfer and development of innovation projects should take into consideration the latest developments of European and/or National Qualification Frameworks and focus particularly on:

- Application of credit transfer systems based on ECVET principles and conventions and development of new approaches to credit transfer for VET;
- Development and application of processes for assessment, validation, transfer and recognition of learning outcomes for VET qualifications linked to effective implementation of a credit transfer system, in view of the medium-term ambition to develop, by 2010, a coherent European credits framework based on ECVET principles and instruments.

3.2.5. *Priority 5: Validation of non-formal and informal learning*

Under this priority transfer and development of innovation projects should focus particularly on and take into consideration the latest developments of European and/or National Qualification Frameworks:

- Exchanges of experience and good practice on identification, assessment and recognition of informal and non-formal learning. Particular attention should be given to development of integrated European solutions, for example in the context of sectors;
- Development of high-quality, cost-efficient validation methodologies to be used at European, national and sector level. Existing experience should be used to develop solutions that can be widely shared and disseminated;
- Development and improvement of standards for validation of non-formal and informal learning. Priority will be given to improving the quality and credibility of qualifications and competence standards;
- Improvement of guidance and counselling on validation of non-formal and informal learning.

3.3. Networks

The priorities are the same as for Multilateral projects for transfer and development of innovation

3.4. Accompanying measures

Accompanying measures will support communication and valorisation activities as well as thematic monitoring of projects in the Leonardo da Vinci programme.

4. GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

4.1. Mobility and partnerships

Learning partnerships

In 2007 priority will be given firstly to good quality renewal applications from **existing partnerships** which wish to complete their cooperation. Among applications for new learning partnerships, priority will be given to bodies which have **not yet participated** in a partnership.

The thematic priority for partnerships in 2007 will be the exploration of culture and education and in particular the **promotion of intercultural dialogue** in preparation for the European Year of Intercultural Dialogue 2008.

Priority will be given to applications from partnerships whose workplan, regardless of the theme of the project, includes **specific measures** to:

- Actively involve adult learners throughout the project (planning, implementation and evaluation);
- Help persons with a disability or other special needs take part in the project;
- Help learners or organisations disadvantaged for socio-economic, geographic or other reasons take part in the project;
- Make sure that women and men have equal access to the project.

Mobility: In-service training grants for staff

Priority will be given to applicants:

- Who have not received an in-service training grant under a predecessor to the Lifelong Learning Programme in the previous two years;
- For training developed by a project or network under the Lifelong Learning (or a predecessor) Programme.

4.2 Multilateral projects

Support will be provided for projects which have clearly demonstrated potential to **generate innovation** and/or to **disseminate innovation and good practice** between different parts of Europe.

For the purpose of this call for proposals, priority will be given to supporting projects in seven areas, related to following thematic priorities.

4.2.1. *Priority 1: Integration of the common framework on key competences for lifelong learning¹⁰ in learning pathways for adult learners*

¹⁰ Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning of 10.11.2005, COM(2005)548 final.

Under this priority projects should focus on:

- Widening access to fundamental basic skills such as literacy, mathematical competence, basic competence in science and technology and digital competence;
- Helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to changing society and the requirements of the labour market;
- Improving validation of non-formal and informal learning in learning pathways for adult learners. Particular attention should be given to evaluating how existing frameworks and principles can be applied to adult learning in response to the specific needs of adults;
- Taking into account the different needs of adult learners

4.2.2. Priority 2: Ensuring the quality of adult education

Under this priority projects should focus on:

- Identifying common quality criteria for the qualifications of teachers, tutors and other staff in adult education, including both initial and in-service training;
- Defining common criteria and methods for identifying the learning needs of teachers, trainers and other staff;
- Developing innovative training offers (e.g. Grundtvig training courses) for teachers, trainers and other staff in adult education taking into account their specific needs and focusing on management, counselling and technical competence as well as teaching skills;
- Identifying and/or developing models and practices for quality assurance of services and institutions, e.g. using quality indicators, self-assessment approaches, provider accreditation mechanisms or quality assurance frameworks, including verifying how the European Common Quality Assurance Framework for vocational training can be applied to adult education.

4.2.3. Priority 3: Learning in later life; Inter-generational learning

Under this priority projects should focus on:

- Transferring knowledge, methods and good practice for senior citizen education;
- Identifying the learning needs of senior citizens and developing strategies on how these needs can be met (for instance, by developing learning sites in local community centres or libraries);
- Equipping senior citizens with the tools and skills that they need in order to cope with change and keep in employment, with special emphasis on ICT skills;
- Developing strategies and methods for teachers, trainers and other adult education staff who work with senior citizens;
- Identifying effective models on how to make use of the potential of senior citizens by contributing to the learning of others (for instance, collecting and sharing best practice where retired people remain active as educators and trainers in adult education).

4.2.4. Priority 4: Exploring culture and education, promoting interculturalism and supporting integration of migrants into society

Under this priority projects should focus on:

- Transferring knowledge, methods and good practice on intercultural education;

- Identifying the learning needs of migrants and developing strategies to meet these needs;
- Identifying and disseminating mechanisms for assessment of competences and recognition of formal, non-formal and informal learning of migrants arriving;
- Developing adult learning opportunities for migrants in relation to linguistic, social and cultural integration;
- Developing appropriate strategies and effective teaching methods for teachers, trainers and other adult education staff who work with migrants.

4.2.5. *Priority 5: Health and consumer education*

Under the priority “health education” projects should focus on:

- Basic skills on how to understand information given on food through labelling, advertising, marketing and other channels;
- Basic understanding of the ways messages on healthy lifestyles are perceived in different groups of society and how to address the most vulnerable and the less educated.

Under the priority “consumer education” projects should focus on:

- Promoting European cooperation between bodies providing consumer education, especially in rural and disadvantaged areas;
- Improving the training of teachers involved in adult consumer education, especially in rural and disadvantaged areas;
- Promoting the development of existing high-quality products in adult consumer education and widening their potential across several European countries;
- Furthering the debate on adult consumer education and contributing to the dissemination of good practice.

4.2.6. *Priority 6: Adult education for marginalised or disadvantaged citizens, including prisoners and ex-offenders*

Under this priority projects should focus on:

- Developing alternative learning methods, approaches and tools encouraging the reintegration of marginalised and disadvantaged citizens into society and into the labour market;
- Benchmarking national systems and sharing examples of good practice on facilitating the learning process and social inclusion of marginalised citizens;
- Helping to transform educational practice in prisons from a traditional education to a flexible and individually oriented education;
- Developing innovative prevention strategies helping to reduce levels of re-offending;
- Raising the quality of education in prisons by developing specialised training courses for teachers working in prisons;
- Improving the quality of prison education by making use of ICT.

4.2.7 *Priority 7 : Parental and family learning*

Under this priority, projects should focus on :

- Developing family learning strategies as tools for integration in lifelong learning of adults with an educational disadvantage;

- Improving the quality of adults/parents educators and/or trainers.

4.3. Networks

4.3.1. Priority 1: Language learning in adult education

Under this priority networks should focus on:

- Sharing knowledge and disseminating good practice on language learning opportunities for adults;
- Identifying present, emerging and future needs where European cooperation on language learning for adults would be beneficial to learners in formal, non-formal and informal education;
- Assessing the overall importance of language teaching and learning within formal and non-formal adult education in the different countries of Europe;
- Identifying any significant problems or gaps in adult language learning, where provision is currently inadequate;
- Developing and disseminating schemes for training people teaching languages to adults.

4.3.2. Priority 2: Adult learning opportunities for the disabled

Under this priority networks should focus on:

- Sharing knowledge and disseminating good practice on adult learning opportunities for the disabled generated at local, national or European level;
- Identifying present, emerging and future needs where European cooperation on learning with disabilities would be beneficial to learners in formal, non-formal and informal education;
- Exploring teaching and learning methods when working with disabled learners;
- Strengthening cooperation between adult education providers and the associations and NGOs in the target group.

4.3.3. Priority 3: Adult learning opportunities for migrants

Under this priority networks should focus on:

- Sharing knowledge and disseminating good practice on adult learning opportunities for migrants;
- Identifying present, emerging and future needs where European cooperation on adult learning for migrants would be beneficial to learners;
- Exploring how adult education can contribute to fighting racism and xenophobia;
- Strengthening cooperation between adult education providers and local and national authorities involved in the integration of migrants.

In addition to these three priorities, the Commission will consider applications for co-funding new work programmes for Grundtvig networks funded under the predecessor of the Lifelong Learning Programme but whose grant agreement came to an end in 2005 or 2006 or will end in 2007, in the light of the proven performance of the networks concerned.

The Commission will also consider applications from partnerships which received co-funding for a Grundtvig thematic seminar in 2004 or 2005 under the predecessor of the Lifelong Learning Programme and wish to create a network.

4.4 Accompanying measures

Accompanying measures will support communication and valorisation activities as well as thematic monitoring of projects in the Grundtvig programme.

CHAPTER 2 – TRANSVERSAL PROGRAMME

1. KEY ACTIVITY 1: POLICY COOPERATION AND INNOVATION

1.1 Mobility (study visits)

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

1.2 Development of statistics and indicators; studies and comparative research; support for policy development

Projects on topics for comparative research on education and training to support the Lisbon process and establishment of a European Area of Lifelong Learning.

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

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

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

Topic 4: Promoting attractiveness and quality of VET: governance of VET systems and improving understanding of the links between VET, HE and working life.

Potential beneficiaries will be organisations and institutions, and networks of researchers which have the qualifications and experience needed to carry out the action proposed.

2. KEY ACTIVITY 2: LANGUAGES

Promotion of language learning and linguistic diversity is one objective of the programme as a whole, and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The “Languages” key activity supplements these programmes by addressing language teaching and learning needs across two or more of those sectors.

2.1 Multilateral projects

Priority will be given to:

- Projects that develop materials for teaching language awareness and languages to primary and pre-primary learners, notably for less widely used and less taught languages;
- Projects that target acquisition of competence in languages with the objectives of improving intercultural understanding and making Europe more competitive and

attractive in a global context (e.g. Chinese, Hindi, Arabic, Russian, Japanese and Korean);

- Projects that develop and/or promote methodologies to motivate language learners and to enhance their capacity for language learning;
- Projects promoting multilingual comprehension;
- Projects promoting linguistic diversity¹¹.

Potential beneficiaries will be organisations directly or indirectly involved in teaching and learning languages and/or promoting linguistic diversity.

2.2 Networks

Priority will be given to European networks:

- Linking institutions that promote language learning and linguistic diversity at national or regional level (for instance “Houses of languages”);
- Linking universities which establish Chairs in multilingualism and interculturalism;
- Of good practice that serve to motivate language learners;
- For language teacher associations, with strong links to national associations;
- For promotion and application of competences allowing multilingual comprehension;
- For promotion and dissemination of early language learning.

Potential beneficiaries will be organisations directly or indirectly involved in teaching and learning languages and/or promoting linguistic diversity.

2.3 Accompanying measures

Accompanying measures will support communication and valorisation activities as well as thematic monitoring of projects on the “Languages” key activity.

3. KEY ACTIVITY 3: ICT

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

The “ICT” transversal key activity focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (learning issues which cannot be taught otherwise, e.g. simulations; discovery learning; attracting drop-outs back to learning; enabling learning outside the school environment; flexible lifelong learning to bridge the digital gap, etc.).

Whenever possible, proposals should build upon existing work and results from Community-funded research, from Community education and training programmes,

¹¹ Including where appropriate regional and minority languages

from national and regional initiatives, and from the private sector, and should include a clear plan for dissemination and application of the results of the project.

3.1 Multilateral projects

Priority will be given to projects aiming at:

- **Developing and testing methodologies to measure and assess the impact of ICT in education**
Such methodologies should help to identify the real added value of using ICT in education in terms of teaching and learning models and social and organisational issues.
- **Designing, developing and testing new scenarios or methods for linking up and connecting various learning communities**
Such scenarios or methods should contribute to development of learning communities with strong links between school, home, workplace and local communities and should be part of future ICT services and infrastructure.

3.2 Networks

Priority will be given to networks aiming at:

- **Designing and implementing knowledge-sharing schemes**
The programme will support schemes run by European networks, associations, public authorities, public-private partnerships, etc., supporting contacts and exchanges of good practice between them and widening their activities from information-gathering to knowledge-sharing between specific learning communities. These schemes should stimulate active learning communities using or willing to use innovative learning approaches to keep in contact, to share experience, to develop common experiments, to analyse their needs and to develop appropriate answers.
- **Building new partnerships between all stakeholders**
ICT has been instrumental in building up new partnerships across different levels of education and training, across learning services, and across different generations and walks of life, such as private, public and work. An increasing number and broader range of stakeholders, such as libraries, universities, research centres and museums, are participating in education. There is a need to analyse these new forms of partnership - where government, academics, schools, local community and industry can all play a role. Partnerships are an essential tool to steer the developing educational and training market. ICT-enhanced learning is at the intersection of education, research and innovation.

4. KEY ACTIVITY 4: DISSEMINATION AND EXPLOITATION OF RESULTS

The key activity “Dissemination and Exploitation of Results” is an innovation in this programme reflecting a growing awareness amongst both policy-makers and practitioners of the need to secure maximum impact from EU-funded projects and action in support of the revised Lisbon agenda and delivery of the Education and Training 2010

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

Priority will be given to multilateral projects focusing on:

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

These priorities could include:

- Action to develop and embed a European strategy on exploitation of results, supporting studies, demonstration projects and methodologies;
- Projects to test and apply the results of ongoing European cooperation, in particular in connection with OMC activities/priorities, benchmarking, etc.;
- European-level activities to promote active exploitation of results (conferences, seminars and other exchanges between products and potential new users). Specific priority will be given to action to apply results within existing networks (not funding for network start-up or running costs);
- Activities to test and develop ways of embedding the results of projects into policy, defining and presenting mechanisms to link projects, programmes and policies;
- Projects to identify, engage and promote appropriate networks for exploitation of results (e.g. action to identify contacts, establish an “exploitation remit”, disseminate networking information to interested promoters/users, and promote transparency and equal access/opportunity);
- Action to improve access to results of projects.

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

CHAPTER 3 – JEAN MONNET PROGRAMME

1. JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

Action (a) of the Jean Monnet Programme aims at stimulating teaching, research and reflection in the field of European integration studies at the level of higher education (inside and outside the European Union). In this context, the Jean Monnet Programme provides EU support for:

- Jean Monnet Chairs, centres of excellence and teaching modules;
- Associations of professors, other teachers in higher education, and researchers specialising in European integration studies;
- Information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration (i.e. conferences, seminars, round tables and resulting publications, websites, etc.);
- Multilateral research groups.

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

- The evolution of the European Union (including institutional change, governance and enlargement);
- The European Union and the dialogue between peoples and cultures;
- The European Union in the world: model for peaceful integration and international rule of law;
- The European Union, globalisation, economic prosperity, growth and social justice, and social cohesion;
- EU visibility in the world;
- Transnational analysis of the European Union's image in the media;
- The European Union, science, energy and sustainable development;
- European citizenship, European culture and European history.

In addition to these themes, priority is given to projects concerning:

a) Jean Monnet Chairs

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

b) European Modules

- addressing students who do not automatically come into contact with European integration studies (e.g. students in such fields as medicine, engineering, science, education, arts and languages);

- addressing citizens (adult education) and specific civil society groups (e.g. primary and secondary school teachers).

c) Jean Monnet Centres of Excellence

- involving academic activities in two or more of the target disciplines (EU Law, European Economic Integration, European Political Integration, History of European Construction);
- proposing activities which exploit multi-disciplinary resources in the targeted disciplines
- demonstrating openness to civil society.

d) Jean Monnet Multilateral Research Groups

- devoted to the dialogue between peoples and culture, EU visibility in the world, or the transnational analysis of the European Union's image in the media.