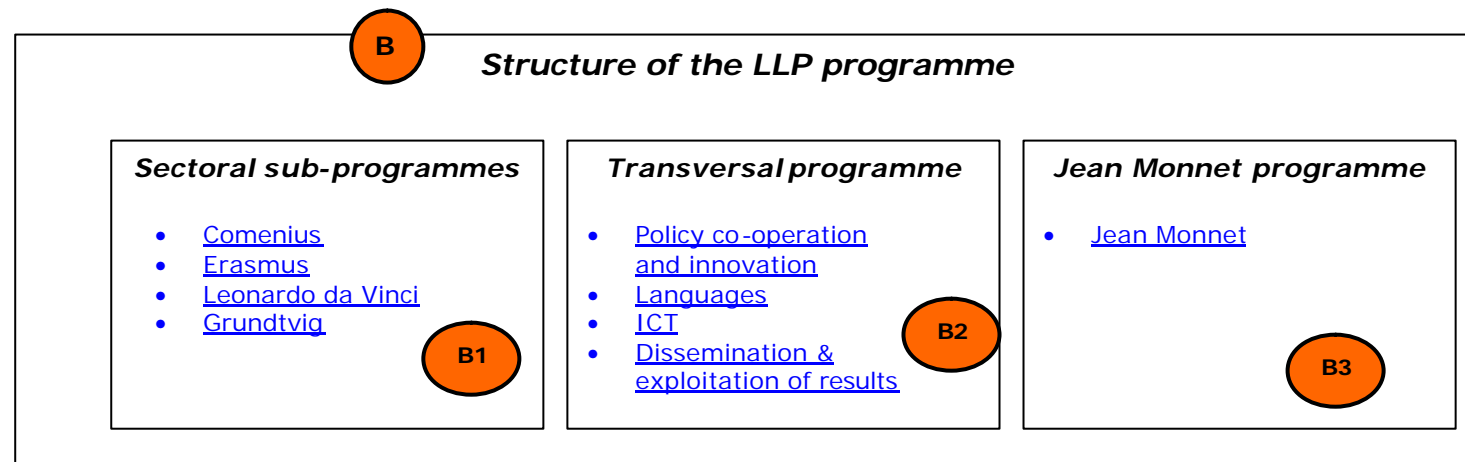
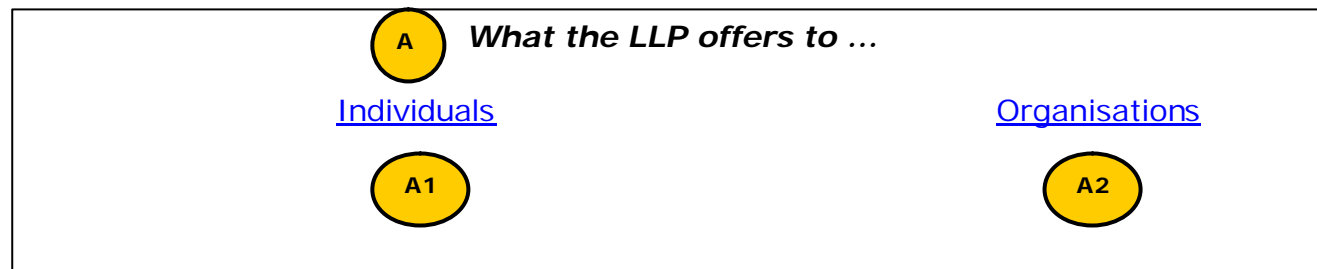
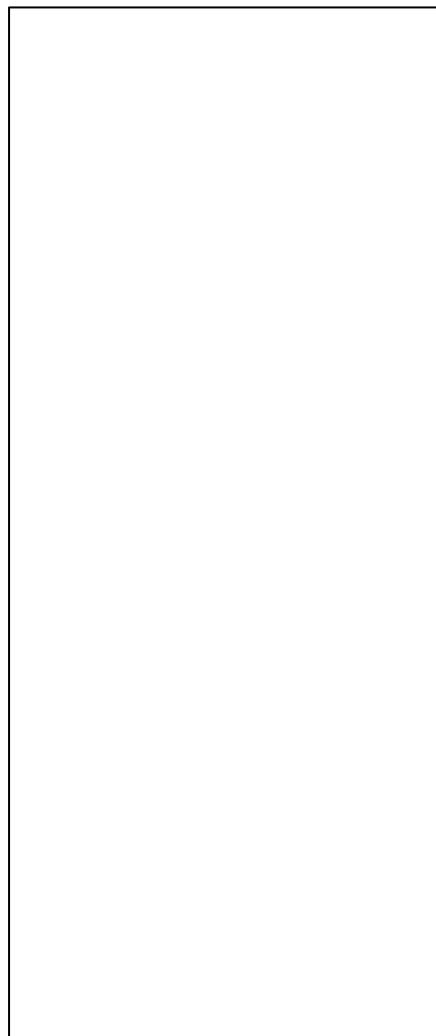


**Lifelong Learning Programme for Community Action in the Field of
Lifelong Learning (Lifelong Learning Programme – LLP)**

**Guide for Applicants
2007-2013**

First level (page 1)



Second level

1 [General overview of the LLP programme and general conditions for participation](#)

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General overview of the LLP programme

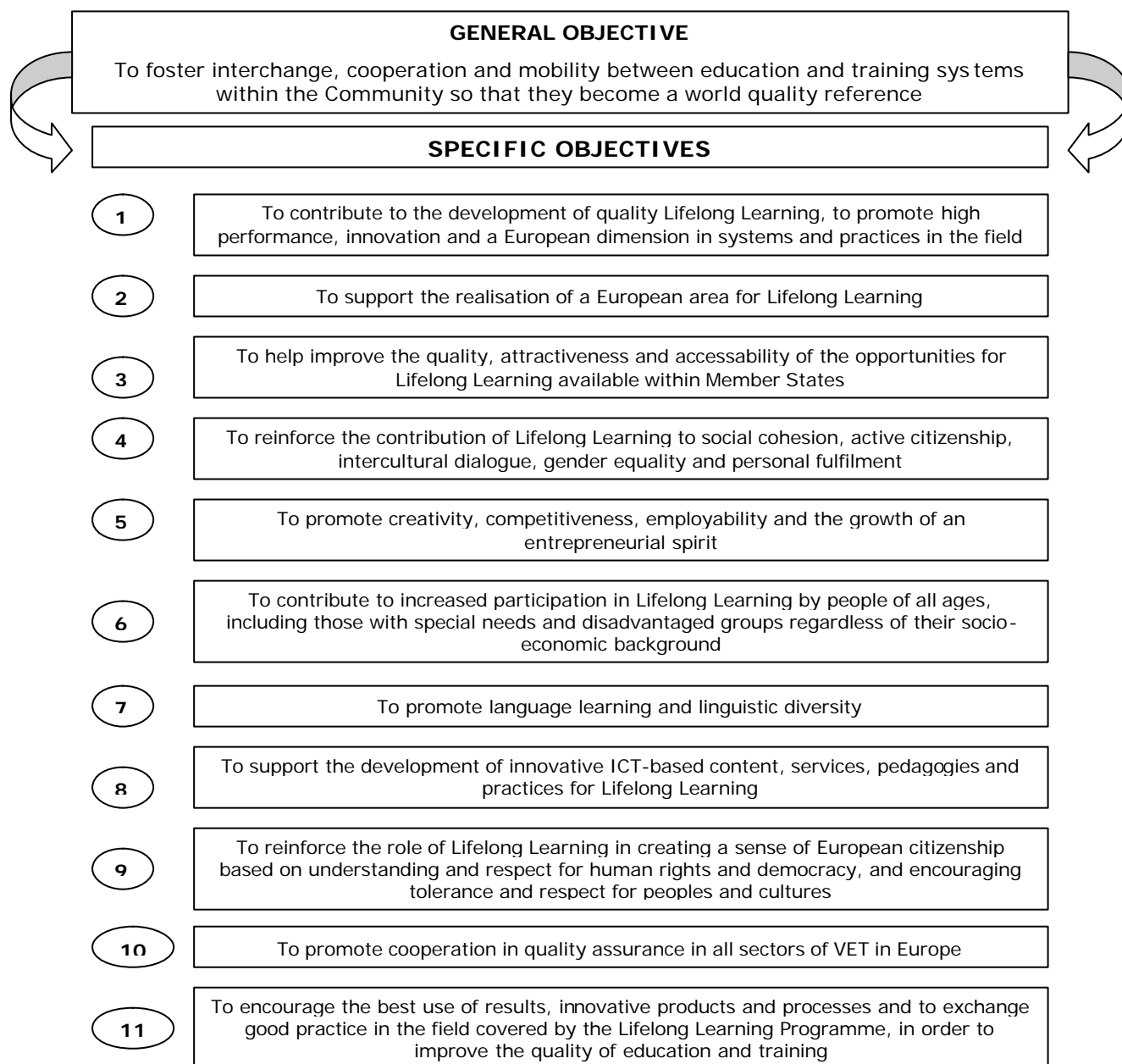
Decision ... of the European Parliament and of the Council establishes a **Lifelong Learning Programme for Community action in the field of lifelong learning** (the Lifelong Learning Programme – LLP). The general objective of the LLP is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, co-operation and mobility between education and training systems within the Community so that they become a world quality reference.

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

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

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

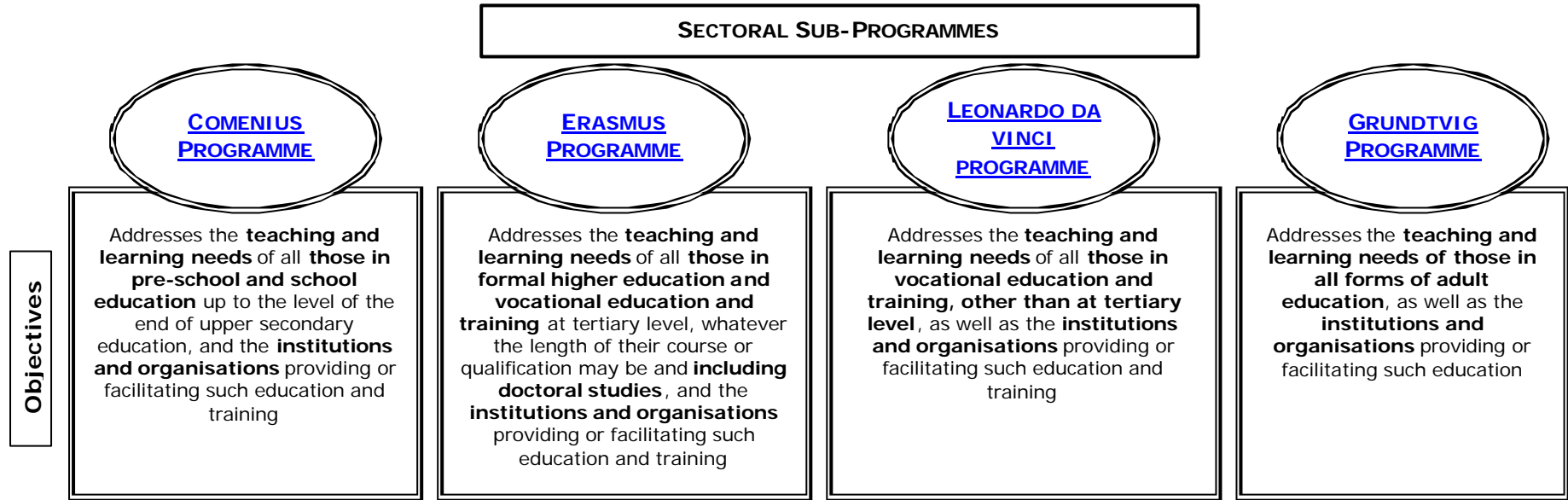
The Lifelong Learning Programme will run for 7 years (2007-2013). The total budget for this period is of ... euros.

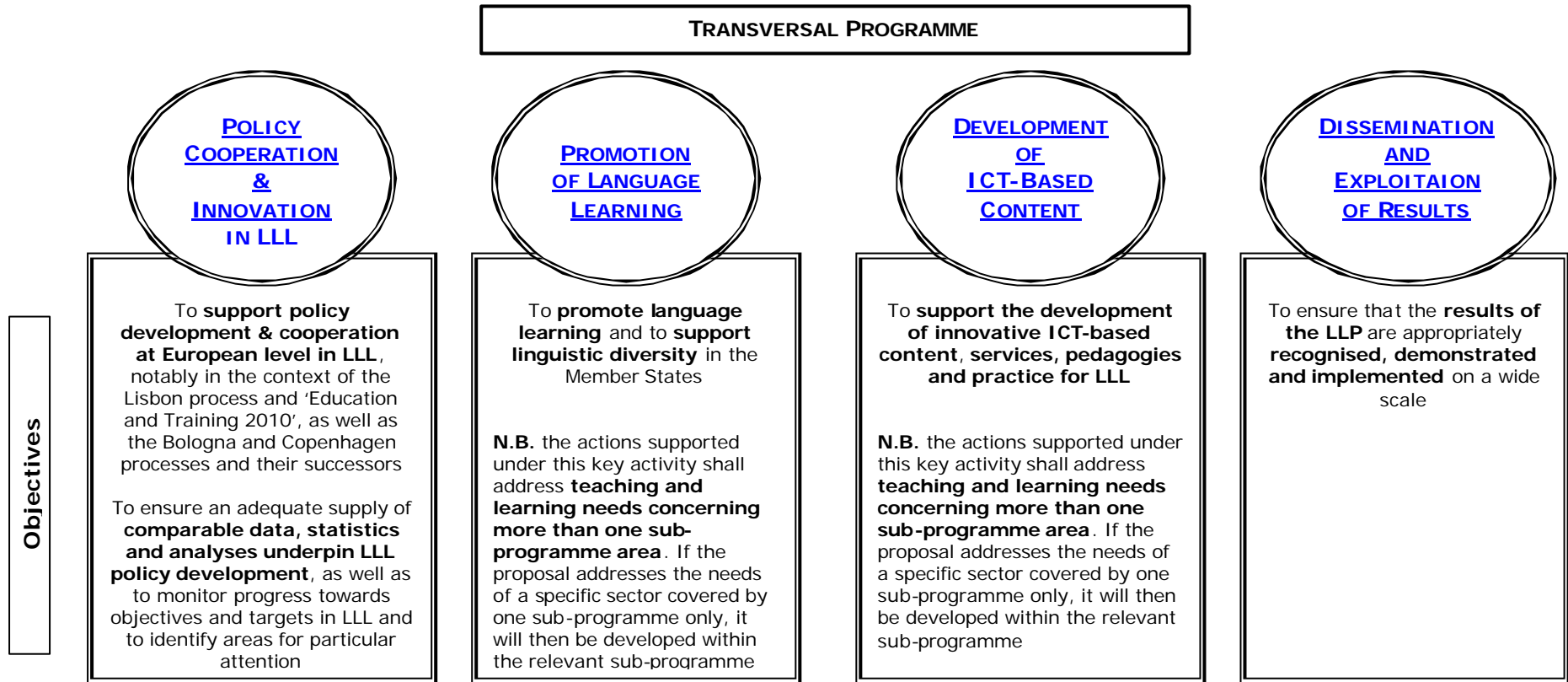


What is the structure of the programme?

The Lifelong Learning Programme consists of:

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





JEAN MONNET PROGRAMME

JEAN MONNET
ACTION

Unilateral and national projects:

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

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

OPERATING
GRANTS
SUPPORTING
SPECIFIED
INSTITUTIONS

EUROPEAN INTEGRATION

Grants may be awarded to support certain operational and administrative costs of the following **institutions pursuing an aim of European interest:**

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

OPERATING
GRANTS TO
SUPPORT OTHER
EUROPEAN
INSTITUTIONS

EDUCATION & TRAINING

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

Objectives

What actions are supported?

The Programme supports the following:

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

Which countries are involved in the programme?

The Lifelong Learning Programme is **now opened** to the participation of the following countries:

- **European Union Member States** (Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, The Netherlands, United Kingdom)
- **EFTA countries** (Iceland, Liechtenstein, Norway)
- the **candidate countries** (Bulgaria, Romania, Turkey)

The LLP could be opened **in the forthcoming years** to the participation of the following countries:

- the **candidate countries** benefiting from a pre-accession strategy, in accordance with the general principles and general terms and conditions laid down in the framework agreements concluded with these countries for their participation in Community programmes (Croatia, Former Yugoslav Republic of Macedonia)
- the **countries of the Western Balkans**, in accordance with the provisions to be determined with these countries following the establishment of framework agreements providing for their participation in Community programmes (Albania, Bosnia-Herzegovina, Moldova, Montenegro, Serbia)
- The **Swiss Confederation**, on the basis of a bilateral agreement to be concluded with this country

The **Jean Monnet Programme** is opened to all countries participating in the LLP as well as to higher education institutions in any other third country. Third countries participating are subject to all the obligations and will fulfil all the tasks set out in the programme decision in relation to Member States.

Who can participate?

The LLP is aimed at:

- Pupils, students, trainees and adult learners
- Teachers, trainers and other staff involved in any aspect of lifelong learning
- People in the labour market
- Institutions or organisations providing learning opportunities within the context of the LLP, or within the limits of its sub-programmes
- The persons and bodies responsible for systems and policies concerning any specific aspect of lifelong learning at local, regional and national level
- Enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry

- Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- Associations working in the field of lifelong learning, including students', trainees', pupils', teachers', parents' and adult learners' associations
- Research centres and bodies concerned with lifelong learning issues
- Not-for-profit organisations, voluntary bodies, non-governmental organisations (NGOs)

Who does what?

For the management of this programme, the [European Commission](#) plans to resort to two forms of externalisation, delegating the management of certain sections of the programme either to [National Agencies](#) or to the [Education Audiovisual and Culture Executive Agency](#).

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

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

The national authorities of the participating countries have established **National Agencies** (one or more in each participating country) to facilitate the coordinated management of the programme's actions at national level. The National Agencies play a very important role in the practical implementation of the programme. This is particularly the case in the decentralised actions, in which the National Agencies are responsible for receiving the applications for support, advising the national authorities on the selection of applications (or carrying out this selection on behalf of the national authorities), issuing the successful applicants with contracts, making the payments to grant holders and receiving their reports. In addition, the Agencies may give their views on applications for support under some of the centralised Actions, and they perform a number of other important functions across the programme as a whole. These include the dissemination of information, providing assistance in finding suitable project partners, giving guidance and advice on the submission of applications and other matters, monitoring the progress of projects and providing feedback on the way the programme is functioning.

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

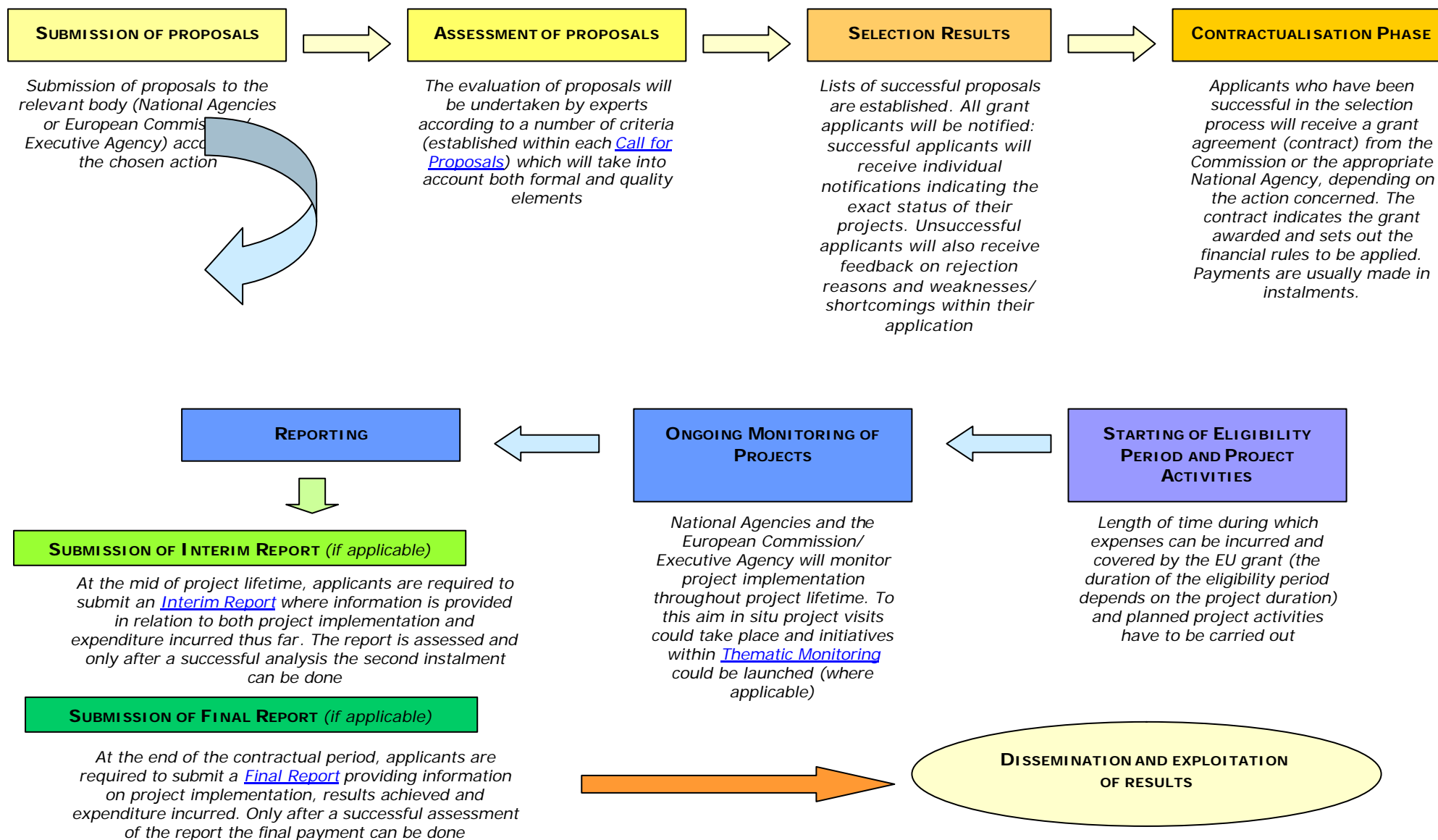
On the basis of the reference framework established by the Commission, the Agency is responsible for the implementation of the following tasks:

- drawing up calls for proposals
- project selection (in some cases the Commission adopts the selection decision)
- signing project agreements
- financial management:
- monitoring of projects (intermediate reports, final reports)
- communication and information with beneficiaries
- on the spot controls

What are the selection procedures?

	National Agency Procedure 1 – NA1	National Agency Procedure 2 – NA2	Commission Procedure - COM
Applicable to	<ul style="list-style-type: none"> ❖ Transnational mobility ❖ Bilateral and multilateral partnerships ❖ Unilateral and national projects (sub-programmes) 	<ul style="list-style-type: none"> ❖ Leonardo da Vinci - Multilateral Projects for Transfer of Innovation 	<ul style="list-style-type: none"> ❖ Unilateral and national projects (transversal programme & Jean Monnet) ❖ Multilateral projects and networks ❖ Observation and analysis ❖ Operating grants ❖ Accompanying Measures
To whom the application has to be sent	Requests for financial assistance submitted under these actions have to be directed to the appropriate National Agencies	Requests for financial assistance submitted under this action has to be directed to the relevant National Agency of the coordinator of the project	Request for financial assistance submitted under these actions have to be directed to the European Commission (DG EAC) and/or to the Education, Audiovisual and Culture Executive Agency
Main steps of the procedure	<ul style="list-style-type: none"> • Evaluation of proposals according to both formal (eligibility and exclusion criteria) and quality criteria (selection and award criteria) • Approval of the selection list • Allocation of financial grants to the selected projects (each partner in a bilateral or multilateral partnership will receive funding direct from its respective National Agency) 	<ul style="list-style-type: none"> • Evaluation of proposals according to both formal (eligibility and exclusion criteria) and quality criteria (selection and award criteria) • Submission to the Commission of a shortlist of applications which it proposes to accept • Approval of the selection list • Allocation of financial grants to the selected projects (the NA distribute grants to project coordinators located in their respective Member States, which are responsible for distributing the funds to the partners involved in the projects) 	<ul style="list-style-type: none"> • Evaluation of proposals according to both formal (eligibility and exclusion criteria) and quality criteria (selection and award criteria) • Approval of the selection list • Allocation of financial grants to the selected projects

What happens after project selection?



2

Decision of the European Parliament and of the Council

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

3

Call for Proposals

This page should provide links to all opened/closed Call for Proposals and could also be used to publish final selection results (at least by the Commission)

4

Application Forms and instructions for Completion

- [Mobility](#)
- [Multilateral projects and networks](#)
- [Partnerships](#)
- [...](#)

This page should provide links to Application Forms and should also provide guidance to applicants on how to complete the different application forms

5

Administrative and Financial Rules

This page should provide all relevant information concerning contracts and financial rules to be applied

6

Valorisation

This page will provide the information which is now provided on the following European Commission web page:
http://ec.europa.eu/education/programmes/leonardo/new/valorisation/index_en.html *and expanded to other actions*

7
Glossary

Accompanying Measures

Adult education
[from LLP decision]

Means all forms of non-vocational adult learning, whether of a formal, non-formal or informal nature

Adult learner
[from LLP decision]

A learner participating in adult education

Award criteria
[from EAC B.1]

The award criteria shall be such as to make it possible to assess the quality of the proposals submitted in the light of the objectives and the priorities set

Benchmarking
[from valorisation glossary]

A standardised method for collecting and reporting critical operational data in a way that enables relevant comparison of performances of different organisations or programmes, often with a view to establish good practice

Beneficiary
[from valorisation glossary]

The beneficiaries are the individuals or organisations (users at any level, intermediaries/multipliers, agents such as associations, regional authorities) benefiting in various ways from the implementation of the projects. In the European programmes they are also often understood as the entities receiving financial grants. (see also: FINAL BENEFICIARY)

Bilateral
[from LLP decision]

Involving partners from two Member States

Bologna Process
[from EU Glossary]

The Bologna process aims *inter alia* at making divergent higher education systems converge towards a more transparent system by 2010, based on three cycles: Degree/Bachelor - Master – Doctorate

Call for Proposal

Candidate country
[from EU Glossary]

Candidate country status is conferred by the European Council on the basis of an opinion from the European Commission, drawn up following an application for membership by the country concerned.

However, candidate country status does not give a right to join the Union automatically. The Commission scrutinises the application in the light of the accession criteria (Copenhagen criteria), while the accession process starts with the European Council decision to open accession negotiations.

Depending on their circumstances, candidate countries may be required to institute a reform process in order to bring their legislation into line with the Community *acquis* and to strengthen their infrastructure and administration if necessary. The accession process is based on the pre-accession strategy, which provides instruments such as financial aid.

Accession depends on the progress made by the candidate countries, which is regularly assessed and monitored by the Commission.

Cedefop (European Centre for the Development of Vocational Training)
[from EU Glossary]

The purpose of the Centre is to provide assistance to the Commission and, through its scientific and technical activities, to help promote vocational and continuing training at Community level. It enjoys the broadest legal status in all Member States. The non-profit-making Centre is based in Thessaloniki (Greece)

Credit transfer system

Dissemination and exploitation of results
[from LLP decision]

Activities designed to ensure that the results of the LLP and its predecessors are appropriately recognised, demonstrated and implemented on a wide scale

Dissemination and exploitation plan
[from valorisation glossary]

A plan for dissemination and exploitation indicates those activities that are going to be carried out during a project's lifetime. The plan has to be drafted at the very beginning of a project (often at proposal stage) and must contain activities to be carried out continuously until the project's end (and possibly afterwards).

Eligibility criteria
[from EAC B.1]

Eligibility criteria are formal conditions a proposal must respect. Only proposals which meet all the formal eligibility criteria go forward for evaluation

**Education & Training
2010 [from EU
Glossary]**

To facilitate the transition to a knowledge-based society, the Commission is promoting the establishing of strategies for lifelong learning, together with specific activities, with a view to achieving a European area of lifelong learning. This objective is at the heart of the Lisbon strategy, in particular the "Education and training 2010" programme. The Member states have undertaken to develop appropriate strategies by 2006.

**Enterprise
[from LLP decision]**

All undertakings engaged in economic activity in the public or private sector whatever their size, legal status or the economic sector in which they operate, including the social economy

**Equal opportunities
[from EU Glossary]**

The general principle of equal opportunities contains two key elements: one is the ban on discrimination on grounds of nationality, and the other is equality for men and women. It is intended to apply to all fields, particularly economic, social, cultural and family life.

The Treaty of Amsterdam added a new provision, reinforcing the principle of non-discrimination, which is closely linked to equal opportunities. Under this new provision, the Council has the power to take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. Moreover, thanks to its programme to combat discrimination (2001-2006), the European Union has been encouraging and complementing the activities of the Member States to combat all forms of discrimination.

Adopted in December 2000, and due to be incorporated in the European Constitution, which is currently being ratified, the Charter of Fundamental Rights of the European Union includes a chapter entitled "Equality" which sets out the principles of non-discrimination, equality between men and women, and cultural, religious and linguistic diversity. It also covers the rights of the child, the elderly and persons with disabilities.

The Constitution explicitly adds the principles of equality and the ban on discrimination to the values on which the Union is founded. The text identifies them as general provisions that the Union must promote in the definition and implementation of its policies and actions.

**Europass
[from EU Glossary]**

The Europass is a single portfolio enabling citizens to provide proof of their qualifications and skills clearly and easily anywhere in Europe. It comprises five documents designed at European level to improve the transparency of qualifications. Its aim is to facilitate mobility for all those wishing to work or receive training anywhere in Europe

**Eurydice
[from EU Glossary]**

With a view to increasing and improving cooperation between Member States in the field of education, and to making it easier to draft initiatives at national and Community levels, the EURYDICE network is the main instrument for information on national and Community structures, systems and developments in the field of education. EURYDICE thus serves to highlight both the diversity of education systems and their common trends.

**Evaluation
[from valorisation
glossary]**

Evaluation (at project level) is a crucial phase for projects since it allows a review and qualitative and quantitative assessment of: i) the results achieved against the aims (as regards activities/products), with implications for the whole of the grant if results are unacceptable and where results are very poor; ii) the means used to achieve these results in relation to the contractually agreed budget.

Evaluation (at program level) : Evaluation in the Commission is defined as a judgement of interventions according to their results, impacts and the needs they aim to satisfy

**Exclusion criteria
[from EAC B.1]**

Exclusion criteria aim at verifying that applicants are not, at the time of the grant award procedure, in a situation where they cannot receive a grant, in accordance with the financial regulation applicable to the general budget of the European Community

Executive Agency

Final beneficiary (end beneficiary)

[from valorisation glossary]

A final beneficiary is an individual or an organisation directly positively influenced by the project outcome. Not necessarily receiving a financial grant and even not directly involved in the project, the beneficiary may exploit project outcomes for its own purposes

Final Report

Follow up activities

[from valorisation glossary]

In general the follow up activities take place when the project is finished in administrative terms. Their aim is to keep results alive and sustainable

Good practice

[from valorisation glossary]

A good practice is an exemplary project (including results or processes) which has positively influenced systems and practices throughout its activities and results. Consequently, good practices are worth transferring and exploiting in different contexts and environments by new users or entities

Green Paper

[from EU Glossary]

Green Papers are documents published by the European Commission to stimulate discussion on given topics at European level. They invite the relevant parties (bodies or individuals) to participate in a consultation process and debate on the basis of the proposals they put forward. Green Papers may give rise to legislative developments that are then outlined in White Papers.

Guidance & counselling

[from LLP decision]

A range of activities such as information, assessment, orientation and advice to assist learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities

Higher education institution

[from LLP decision]

- Any type of higher education institution, in accordance with national legislation or practice, which offers recognised degrees or other recognised tertiary level qualifications, whatever such establishments may be called in the Member States
- Any institution, in accordance with national legislation or practice, which offers vocational education or training at tertiary level

Impact

[from valorisation glossary]

Impact is the effect that the project and its results have on various systems and practices. A project with impact contributes to the objectives of programmes and to the development of different European Union policies.

Innovation

[from valorisation glossary]

Innovative results are those which represent some new and distinctive features, distinguishing them from others with similar characteristic, and adding value in relation to conventional solutions

Interim Report

Joint masters

[from LLP decision]

Means master courses in higher education that:

- Involve a minimum of three higher education institutions from three different Member States
- Implement a study programme which involves a period of study in at least two of those three institutions
- Have built-in mechanisms for the recognition of periods of study undertaken in partner institutions based on, or compatible with, the European credit transfer system
- Result in the awarding of joint, double or multiple degree, recognised or accredited by the Member States, from the participating institutions

Lifelong learning

[from LLP decision]

All general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.

Lisbon Strategy
[from EU Glossary]

During the meeting of the European Council in Lisbon (March 2000), the Heads of State or Government launched a "Lisbon Strategy" aimed at making the European Union (EU) the most competitive economy in the world and achieving full employment by 2010. This strategy, developed at subsequent meetings of the European Council, rests on three pillars:

- An economic pillar preparing the ground for the transition to a competitive, dynamic, knowledge-based economy. Emphasis is placed on the need to adapt constantly to changes in the information society and to boost research and development.
- A social pillar designed to modernise the European social model by investing in human resources and combating social exclusion. The Member States are expected to invest in education and training, and to conduct an active policy for employment, making it easier to move to a knowledge economy.
- An environmental pillar, which was added at the Göteborg European Council meeting in June 2001, draws attention to the fact that economic growth must be decoupled from the use of natural resources.

A list of targets has been drawn up with a view to attaining the goals set in 2000. Given that the policies in question fall almost exclusively within the sphere of competence of the Member States, an open method of coordination (OMC) entailing the development of national action plans has been introduced. Besides the broad economic policy guidelines, the Lisbon Strategy provides for the adaptation and strengthening of existing coordination mechanisms: the Luxembourg process for employment, the Cardiff process for the functioning of markets (goods, services and capital) and the Cologne process on macroeconomic dialogue.

The mid-term review held in 2005, for which a report was prepared under the guidance of Wim Kok, former Prime Minister of the Netherlands, showed that the indicators used in the OMC had caused the objectives to become muddled and that the results achieved had been unconvincing.

In order to give new impetus to the Lisbon Strategy, the Commission is proposing a simplified process of coordination in tandem with consultation on the measures to be taken under the national action plans.

This revised strategy is no longer based on all the targets set in 2000, and only the figure of 3 % of GDP for research and development is being retained. The integrated guidelines for growth and employment will henceforth be presented jointly with the guidelines for macroeconomic and microeconomic policies, over a three-year period.

Mainstreaming
[from valorisation glossary]

Mainstreaming is a process which enables activities to impact on policy and practice. This process includes identifying lessons, clarifying the innovative element and approach that produced the results, their dissemination, validation and transfer. More specifically, mainstreaming also defines the phase of transfer and the way in which other actors take account of the elaborated results, approaches and key elements

Mobility
[from LLP decision]

Spending a period of time in another Member State, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparatory or refresher courses in the host language or working language

Multilateral
[from LLP decision]

Involving partners from at least three Member States. The Commission may regard associations or other bodies with membership from three Member States or more as multilateral

Monitoring (at project level)
[from valorisation glossary]

The process involves continuous and systematic control of the project's progress. The intention is to correct any deviation from the operational objectives and thus improve the performance. Every project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project. During the monitoring process dissemination and exploitation activities must be carefully checked, verified and, if necessary - reoriented and adapted.

National Agency

Needs analysis
[from valorisation
glossary]

Ideally, it takes place at the planning stage, before starting a project (*ex ante needs analysis*). The aim is to define the needs of a target group (future beneficiaries and users of the project results) and to better orientate the project's activities, with the objective to effectively answer these needs

Network
[from LLP decision]

A formal or informal grouping of bodies active in a particular field, discipline or sector of lifelong learning

Operating Grant

Observation & Analysis

Partnership
[from LLP decision]

A bilateral or multilateral agreement between a group of institutions or organisations in different Member States to carry out European activities in lifelong learning

People in the labour market
[from LLP decision]

Workers, self-employed or people available for employment

Placement
[from LLP decision]

Spending a period of time in an enterprise or organisation in another Member State, supported as appropriate by preparatory or refresher courses in the host language or working language, with a view to helping individuals to adapt to the requirements of the Community-wide labour market, to acquiring a specific skill and to improving understanding of the economic and social culture of the country concerned in the context of acquiring work experience

Pre-school
[from LLP decision]

Organised educational activity undertaken before the start of obligatory primary schooling

Project
[from LLP decision]

A cooperation activity with a defined outcome developed jointly by a formal or informal grouping of organisations or institutions

Project coordinator
[from LLP decision]

The organisation or institution in charge of the implementation of the project by the multilateral grouping

Pupil
[from LLP decision]
RESULT (or project outcome)

A person enrolled in a learning capacity at a school

School
[from LLP decision]

All types of institutions providing general (pre-school, primary or secondary), vocational and technical education and, exceptionally, in the case of measures to promote language learning, non school institutions providing apprenticeship training

Selection criteria
[from EAC B.1]

The selection criteria make it possible to assess the applicant's financial and operational capacity to carry out the work programme and to make it sure that the applicant has sufficient and stable financial sources to continue the activities throughout the project and to assure its co-financing

Social partners
[from LLP decision]

At national level, employers' and workers' organisations in conformity with national laws and/or practices, at Community level, employers' and workers' organisations taking part in the social dialogue at Community level

Student
[from LLP decision]

A person registered in a higher education institution, whatever their field of study, in order to follow higher education studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate

Study visit
[from LLP decision]

A short-term visit, made to study a particular aspect of lifelong learning in another Member State

Teachers/educational staff [from LLP decision] Thematic Monitoring	Persons who, through their duties, are involved directly in the education process in the Member States
Trainee [from LLP decision]	A person undergoing vocational training, either within a training institution or training organisation or at the workplace
Trainers [from LLP decision]	Persons who, through their duties, are involved directly in the vocational education and training process in the Member States
Unilateral [from LLP decision] Vocational training [from LLP decision]	Involving a single institution Any form of initial vocational education or training, including technical and vocational teaching and apprenticeships, which contributes to the achievement of a vocational qualification recognised by the competent authorities in the Member States in which it is obtained, as well as any continuing vocational education or training undertaken by a person during his or her working life
White paper [from EU Glossary]	Commission White Papers are documents containing proposals for Community action in a specific area. In some cases they follow a Green Paper published to launch a consultation process at European level. When a White Paper is favourably received by the Council, it can lead to an action programme for the Union in the area concerned. Examples are the White Papers on Completion of the Internal Market (1985), on Growth, Competitiveness, Employment (1993) and on European Governance (2001). More recently, the White Paper on Services of General Interest (2004) and that on a European Communication Policy (2006) have also moulded the development of Community policies.

8

Comparative table 2000-2006/2007-2013

Socrates (2000-2006)	Lifelong Learning Programme (2007-2013)
COMENIUS - Initial and continuing training of staff involved in school education (multilateral cooperation projects, individual grants)	COMENIUS – Mobility <ul style="list-style-type: none"> • in-service staff training for school education staff • teaching experience for future teachers • individual pupil mobility inside partnerships
COMENIUS - School partnership (school projects, language projects, school development projects)	COMENIUS - Partnerships
COMENIUS - Comenius networks	COMENIUS - Networks
	COMENIUS - Multilateral projects
ERASMUS - University Charter	ERASMUS - University Charter
ERASMUS - Student mobility	ERASMUS - Student mobility-studies ERASMUS - Student placements in enterprises ERASMUS - Organisation of mobility
ERASMUS - Teachers (teacher exchanges)	ERASMUS - Teaching staff mobility
	ERASMUS - Non teaching staff from universities and enterprises
ERASMUS - Intensive programmes	ERASMUS - Intensive Language Courses ERASMUS - Intensive programme for teaching staff and university students
ERASMUS - Joint preparation of courses	ERASMUS - Multilateral projects <ul style="list-style-type: none"> • Development of study programmes • Modernisation of universities in Europe • Co-operation between universities & enterprises • Virtual campus
ERASMUS - Thematic networks	ERASMUS - Networks
	ERASMUS - Partnerships
GRUNDTVIG - Mobility for training	GRUNDTVIG – Mobility <ul style="list-style-type: none"> • In-service staff training for adult education staff • Teaching experience for future or recently qualified adult education teachers (from 2008) • Individual adult learner mobility – from 2008
GRUNDTVIG - European cooperation projects	GRUNDTVIG - Multilateral projects
GRUNDTVIG - Education partnerships	GRUNDTVIG - Partnerships
GRUNDTVIG - Networks	GRUNDTVIG - Networks
LINGUA - Language learning	
LINGUA - Development of tools	Language multilateral projects Language networks
MINERVA - Projects to better understand and support innovation	ICT multilateral projects

MINERVA - Activities to design new teaching methods and resources	
MINERVA - Networks	ICT networks
OBSERVATION & INNOVATION - Data collection and comparative, quantitative and qualitative analysis	Studies and comparative research in themes relating to the contribution of lifelong learning to the Lisbon process
OBSERVATION & INNOVATION - Comparison of education systems and policies	
OBSERVATION & INNOVATION - Visits to allow groups of decision makers and education specialists from different countries to familiarise themselves with innovative reforms and approaches in education systems	Study visits for education decision makers
OBSERVATION & INNOVATION - Organisation of studies, seminars, exchanges of experts or pilot projects around particularly relevant topics	
	EQF projects
	Education and training 2010 national support
	Future perspectives
SOCRATES – Joint Actions	Joint Actions
SOCRATES – Accompanying Measures	Accompanying Measures

Leonardo da Vinci (2000-2006)	Lifelong Learning Programme (2007-2013)
Mobility - transnational placement projects	LEONARDO - training placements for people in the labour market ERASMUS - Student placements in enterprises
Mobility - transnational exchange projects	Mobility for apprentices, pupils, students in initial vocational training
Mobility - study visits	Leonardo exchange of experiences for VET professionals
Pilot Projects	Leonardo multilateral projects – Transfer of innovation
	Leonardo multilateral projects – Development of innovation
Language Competences	
Transnational Networks	Leonardo networks
Reference Materials	
	Leonardo partnerships – from 2008

eLearning	Lifelong Learning Programme (2007-2013)
To ensure that all institutions of learning have access to multimedia computer equipment, the necessary connections and internet facilities	
The training of teachers and trainers to enable them to integrate these tools into their teaching methods	
The development of services and of high quality European educational content in the multimedia sphere	
Speeding up the linking of education and training establishments to networks	

Jean Monnet (2000-2006)	Lifelong Learning Programme (2007-2013)
Jean Monnet Chairs	Jean Monnet Chairs
European Modules	European Modules
Jean Monnet European Centres of Excellence	Jean Monnet European Centres of Excellence
	Jean Monnet multilateral projects
	Professor & researcher associations
	Information and research activities



Contacts

European Commission – Directorate General Education and Culture

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

DG EAC

A contact for each unit involved in LLP management and/or implementation (functional mailboxes)

Executive Agency

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

A contact for each unit involved in LLP management and/or implementation (functional mailboxes)

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

National Agencies

List of all NAs in each participating country

Other relevant links

[Cedefop](#) (European Centre for the Development of Vocational Training)

[Ploteus](#) (Portal on Learning Opportunities throughout the European Space)

[Europass](#)

[European Qualifications Framework \(EQF\)](#)

[EURYDICE](#) - the Information Network on Education in Europe

[European Quality Assurance Network](#)

EURES: <http://ec.europa.eu/dg05/elm/eures/index.htm>

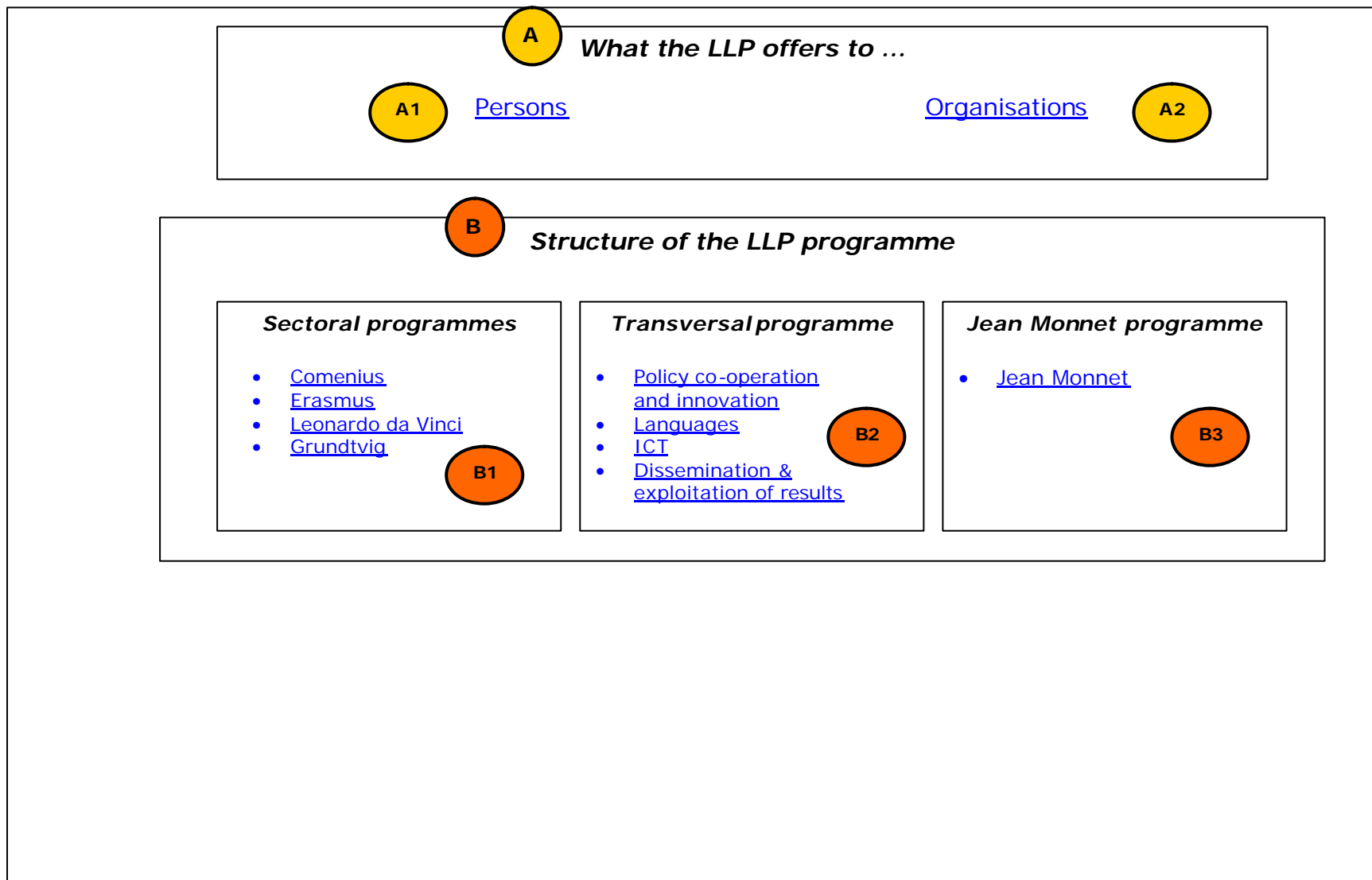
e-Twinning: <http://www.etwinning.net/ww/it/pub/etwinning/index2005.htm>

Bologna Process: http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html

EQF: http://ec.europa.eu/education/policies/educ/eqf/index_en.html

[Debate on the Future of Europe](#)

Second level



A1

Individuals

University and tertiary level students

- Erasmus mobility students
- Students at tertiary level
- University students

Pupils

Adult Learners

Trainees and workers

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

Staff from enterprises

Educational staff

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

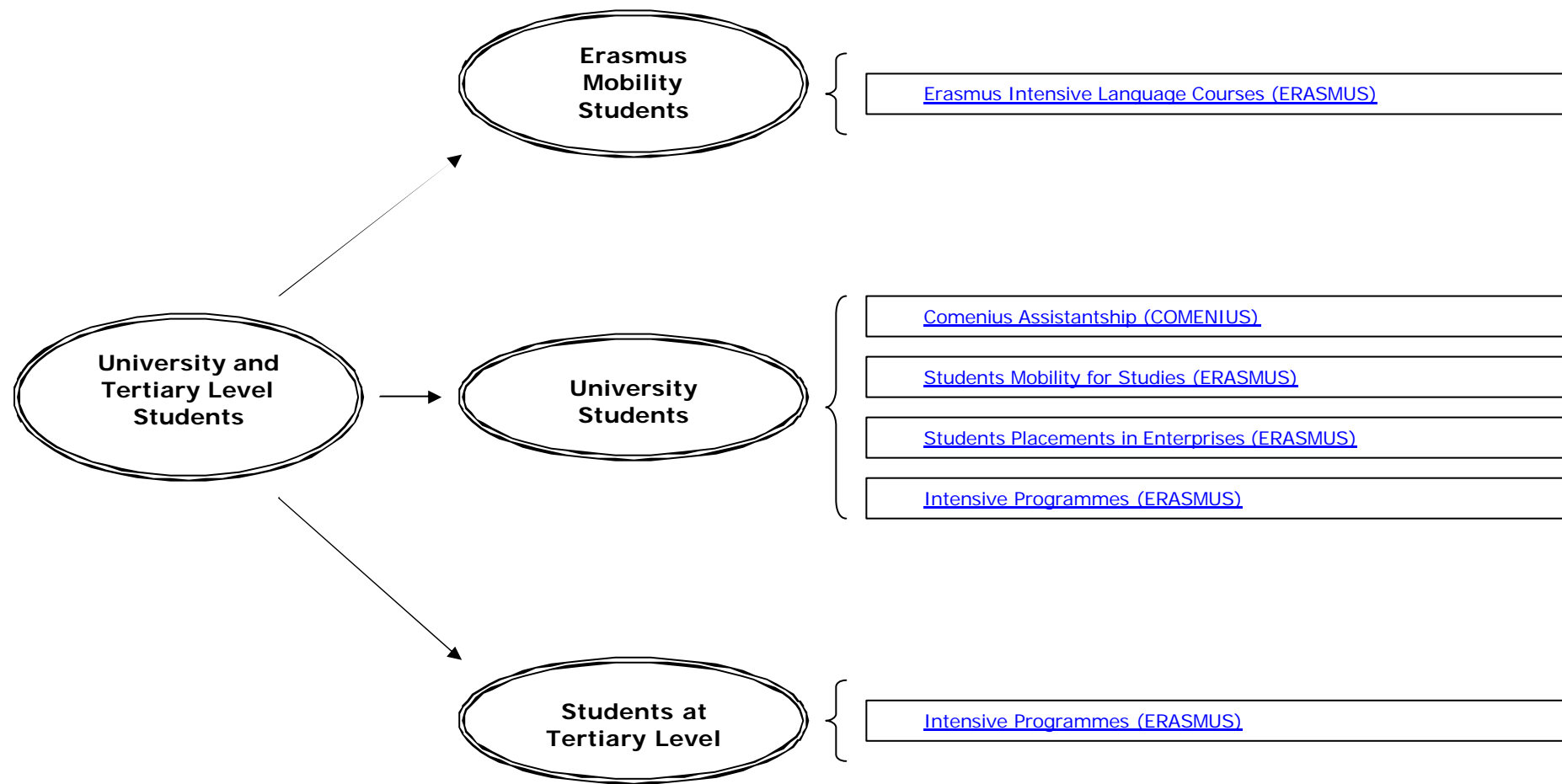
Trainers

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

Staff working in education/training institutions

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

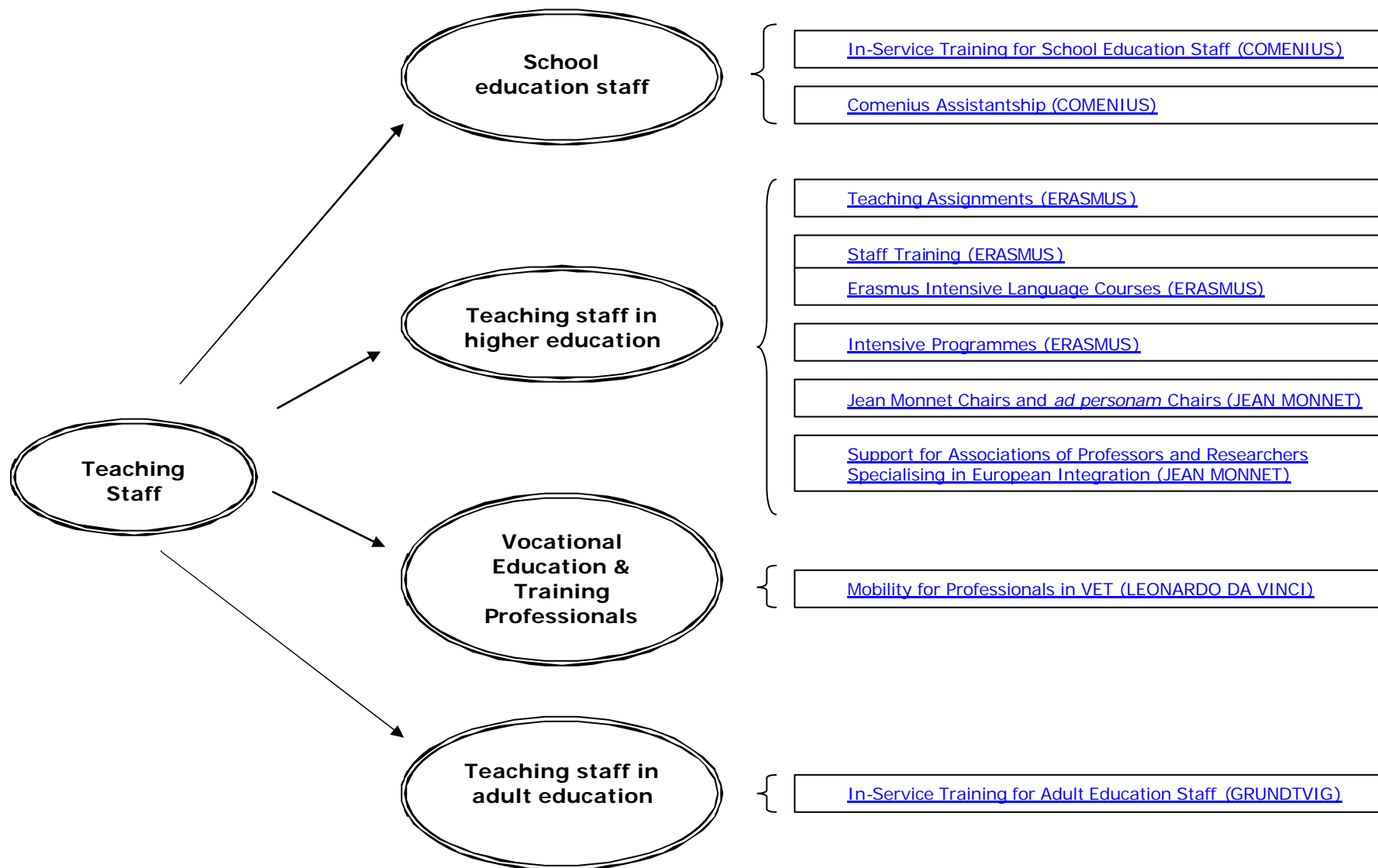
The Lifelong Learning Programme for Individuals - Learners

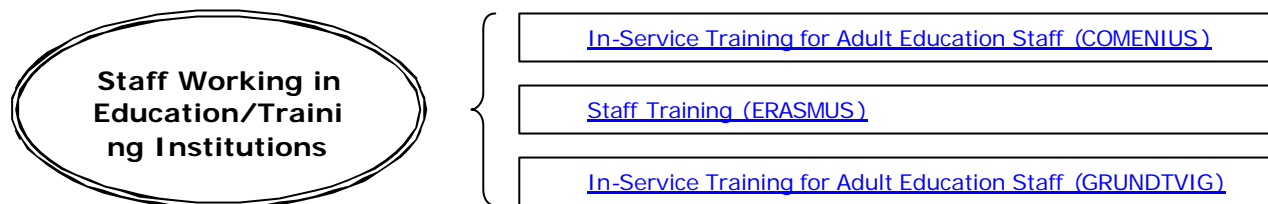


The Lifelong Learning Programme for Individuals - Learners



The Lifelong Learning Programme for Individuals – Teaching Staff



The Lifelong Learning Programme for Individuals – Staff Working in Education/Training Institutions

Organisations

Adult education bodies

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

Authorities

- Authorities, institutions, organisations which can contribute to develop high-quality education
- Education authorities
- Local and regional authorities and organisations
- Public authorities

Civil society organisations

- Non-for-profit organisations
- Non governmental organisations (ONGs)
- Voluntary associations

Companies

- Companies, in particular SMEs
- Enterprises
- Public or private companies

Labour market

- Employers' associations
- Professional organisations (including Chambers of Commerce and trade organisations)
- Social partners

Networks

Organisations providing training to teachers and trainers

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

Research centres and organisations

Schools

- Guidance and counselling centres
- Schools (general, vocational, technical from pre-school education to upper secondary)

Universities and higher education institutions (tertiary level)

- Guidance and counselling centres
- Higher education institutions
- Universities

VET organisations

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

The Lifelong Learning Programme for Organisations



Sectoral programmes

B1

Comenius

What are the aims?

Specific objectives

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

Operational objectives

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

What target public?

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

What types of activity?

The following actions are supported by the Comenius Programme:

- Mobility of individuals¹ which may include:
 - Exchanges of pupils and staff
 - Mobility to schools for pupils (aged of 12 as a minimum) and placements in schools or enterprises for educational staff
 - Participation in training courses for teachers and other educational staff
 - Study and preparatory visits for mobility, partnership, project or network activities
 - Assistantships for teachers and potential teachers
- Development of partnerships between:

¹ in arranging for or supporting the organisation of such mobility, the necessary preparatory measures have to be adopted and care has to be taken to ensure that adequate supervision, advice and support is available for people in mobility

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

What are Comenius actions?

- [Individual pupil mobility](#) [fiche 1 - blank]
- [In-service staff training for school education staff](#) [fiche 2]
- [Comenius Assistantship](#) [fiche 3]
- [Hosting a Comenius Assistant](#) [fiche 4]
- [Partnerships](#) [fiche 5]
- [Comenius REGIO](#) [fiche 6 - blank]
- [Multilateral Project](#) [fiche 7]
- [Networks](#) [fiche 8]

Erasmus

What are the aims?

Specific objectives

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

Operational objectives

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

What target public?

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

What types of activity?

The following actions are supported by the Erasmus Programme:

- Mobility of individuals² which may include:
 - Mobility of students for the purposes of studying or training in Member States in higher education institutions, as well as placements in enterprises, training centres, research centres or other organisations ('Erasmus Students')³

² support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including preparatory and refresher language courses

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

- Mobility of teaching staff in higher education institutions in order to teach or receive training in a partner institution abroad
 - Mobility of other staff in higher education institutions and staff of enterprises for purposes of training or teaching
 - Erasmus intensive programmes organised on a multilateral basis
- Multilateral projects focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives
- Networks run by consortia of higher education institutions and representing a discipline or a cross-disciplinary ('Erasmus Thematic Networks') which aim to develop new learning concepts and competencies. Such networks may also include representatives from other public bodies or from enterprises or associations
- Other initiatives aimed at promoting the objectives of the Erasmus Programme ('Accompanying Measures')

What are Erasmus actions?

- [Student mobility for studies](#) [fiche 9]
- [Student placements in enterprises](#) [fiche 10]
- [Organisation of mobility](#) [fiche A]
- [Erasmus University Charter](#) [fiche B]
- [Teaching assignments](#) [fiche 11]
- [Staff training](#) [fiche 12]
- [Intensive programme](#) [fiche 13]
- [Erasmus intensive language courses](#) [fiche 14]
- [Multilateral Projects](#) [fiche 15]
- [Networks](#) [fiche 16- missing]

Leonardo da Vinci

What are the aims?

Specific objectives

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

Operational objectives

- To improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80.000 per year by the end of the LLP
- To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
- To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others
- To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning
- To encourage the learning of modern foreign languages
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

What target public?

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

What types of activity?

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

- Mobility of individuals⁴ which may include:

⁴ In arranging or supporting the organisation of such mobility, the necessary preparatory measures, including language preparation, have to be adopted and care has to be taken to ensure that adequate supervision and support is available for people in mobility.

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

What are Leonardo da Vinci actions?
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- [Mobility for apprentices, pupils, students in Initial Vocational Training \(IVT\)](#) [fiche 17]
- [Leonardo training placements for people in the labour market](#) [fiche 18]
- [Leonardo exchange of Experiences for VET professionals](#) [fiche 19]
- [Leonardo da Vinci partnerships – from 2008](#) [fiche 20 – blank]
- [Leonardo da Vinci Multilateral Projects – Transfer of innovation](#) [fiche 21]
- [Leonardo da Vinci Multilateral Projects – Development of innovation](#) [fiche 22]
- [Leonardo da Vinci networks](#) [fiche 23]

Grundtvig

What are the aims?

Specific objectives

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

Operational objectives

- To improve the quality and accessibility of mobility throughout Europe of people involved in adult education and to increase its volume, so as to support the mobility of at least 7.000 of such individuals per year by 2013
- To improve the quality and to increase the volume of co-operation between organisations involved in adult education throughout Europe
- To assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education
- To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To improve pedagogical approaches and the management of adult education organisations

What target public?

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

What types of activity?

The following actions are supported by the Grundtvig Programme:

- Mobility of individuals⁵ which may include visits, assistantships and exchanges for participants in formal and non-formal adult education, including the training and professional development of adult education staff, especially in synergy with partnerships and projects
- Partnership ('Grundtvig Learning Partnership') focusing on themes of mutual interest to the participating organisations

⁵ In arranging for or supporting the organisation of such mobility, the necessary preparatory measures have to be adopted and care has to be taken to ensure that adequate supervision and support is available for people in mobility.

- Multilateral projects aimed at improving adult education systems through the development and transfer of innovation and good practice
- Thematic networks of experts and organisations ('Grundtvig Networks') working in particular on:
 - Developing adult education in the discipline, subject area or management aspect to which they relate
 - Identifying, improving and disseminating relevant good practice and innovation
 - Providing content support to projects and partnerships set up by others and facilitating interactivity between such projects and partnerships
 - Promoting the development of needs analysis and quality assurance within adult education
- Other initiatives aimed at promoting the objectives of the Grundtvig Programme ('Accompanying Measures')

What are Grundtvig actions?

- [Individual adult learner mobility – from 2008](#) [fiche 24 - blank]
- [Teaching experience for future or recently qualified adult education teachers – from 2008](#) [fiche 25 - blank]
- [In-service staff training for adult education staff](#) [fiche 26]
- [Partnerships](#) [fiche 27]
- [Multilateral projects](#) [fiche 28]
- [Networks](#) [fiche 29]

Transversal programme

B2

What are the aims?

Specific objectives

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

Operational objectives

- To support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process 'Education and Training 2010'⁶, as well as the Bologna and Copenhagen processes and their successors
- To ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention
- To promote language learning and support linguistic diversity in Member States
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To ensure that the results of the Lifelong Learning Programme are appropriately recognised, demonstrated and implemented on a wide scale

Policy co-operation and innovation in lifelong learning

What types of activity?

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

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

⁶ Further details on this [document](#) can be found ...

- Networks of organisations which facilitate mobility and recognition, such as Euroguidance and National Academic Recognition Information Centres (NARICs)
 - Support for transnational web-based services such as Ploteus
 - Activities under the Europass initiative in accordance with Decision 2241/2004 of the European Parliament and of the Council adopting a single framework for the transparency of qualifications and competences
- Other initiatives ('Accompanying Measures') including peer-learning activities aimed at promoting the objectives of the key activity

What are Policy Co-operation and Innovation actions ?
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- [Study visits for education decision makers](#)
- [Studies and comparative research in themes relating to the contribution of lifelong learning to the Lisbon process - \[fiche 30 - missing\]](#)
- [EQF projects](#)
- [Education and training 2010 national support](#)
- [Future perspectives](#)

Promotion of language learning

What types of activity?

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

- Multilateral projects aimed, inter alia, at:
 - Developing new language learning materials, including online courses, and instruments for language testing
 - Developing tools and courses for training language teachers, trainers and other staff
- Networks in the field of language learning and linguistic diversity
- Other initiatives in line with the objectives of the Lifelong Learning Programme including activities to make language learning more attractive to learners through the mass media and/or marketing, publicity and information campaigns, as well as conferences, studies and statistical indicators in the field of language learning and linguistic diversity

What are Promotion of Language Learning actions?

- [Multilateral projects](#) [fiche 31]
- [Networks](#) [fiche 32]

Development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

What types of activity?

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

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

What are ICT actions?

- [Multilateral projects](#) [fiche 33]
- [Networks](#) [fiche 34]

Dissemination and exploitation of results of actions supported under the programme and previous related programmes, and exchange of good practice

What types of activity?

The following actions are supported by the key activity of dissemination:

- Unilateral and national projects
- Multilateral projects aimed, inter alia, at:
 - Supporting the exploitation and implementation of innovative products and processes
 - Stimulating cooperation between projects operating in the same field
 - Developing good practice with regard to dissemination methods
- the establishment of reference materials which may include the collection of relevant statistical data and studies in the field of dissemination, the exploitation of results and the exchange of good practice.

What are Dissemination and Exploitation of Results actions?

- Unilateral and national projects [*fiche 35 - missing*]
- [Multilateral projects](#) [*fiche 36*]
- [Studies](#) [*fiche 37*]

Jean Monnet Programme

B3

What are the aims?

Specific objectives

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

Operational objectives

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

What target public?

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

What types of activity?

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

- Unilateral and multilateral projects, which may include:
 - Jean Monnet Chairs, centres of excellence and teaching modules
 - Associations of professors, other teachers in higher education, and researchers specialising in European integration
 - Support for researchers deepening their research at a host university in another country
 - Information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration
- Multilateral projects and networks which may include support for the establishment of multilateral research groups in the field of European integration.

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

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

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

'Operating grants to support other European institutions and associations in the fields of education and training' are awarded to support certain operational and administrative costs of European institutions or associations active in the fields of education and training

What are Jean Monnet actions?

- [Jean Monnet Chairs](#) [fiche 38]
- [Jean Monnet excellence centres](#) [fiche 39]
- [Jean Monnet modules](#) [fiche 40]
- [Support for associations of professors and researchers specialising in European integration](#) [fiche 41]
- [Support for information and research activities relating to European integration –](#) [fiche 42]
- [Support for researchers deepening research at a host institution in another country - 2008](#) [fiche 43]
- [Multilateral projects](#) [fiche 44]
- [Networks](#) [fiche 45 - missing]