



European  
Commission

# **2013 annual work programme on grants and contracts for the "Lifelong Learning Programme"**

*C(2012)5363 of 2 August 2012*

## SUMMARY

### **Commission implementing decision adopting the 2013 annual work programme on grants and contracts for the “Lifelong Learning Programme”**

Under Article 75 of the Financial Regulation, the commitment of the expenditure shall be preceded by a financing decision adopted by the Commission.

Under Article 110 of the Financial Regulation, grants are subject to an annual programme.

This Commission implementing decision, based on the commitment appropriations requested in the draft budget and the funds expected from other sources, covers the programmes and actions of the Lifelong Learning Programme in 2013, which includes the "Comenius", "Erasmus", "Leonardo da Vinci", "Grundtvig" and "Jean Monnet" Programmes, plus a "Transversal Programme", and serves as a financing decision within the meaning of Article 75 of the Financial Regulation.

Its purpose is to launch the selection procedures during 2012 to enable the authorising officer to take the individual decisions on the award of grants and contracts at the beginning of 2013, provided that they comply with the work programme within the set flexibility thresholds. In case a Comitology opinion is required, the Commission will take the individual grant decisions.

The general objective of the Lifelong Learning Programme (LLP) is to contribute through lifelong learning to the development of the European Union as an advanced knowledge-based society, with sustainable economic development, more and better jobs, and greater social cohesion.

The priorities of the LLP are pursued through the implementation of four sectoral programmes, one transversal programme, and the Jean Monnet programme. The budget is implemented to around 85% through the National Agency procedure (hereafter "decentralised actions"), and to around 15% through the Commission procedure (hereafter "centralised actions"), either by DG EAC or the Executive Agency for Education, Audiovisual and Culture (EACEA). The main tool to reach the objectives is the general call for proposals that is published annually to foster mobility of individuals as well as interchange and co-operation between education and training systems within the European Union.

As to the *Comenius Programme*, the general call for proposals will foresee to fund, on a decentralised basis, mobility of individuals; school partnerships; Comenius Regio partnerships and preparatory visits; and on a centralised basis: multilateral projects; multilateral networks and accompanying measures. In addition:

- A specific call for proposals directed at the LLP participating countries, except for Cyprus, Germany, the UK and Ireland, which indicated their interest in participating in the 4th year of the action for individual pupil mobility, will be launched through the National Agencies;
- The eTwinning National Support Services (NSS) network whose purpose it is to assist schools during the process of registration, partner finding and project activity, as well as manage communication campaigns and organise professional workshops for teachers, will be supported by a grant as in previous years;
- Studies and conferences on school policy are foreseen;
- The continuation of the existing policy networks is envisaged. Framework Partnership Agreements were established in 2011 for the European School Leadership Policy Network, for the European Policy Networks on the Education of Children with a Migrant Background and on the Implementation of key competences in school education.; Under this work programme, grant agreements will be concluded with the coordinators of these networks to support their annual work

programmes for 2014. The 2010 contract concerning the insurance for Comenius pupil mobility action will be renewed.

As to the *Erasmus Programme*, the general call for proposals will foresee to fund, on a decentralised basis, mobility of individuals and preparatory visits; and, on a centralised basis, multilateral projects (including "Knowledge Alliances"), networks and accompanying measures. In addition:

- Studies or surveys in the field of higher education and conferences linked to the achievements of Erasmus in 2007-2013 and to the results of different studies such as on graduate employability.
- The European University-Business Forum, 2 or 3 Thematic Forums and/or Workshops on University-Business Cooperation related issues, and the development, implementation and running of an electronic platform complementing the above Forums, are foreseen.

Concerning the *Leonardo da Vinci Programme*, the general call for proposals will foresee to fund, on a decentralised basis, mobility of individuals, partnerships, multilateral projects and preparatory visits; and, on a centralised basis, multilateral projects, thematic networks and accompanying measures. In addition:

- The contracts will be renewed for the ECVET and EQAVET Networks Support.
- The budget will also include an amount to support the second VET Business Forum, and events will be organised to analyse results of the "Sectoral Skills Alliances" funded through a 2012 Specific Call, in view of the future "Erasmus for All" programme.

Concerning the *Grundtvig Programme*, the general call for proposals will foresee to fund, on a decentralised basis, mobility of individuals, partnerships, multilateral projects and preparatory visits; and, on a centralised basis, multilateral projects, networks and accompanying measures. In addition:

- Studies, consultancies and events are foreseen on subjects of key relevance for the second Action Plan on Adult Learning adopted in November 2011.

The transversal Programme - Key Activity 1: Policy co-operation and innovation - The general call for proposals will foresee to fund, on a decentralised basis, individual mobility and, on a centralised basis, studies and comparative research. A specific call for proposals for 2013 will be:

- *Implementation of the European strategic objectives in Education and training ET 2020 (stakeholder cooperation, experimentation and innovation):* the EU funding aims at supporting a) national implementation and awareness raising of the objectives of European co-operation in education and training (ET 2020), and b) transnational co-operation in the development and implementation of transversal education and training policy issues linked to the priorities set out in Europe 2020 and ET 2020.

Direct grants will be awarded:

- to the Irish, Lithuanian and Greek presidencies to organise conferences, seminars and meetings to cover approximately 10 events to support the main topics of the European political agenda;
- to the European Qualifications Framework national coordination points, responsible for the coordination of the implementation of the EQF at national level;
- to support the European Civil Society (EUCIS) Platform on Lifelong Learning, which is the only platform gathering 25 member networks active at European level in the field of education and training and covering various dimensions and levels of lifelong learning;
- to support the second implementation phase of the Sector Skills Council for the learning sector, which is composed of social partner representatives, government and independent experts and

stakeholders, which could identify skill gaps and forecast future challenges, discuss tools and policy solutions;

- to co-finance the participation costs of Member States and other countries participating in the LLP in: a) the second round of the International Programme for the International Assessment of Adult Competences (PIAAC) study, implemented under the auspices of the OECD and b) the International Computer and Information Literacy Study (ICILS) carried out by the International Studies in Educational Achievement (IEA).
- to support the Learning Mobility Module in household surveys, with the objective to collect the data needed for the monitoring progress and performance as regards the EU benchmark on learning mobility, which will be implemented through cross sub-delegation with EUROSTAT.

The Eurydice, Euroguidance and Europass networks will continue to be supported as foreseen in the Legal Basis.

The contract for NESET network (experts in the social sciences and education and training) will be renewed.

The Ploteus and the EQF portals continue to be supported in 2013.

The Commission intends to continue its cooperation with the Institute for Prospective Technological Studies (IPTS) of the Commission's Joint Research Centre, for policy support on on-going policies such as the "Agenda on New Skills and Jobs" and the "Strategic framework for European cooperation in education and training (ET 2020)".

In addition:

- A Stakeholders' Forum, a conference on longitudinal studies, a conference on the progress achieved on the national qualifications framework; and a conference on entrepreneurship education, are also planned.
- A feasibility study on a Register of Tertiary Institutions, aimed at collecting key structural data on the type of institution, number of students, staff employed, on a tertiary institution level. The data collected will contribute to support and facilitate future European higher education institution ranking and classification activities.
- Co-operation with the Council of Europe on training of community and school mediators for Roma: the aim of this action will be to support the training of community and schooling mediators for Romani children, as well as for related activities.
- Co-operation with OECD on Adult Skills Online Portal: this action will aim to support the joint Commission - OECD development and implementation of a web portal in the frame of the PIAAC study.
- Co-operation with OECD on country analysis in the field of education and training: the aim of the joint action will be to monitor benchmarks, indicators and recommendations, agreed in the framework of the Open Method of Coordination in the field of education and training.

Key Activity 2: Language Learning - The general call for proposals will foresee to fund, on a centralised basis, multilateral projects, multilateral networks and accompanying measures. In addition:

- Information and awareness-raising activities and studies and conferences in the field of multilingualism: calls for tender will be launched to engage the services of an organisation or a consortium to carry out some initiatives in this field.

- The "Juvenes Translatores", European Master's in Translation Network and Language Industry Web Platform in the field of multilingualism will be sub-delegated to DGT.
- Studies and conferences on Key Activity 2 - Language Learning: plenary meetings of two platforms and meetings in the framework of the cooperation activities with Council of Europe in the field of multilingualism are foreseen.
- Survey on Language Competences: the second run of the European survey will contribute to check progress towards the EU Barcelona objective ("mother tongue plus two").
- Cooperation with the Council of Europe on Language Learning: the aim of this action will be to contribute to the development of online language learning tools for the benefit of citizens, in the framework of the future "Erasmus for All" programme.

Key Activity 3: ICT - The general call for proposals foresees to fund, on a centralised basis, multilateral projects and networks. In addition, studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned. A joint action Co-operation with UNESCO on Open Education Resources is also foreseen. Its aim will be to cooperate on topics of common interest regarding education and training policies.

Key Activity 4: Dissemination and Exploitation of Results - The general call for proposals will foresee to fund, on a centralised basis, multilateral projects.

As to the *Jean Monnet Programme*:

Key Activity 1: Jean Monnet Action - The general call for proposals will foresee to fund, on a centralised basis, Jean Monnet (JM) chairs (teaching posts), JM chairs *ad personam* (teaching and research posts), JM centres of excellence (institutes specialising in European studies), JM teaching modules (short teaching programmes in the field of European integration), JM associations of professors and researchers specialising in European integration, JM multilateral research groups, JM information and research activities (promotion of discussion, reflection and knowledge of European integration) and and the JM "Learning EU at School".

Studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned. In addition, the preparatory work to set up the Jean Monnet label of excellence, including the setting up of an experts' working group and consultations with relevant stakeholders, is also foreseen.

Key Activity 2: operating grants to support specified institutions - Grants will be awarded to co-finance the functioning of the institutions identified as beneficiaries of EU grants in the Legal Basis: the College of Europe (Bruges and Natolin), the European University Institute (Florence), the Academy of European Law (Trier), the Institute of Public Administration (Maastricht), the Special Needs Agency (Middelfart) and CIFE (Nice).

Key Activity 3: operating grants to support other institutions and associations - A specific call for proposals will be launched to support the existence of high quality European associations active in education and training, European associations contributing to the implementation of the Strategic Framework for European co-operation in education and training (ET 2020) and to increasing knowledge and awareness on the European integration process through education and training.

The evaluation of ECVET is foreseen.

In order to ensure a proper monitoring of the future "Erasmus for All" programme, it is foreseen to establish a monitoring framework that will allow to measure impact and results of the programme throughout the period of implementation 2014-2020.

The lump sums and flat rates for 2012, as adopted by decision C(2012)5502 of 04.08.2011, remain valid for 2013. However, this decision updates some rates adopted by decision C(2012)5502 of 04.08.2011 and amended by decisions C(2011)9520 of 20.12.2011 and C(2012)1823 of 23.03.2012. The new amounts proposed will be valid during 2013, and in particular:

- A new stabilisation mechanism for the "Maximum eligible daily rates for staff costs" will be applied for 2013, limiting to 20% maximum the negative variations of the 2012 rates compared to 2011 (Table 9).
- The rates for Bosnia and Herzegovina and Montenegro will be calculated for 2013 (Tables 9, 10 and 15).
- The rates for Jean Monnet Programme, Key Activity 3 will be updated for 2013 (Table 15).
- The rates for the Eurydice network will be adapted for 2013 (Appendix 5).

The method of execution of each activity is indicated in appendix 1 in order to help identify budget appropriations implemented on a centralised basis directly by the Commission or indirectly by the Executive Agency for Education, Audiovisual and Culture (EACEA) and those implemented by bodies within the meaning of Article 54.2(c) of the Financial Regulation.

## RÉSUMÉ

### **Décision d'exécution de la Commission portant adoption du programme de travail annuel en matière de subventions et de marchés au titre du «Programme pour l'éducation et la formation tout au long de la vie» pour 2013**

En son article 75, le règlement financier prévoit que l'engagement de la dépense est précédé d'une décision de financement adoptée par la Commission.

En son article 110, il dispose que les subventions font l'objet d'un programme annuel.

La décision d'exécution de la Commission, qui est fondée sur les crédits d'engagement demandés dans le projet de budget et sur les financements escomptés d'autres sources, couvre les actions du programme pour l'éducation et la formation tout au long de la vie pour 2013, qui comprend les programmes «Comenius», «Erasmus», «Leonardo da Vinci», «Grundtvig» et «Jean Monnet» ainsi qu'un programme transversal, et vaut décision de financement au sens de l'article 75 du règlement financier.

Elle vise à permettre l'engagement des procédures de sélection en 2012 et, partant, l'adoption des différentes décisions d'attribution de subventions et de marchés par l'ordonnateur dès le début de l'année 2013, pour autant qu'elles soient conformes au programme de travail dans les limites de flexibilité prévues. Si un avis au titre de la comitologie s'avère nécessaire, la Commission adoptera les décisions d'attribution de subvention requises.

Le programme pour l'éducation et la formation tout au long de la vie (programme EFTLV) a pour objectif général de contribuer, par l'éducation et la formation tout au long de la vie, au développement de l'Union européenne en tant que société de la connaissance avancée, caractérisée par un développement économique durable, une amélioration quantitative et qualitative de l'emploi et une cohésion sociale accrue.

Quatre programmes sectoriels, un programme transversal ainsi que le programme Jean Monnet sont mis en œuvre afin de favoriser la réalisation des priorités du programme EFTLV. Environ 85 % du budget est exécuté selon la procédure des agences nationales (ci-après «les actions décentralisées») et environ 15 % selon la procédure de la Commission (ci-après «les actions centralisées»), soit par la DG EAC, soit par l'Agence exécutive «Éducation, audiovisuel et culture». L'instrument principal permettant d'atteindre les objectifs est l'appel à propositions général publié annuellement pour encourager la mobilité individuelle mais aussi les échanges et la coopération entre les systèmes d'éducation et de formation dans l'Union européenne.

En ce qui concerne le *programme Comenius*, l'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle, les partenariats entre écoles, les partenariats Comenius Regio et les visites préparatoires et, de manière centralisée, les projets multilatéraux, les réseaux multilatéraux et les mesures d'accompagnement. En outre,

- un appel à propositions spécifique, destiné aux pays participant au programme EFTLV, à l'exception de Chypre, de l'Allemagne, du Royaume-Uni et de l'Irlande, qui ont manifesté leur désir de participer à la quatrième année de l'action en faveur de la mobilité individuelle des élèves, sera lancé par l'intermédiaire des agences nationales;
- le réseau des bureaux d'assistance nationaux eTwinning, dont l'objectif est de fournir une assistance aux établissements scolaires pendant le processus d'inscription, la recherche de partenaires et l'activité liée au projet, mais aussi d'organiser des campagnes de communication et des ateliers professionnels destinés aux enseignants, sera subventionné comme les années précédentes;

- il est prévu d'organiser des études et des conférences sur la politique scolaire;
- il est envisagé de poursuivre l'activité des réseaux existants. Les conventions cadres de partenariat ont été conclues en 2011 pour le réseau européen pour le développement des politiques de direction des établissements scolaires, pour les réseaux européens pour l'éducation des enfants issus de l'immigration et pour une meilleure intégration des compétences clés dans l'enseignement scolaire. Au titre du programme de travail, des conventions de subvention seront conclues avec les coordinateurs de ces réseaux pour soutenir leurs programmes de travail annuels pour 2014. Le contrat 2010 concernant l'assurance dans le cadre de l'action Comenius en faveur de la mobilité individuelle des élèves sera reconduit.

En ce qui concerne le *programme Erasmus*, l'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle et les visites préparatoires, et de manière centralisée, les projets multilatéraux (y compris les «alliances de la connaissance»), les réseaux et les mesures d'accompagnement. En outre,

- il est prévu de réaliser des études ou des enquêtes dans le domaine de l'enseignement supérieur et d'organiser des conférences présentant les résultats obtenus dans le cadre du programme Erasmus entre 2007 et 2013 et les résultats de différentes études concernant, par exemple, l'employabilité des diplômés;
- il est prévu d'organiser le Forum européen «Universités – Entreprises» et deux ou trois forums et/ou ateliers thématiques consacrés aux questions liées à la coopération entre les universités et les entreprises et de mettre au point et de faire fonctionner une plateforme complétant les forums en question.

En ce qui concerne le *programme Leonardo da Vinci*, l'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle, les partenariats, les projets multilatéraux et les visites préparatoires et, de manière centralisée, les projets multilatéraux, les réseaux thématiques et les mesures d'accompagnement. En outre,

- les contrats seront reconduits pour soutenir les réseaux ECVET (système européen de crédits d'apprentissage pour l'EFP) et CERAQ (cadre européen de référence pour l'assurance de la qualité dans l'EFP);
- le budget comprendra un montant destiné à soutenir le second forum EFP/entreprises et des actions seront organisées afin d'analyser les résultats des «alliances des compétences sectorielles» financées dans le cadre d'un appel spécifique en 2012, en vue du futur programme «Erasmus pour tous».

En ce qui concerne le *programme Grundtvig*, l'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle, les partenariats, les projets multilatéraux et les visites préparatoires et, de manière centralisée, les projets multilatéraux, les réseaux thématiques et les mesures d'accompagnement. En outre,

- des études, des consultations et des actions sont prévues sur des sujets déterminants pour le second Plan d'action sur l'éducation et la formation des adultes adopté en novembre 2011.

### Programme transversal

Activité clé n° 1: coopération et innovation politiques. L'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle et, de manière centralisée, les études et les recherches comparatives. Un appel à propositions spécifique pour 2013 portera sur le thème suivant.

- *Réalisation des objectifs stratégiques européens dans le domaine de l'éducation et de la formation (ET 2020) (coopération des parties prenantes, expérimentation et innovation):* le financement de l'UE vise, dans un premier volet, le soutien à la réalisation nationale des objectifs de coopération



européenne dans le domaine de l'éducation et de la formation (ET 2020) et la sensibilisation nationale à ces objectifs et, dans un second volet, la coopération transnationale en faveur de l'élaboration et de l'application de politiques d'éducation et de formation transversales liées aux priorités fixées dans les initiatives Europe 2020 et ET 2020.

Des subventions directes seront octroyées:

- aux présidences irlandaise, lituanienne et grecque pour l'organisation de conférences, de séminaires et de réunions et devront couvrir environ dix événements susceptibles de faire avancer les principaux thèmes de l'agenda politique européen;
- aux points de coordination nationaux du cadre européen des certifications (CEC), chargés de la coordination de la mise en œuvre du CEC à l'échelon national;
- en faveur de la Plateforme européenne de la société civile pour l'éducation et la formation tout au long de la vie, qui est l'unique plateforme réunissant 25 réseaux de membres actifs au niveau européen dans le domaine de l'éducation et de la formation et couvrant plusieurs dimensions et niveaux de la thématique de l'apprentissage tout au long de la vie;
- au soutien de la deuxième étape de mise en œuvre du Conseil des qualifications pour le secteur de l'éducation et de la formation, composé de représentants des partenaires sociaux, d'experts indépendants et de l'État, ainsi que de parties prenantes, et dont la mission est de déterminer les déficits de compétences, d'anticiper les défis futurs et d'envisager des instruments et des actions;
- afin de cofinancer les frais supportés par les États membres et d'autres pays participant au programme EFTLV pour prendre part aux études internationales suivantes: le second cycle du programme pour l'évaluation internationale des compétences des adultes (PEICA), mise en œuvre sous les auspices de l'OCDE, et l'étude internationale sur la maîtrise des outils informatiques et la culture de l'information (ICILS, International Computer and Information Literacy Study) dirigée par l'IEA (International Studies in Educational Achievement);
- en faveur du module de mobilité dans les enquêtes auprès des ménages, dans le but de recueillir les données nécessaires au suivi des progrès et des résultats en ce qui concerne le critère de référence de l'UE en matière de mobilité à des fins d'apprentissage, qui fera l'objet d'une subdélégation croisée avec Eurostat.

Comme le prévoit l'acte juridique de base, le soutien aux réseaux Eurydice, Euroguidance et Europass sera poursuivi.

Le contrat concernant le réseau NESET (experts travaillant sur les aspects sociaux de l'éducation et de la formation) sera renouvelé.

Le soutien aux portails Ploteus et CEC restera assuré en 2013.

La Commission a l'intention de poursuivre sa coopération avec l'Institut de prospective technologique du CCR pour soutenir les politiques en cours, telles que l'Agenda sur les nouvelles compétences pour de nouveaux emplois et le Cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»).

En outre,

- il est également prévu d'organiser un forum consultatif, une conférence consacrée aux études longitudinales, une conférence sur les progrès réalisés en ce qui concerne le cadre national de certification et une conférence sur l'éducation à l'entrepreneuriat;

- il est prévu de réaliser une étude de faisabilité concernant un registre des établissements d'enseignement postsecondaire, destiné à recueillir des données structurelles essentielles relatives au type d'établissement, au nombre d'étudiants, au personnel occupé, au niveau des établissements postsecondaires. Les données recueillies serviront à soutenir et à faciliter de futures actions européennes de classement des établissements d'enseignement supérieur;
- une action de coopération avec le Conseil de l'Europe pour soutenir la formation de médiateurs communautaires et scolaires pour les Roms aura pour objectif de soutenir la formation de médiateurs communautaires et scolaires pour les enfants roms et d'autres activités connexes;
- l'action relative à la coopération avec l'OCDE pour le portail en ligne sur les compétences des adultes vise à soutenir le développement en commun et la mise en œuvre d'un portail dans le cadre de l'étude sur le programme pour l'évaluation internationale des compétences des adultes (PEICA);
- l'action conjointe avec l'OCDE sur une analyse par pays dans le domaine de l'éducation et de la formation a pour but d'évaluer les performances, les indicateurs et les recommandations convenus dans le cadre de la méthode ouverte de coordination dans le domaine de l'éducation et de la formation.

Activité clé n° 2: apprentissage des langues. L'appel à propositions général prévoira de financer, de manière centralisée, les projets multilatéraux, les réseaux multilatéraux et les mesures d'accompagnement. En outre,

- concernant les activités d'information et de sensibilisation et les études et conférences dans le domaine du multilinguisme, des appels d'offres seront lancés en vue de s'adjoindre les services d'une organisation ou d'un groupement pour préparer des initiatives dans ce domaine;
- le concours «Juvenes Translatores», le réseau des masters européens en traduction et la base de connaissances de l'industrie des langues dans le domaine du multilinguisme seront confiés à la DGT (subdélégation);
- en ce qui concerne les études et conférences de l'activité clé n° 2: apprentissage des langues, il est prévu d'organiser des réunions plénières des deux plates-formes dans le cadre des activités de coopération avec le Conseil de l'Europe dans le domaine du multilinguisme;
- la deuxième édition de l'enquête européenne sur les compétences linguistiques contribuera à évaluer les progrès en vue de la réalisation de l'objectif de Barcelone («langue maternelle plus deux»);
- l'action relative à la coopération avec le Conseil de l'Europe pour l'apprentissage des langues vise à participer à l'élaboration d'outils d'apprentissage des langues en ligne destinés aux citoyens, en vue du futur programme «Erasmus pour tous».

Activité clé n° 3: TIC. L'appel à propositions général prévoit de financer, de manière centralisée, des projets et des réseaux multilatéraux. En outre, il est prévu d'organiser des études et des conférences sur différents thèmes liés à la réalisation des objectifs visés. Une action conjointe de coopération avec l'UNESCO en ce qui concerne les ressources pédagogiques en libre accès est également prévue. Elle a pour objet de coopérer sur les questions présentant un intérêt commun dans le domaine des politiques d'éducation et de formation.

Activité clé n° 4: diffusion et exploitation des résultats. L'appel à propositions général prévoit de financer, de manière centralisée, des projets et des réseaux multilatéraux.

*Programme Jean Monnet*

Activité clé n° 1: action Jean Monnet. L'appel à propositions général prévoira de financer, de manière centralisée, des chaires Jean Monnet (postes d'enseignants), des chaires Jean Monnet ad personam (postes d'enseignants et de chercheurs), des centres d'excellence Jean Monnet (instituts spécialisés dans les études européennes), des modules d'enseignement Jean Monnet (cours programmes d'enseignement dans le domaine de l'intégration européenne), des associations Jean Monnet réunissant des professeurs d'université et des chercheurs se spécialisant dans l'intégration européenne, des activités d'information et de recherche Jean Monnet (ayant pour but de favoriser la discussion, la réflexion et les connaissances concernant l'intégration européenne) et l'initiative Jean Monnet «Enseigner l'UE à l'école».

Il est prévu d'organiser des études et des conférences sur différents thèmes liés à la réalisation des objectifs décrits ci-dessus. En outre, il est prévu d'engager des travaux préparatoires pour la création d'un label d'excellence Jean Monnet, comprenant la création d'un groupe de travail d'experts et la consultation des parties prenantes.

Activité clé n° 2: octroi de subventions de fonctionnement pour soutenir des établissements désignés. Des subventions seront octroyées pour cofinancer le fonctionnement des établissements définis en tant que bénéficiaires de subventions de l'UE dans la base juridique: le Collège d'Europe (Bruges et Natolin), l'Institut universitaire européen (Florence), l'Académie de droit européen (Trèves), l'Institut européen d'administration publique (Maastricht), l'Agence européenne pour le développement de l'éducation des personnes ayant des besoins particuliers (Middelfart) et le Centre international de formation européenne (CIFE, Nice).

Activité clé n° 3: octroi de subventions de fonctionnement pour soutenir d'autres établissements et associations. Un appel à propositions spécifique sera lancé pour soutenir l'existence des associations européennes de qualité agissant dans le domaine de l'éducation et de la formation, des associations européennes contribuant à mettre en œuvre le cadre stratégique européen de coopération dans le domaine de l'éducation et de la formation (ET 2020) et à faire mieux connaître le processus d'intégration européenne grâce à l'éducation et à la formation.

Il est prévu de procéder à l'évaluation du système européen de transfert d'unités de cours capitalisables pour l'EFV (ECVET).

Afin d'assurer un suivi adéquat du futur programme «Erasmus pour tous», il est prévu de créer un cadre d'évaluation permettant de mesurer l'incidence et les résultats du programme pendant toute la période d'exécution, de 2014 à 2020.

Les montants et taux forfaitaires déterminés pour 2012, tels qu'adoptés par la décision C(2012)5502 du 4 août 2011 restent d'application en 2013. La présente décision adapte néanmoins certains taux adoptés par la décision C(2012)5502 du 4 août 2011 et modifiés par les décisions C(2011)9520 du 20 décembre 2011 et C(2012)1823 du 23 mars 2012. Les nouveaux montants proposés resteront d'application en 2013, et notamment:

- un nouveau mécanisme de stabilisation sera appliqué pour 2013 dans les dépenses en personnel pour les taux journaliers maximaux en vue de limiter à 20 % maximum les variations négatives des taux 2012 par rapport à 2011 (tableau 9);
- les taux pour la Bosnie-Herzégovine et le Monténégro seront calculés pour 2013 (tableaux 9, 10 et 15);
- les taux pour l'activité clé n° 3 du programme Jean Monnet seront actualisés pour 2013 (tableau 15);
- les taux pour le réseau Eurydice seront adaptés pour 2013 (appendice 5).

Le mode d'exécution de chaque activité est indiqué dans l'appendice 1 pour faciliter la distinction entre les crédits budgétaires exécutés de manière centralisée, directement par la Commission, ou

indirectement par l'Agence exécutive «Éducation, audiovisuel et culture», et les crédits exécutés par des parties tierces au sens de l'article 54, paragraphe 2, point c), du règlement financier.

## ZUSAMMENFASSUNG

### **Durchführungsbeschluss der Kommission zur Annahme des Jahresarbeitsprogramms 2013 für Finanzhilfen und öffentliche Aufträge im Rahmen des „Programms für lebenslanges Lernen“**

Gemäß Artikel 75 der Haushaltsordnung geht jeder Ausgabe ein Finanzierungsbeschluss der Kommission voraus.

Gemäß Artikel 110 der Haushaltsordnung werden die Finanzhilfen in ein Jahresarbeitsprogramm aufgenommen.

Dieser Durchführungsbeschluss der Kommission, der sich auf die im Entwurf des Haushaltsplans beantragten Verpflichtungsermächtigungen und die aus anderen Quellen zu erwartenden Mittel stützt, deckt die für 2013 geplanten Programme und Maßnahmen des Programms für lebenslanges Lernen ab, das die Einzelprogramme „Comenius“, „Erasmus“, „Leonardo da Vinci“, „Grundtvig“ und „Jean Monnet“ sowie ein Querschnittsprogramm umfasst, und dient als Finanzierungsbeschluss gemäß Artikel 75 der Haushaltsordnung.

Der Beschluss soll es ermöglichen, die Auswahlverfahren noch im Jahr 2012 zu starten, sodass die/der Anweisungsbefugte Anfang 2013 die Einzelbeschlüsse für die Vergabe von Finanzhilfen und Aufträgen fassen kann, sofern diese – innerhalb der festgelegten Flexibilitätsgrenzen – dem Arbeitsprogramm entsprechen. Wenn eine Komitologie-Stellungnahme notwendig ist, fasst die Kommission die einzelnen Finanzhilfebeschlüsse.

Das Programm für lebenslanges Lernen (PLL) verfolgt das allgemeine Ziel, durch lebenslanges Lernen dazu beizutragen, dass die Europäische Union immer mehr zu einer fortschrittlichen Wissensgesellschaft wird – einer Gesellschaft mit nachhaltiger wirtschaftlicher Entwicklung, mehr und besseren Arbeitsplätzen und größerem sozialem Zusammenhalt.

Die Prioritäten des PLL werden über vier sektorale Programme, ein Querschnittsprogramm und das Programm Jean Monnet umgesetzt. Das Programmbudget wird zu rund 85 % dezentral im NA-Verfahren (im Folgenden „dezentrale Verwaltung“) und zu rund 15 % im Kommissionsverfahren (im Folgenden „zentrale Verwaltung“) entweder durch die GD Bildung und Kultur oder durch die Exekutivagentur „Bildung, Audiovisuelles und Kultur“ (EACEA) verwaltet. Das Hauptinstrument zur Umsetzung des Programms ist die jährlich veröffentlichte allgemeine Aufforderung zur Einreichung von Vorschlägen. Sie soll die Förderung der Mobilität von Einzelpersonen sowie den Austausch und die Zusammenarbeit zwischen den Systemen der allgemeinen und beruflichen Bildung innerhalb der Europäischen Union fördern.

Im Rahmen des *Programms Comenius* wird die allgemeine Aufforderung zur Einreichung von Vorschlägen die Finanzierung folgender Maßnahmen vorsehen: Mobilität von Einzelpersonen, Schulpartnerschaften, Comenius-Regio-Partnerschaften und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte, multilaterale Netze und flankierende Maßnahmen (zentrale Verwaltung). Außerdem:

- Eine spezifische Aufforderung zur Einreichung von Vorschlägen ergeht von den nationalen Agenturen an die PLL-Teilnehmerländer, mit Ausnahme von Deutschland, Irland, dem Vereinigten Königreich und Zypern, die am vierten Jahr der Maßnahme zur individuellen Schülermobilität teilnehmen wollen.
- Wie bereits in früheren Jahren ergeht eine Finanzhilfe an das Netz der nationalen Unterstützungsdienste (NSS) für die Aktion eTwinning, deren Aufgabe es ist, Schulen bei der Registrierung, Partnersuche und Projektdurchführung zur Seite zu stehen sowie Informationsinitiativen zu leiten und Workshops für Lehrkräfte zu organisieren.

- Geplant sind Studien und Konferenzen über Schulpolitik.
- Die derzeitigen strategischen Netze sollen bestehen bleiben. Partnerschaftsrahmenvereinbarungen wurden 2011 für das europäische Schulleitungsnetz, die europäischen Bildungsnetze für Kinder mit Migrationshintergrund und die Vermittlung von Schlüsselkompetenzen in der Schulbildung getroffen. Im Rahmen dieses Arbeitsprogramms sind Finanzhilfevereinbarungen mit den Koordinatoren dieser Netze zur Unterstützung ihres Jahresarbeitsprogramms 2014 geplant. Der Versicherungsvertrag von 2010 für die Schülermobilitätsaktion von Comenius wird verlängert.

Die allgemeine Aufforderung zur Einreichung von Vorschlägen für das *Programm Erasmus* wird die Finanzierung folgender Maßnahmen vorsehen: Mobilität von Einzelpersonen und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte (einschließlich „Wissensallianzen“), Netze und flankierende Maßnahmen (zentrale Verwaltung). Außerdem:

- Studien oder Untersuchungen im Bereich der Hochschulbildung sowie Konferenzen über die Fortschritte von Erasmus im Zeitraum 2007-2013 und die Ergebnisse der einzelnen Studien zur Beschäftigungsfähigkeit von Hochschulabsolventen.
- Geplant sind das Europäische Forum für den Dialog zwischen Hochschule und Wirtschaft, zwei oder drei thematische Foren und/oder Workshops über Fragen zur Kooperation zwischen Universität und Unternehmen sowie die Entwicklung, Implementierung und der Betrieb einer elektronischen Plattform, die die vorgenannten Foren ergänzen soll.

Im Rahmen des *Programms Leonardo da Vinci* soll die allgemeine Aufforderung zur Einreichung von Vorschlägen der Finanzierung folgender Maßnahmen dienen: Mobilität von Einzelpersonen, Partnerschaften, multilaterale Projekte und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte, thematische Netze und flankierende Maßnahmen (zentrale Verwaltung). Außerdem:

- Die Aufträge zur Unterstützung der vernetzten ECVET- und EQAVET-Gremien werden verlängert.
- Das Budget wird auch einen Betrag zur Unterstützung des zweiten Berufsbildungs-/Unternehmensforums umfassen, und im Hinblick auf das künftige Programme „Erasmus für alle“ werden Veranstaltungen durchgeführt, um die Ergebnisse der Allianzen für branchenspezifische Fertigkeiten zu analysieren, die 2012 über einen spezifischen Aufruf finanziert wurden.

Im Zusammenhang mit dem *Grundtvig-Programm* sollen im Zuge des allgemeinen Aufrufs zur Einreichung von Vorschlägen folgende Maßnahmen Zuschüsse erhalten: Mobilität von Einzelpersonen, Partnerschaften, multilaterale Projekte und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte, thematische Netze und flankierende Maßnahmen (zentrale Verwaltung). Außerdem:

- Studien, Konsultationen und diverse Veranstaltungen sind zu Schlüsselthemen des zweiten, im November 2011 verabschiedeten Aktionsplans für Erwachsenenbildung geplant.

Querschnittsprogramm – Schwerpunktaktivität 1: Politische Zusammenarbeit und Innovation. Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung der Mobilität von Einzelpersonen (dezentrale Verwaltung) sowie von Studien und vergleichenden Forschungsarbeiten (zentrale Verwaltung) vorsehen. 2013 werden spezifische Aufforderungen mit folgendem Zweck veröffentlicht:

- *Implementierung der europäischen strategischen Ziele im Bereich der allgemeinen und beruflichen Bildung ET 2020 (Zusammenarbeit der Interessengruppen, Experimentieren und Innovation):* Die EU-Mittel dienen der Unterstützung von Maßnahmen a) zur nationalen Implementierung und Sensibilisierung der Ziele der Kooperation im Bereich der allgemeinen und beruflichen Bildung auf europäischer Ebene (ET 2020) und b) zur länderübergreifenden Zusammenarbeit bei der

Entwicklung und Implementierung strategischer Querschnittsthemen im Bereich der allgemeinen und beruflichen Bildung im Zusammenhang mit den Prioritäten, die im Rahmen von Europa 2020 und ET 2020 formuliert wurden.

Direkte Finanzhilfen werden gewährt:

- der irischen, litauischen und griechischen Ratspräsidentschaft zur Veranstaltung von Konferenzen, Seminaren und Treffen (rund zehn Veranstaltungen zu den wichtigsten Themen der europäischen Politikagenda);
- für die nationalen Koordinierungsstellen des Europäischen Qualifikationsrahmens, die für die Koordinierung und Umsetzung des EQR auf nationaler Ebene zuständig sind;
- für die Förderung der europäischen Plattform der Zivilgesellschaft für lebenslanges Lernen (EUCIS), der einzigen Plattform, die 25 auf europäischer Ebene im Bereich der allgemeinen und beruflichen Bildung aktive Mitgliedsnetze vereint und die unterschiedlichsten Dimensionen und Ebenen des lebenslangen Lernens abdeckt;
- für die Förderung der zweiten Implementierungsphase des Rates für branchenbezogene Qualifikationen im Bildungsbereich, dem Vertreterinnen und Vertreter der Sozialpartner und der Regierungen, Expertinnen und Experten sowie Stakeholder angehören. Der Rat könnte Qualifikationslücken feststellen und künftige Herausforderungen prognostizieren sowie Instrumente und strategische Lösungen diskutieren;
- für die Kofinanzierung der Teilnahmekosten der Mitgliedstaaten und anderer PLL-Teilnahmeländer an: der zweiten Runde der von der OECD koordinierten PIAAC-Studie (International Programme for the International Assessment of Adult Competences) zur internationalen Messung der Kompetenzen von Erwachsenen und b) der ICILS-Studie (International Computer and Information Literacy Study) zur Messung der Computer- und Informationskompetenzen, die von der Internationalen Vereinigung zur Bildungsbewertung IEA (International Association for the Evaluation of Educational Achievement) durchgeführt wird;
- für die Unterstützung des Lernmobilitätsmoduls in Haushaltsumfragen, durch die Daten erhoben werden sollen, um den Fortgang und die Ergebnisse im Zusammenhang mit den EU-Vorgaben für die Lernmobilität zu überwachen; dies geschieht durch eine Weiterübertragung von Befugnissen an EUROSTAT.

Die Netze Eurydice, Euroguidance und Europass werden, wie in der Rechtsgrundlage vorgesehen, weiterhin unterstützt.

Der Auftrag für das Expertennetzwerk für Bildungssoziologie NESET wird verlängert.

Das Ploteus- und das EQR-Portal werden 2013 weiterhin unterstützt.

Die Kommission beabsichtigt, ihre Zusammenarbeit mit dem Institut für technologische Zukunftsforschung der Gemeinsamen Forschungsstelle der Kommission im Hinblick auf die Unterstützung laufender Maßnahmen (z. B. „Agenda für neue Kompetenzen und neue Beschäftigungsmöglichkeiten“ und „Strategischer Rahmen für die europäische Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung“) fortzusetzen.

Außerdem:

- Geplant sind ferner ein Stakeholder-Forum, eine Konferenz über Längsschnittstudien, eine Konferenz über die Fortschritte im Zusammenhang mit dem nationalen Qualifikationsrahmen sowie eine Konferenz über die Ausbildung in unternehmerischer Kompetenz.

- Im Zuge einer Machbarkeitsstudie soll geprüft werden, ob ein Verzeichnis der tertiären Einrichtungen erstellt werden kann, in dem strukturelle Schlüsseldaten über die Art der Einrichtung, die Anzahl der Studierenden und der im tertiären Sektor Beschäftigten ermittelt werden. Die ermittelten Daten sollen dazu beitragen, das künftige Ranking der Hochschuleinrichtungen und die Klassifizierungstätigkeiten in der EU zu fördern und zu erleichtern.
- Zusammenarbeit mit dem Europarat zur Unterstützung der Ausbildung von Community- und Schulmediatoren für Roma: Ziel dieser Maßnahme ist die gezielte Ausbildung von Community- und Schulmediatoren für Roma-Kinder und damit verbundene Tätigkeiten.
- Zusammenarbeit mit der OECD an einem Online-Portal für die Fertigkeiten von Erwachsenen: Durch diese Maßnahme soll die gemeinsam von der Kommission und der OECD vorangetriebene Entwicklung und Implementierung eines Web-Portals im Rahmen der PIAAC-Studie unterstützt werden.
- Zusammenarbeit mit der OECD bei der länderbezogenen Analyse im Bereich der allgemeinen und beruflichen Bildung: Ziel der gemeinsamen Maßnahme ist die Überwachung von Vorgaben, Indikatoren und Empfehlungen, die im Rahmen der offenen Methode der Koordinierung im Bereich der allgemeinen und beruflichen Bildung vereinbart wurden.

Schwerpunktaktivität 2: Sprachenlernen – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung multilateraler Projekte, multilateraler Netze und flankierender Maßnahmen vorsehen (zentrale Verwaltung). Außerdem:

- Informations- und Sensibilisierungsmaßnahmen sowie Studien und Konferenzen im Bereich Mehrsprachigkeit: Aufforderungen zur Einreichung von Vorschlägen werden veröffentlicht, um die Dienststellen einer Organisation oder eines Konsortiums zur Durchführung einschlägiger Tätigkeiten in diesem Bereich anzuregen.
- Der Wettbewerb „Juvenes Translatores“, das Netz Europäischer Masterstudiengänge „Übersetzen“ sowie die Sprachindustrie-Plattform im Bereich Mehrsprachigkeit werden der DGT übertragen.
- Studien und Konferenzen zu Schwerpunktaktivität 2 – Sprachenlernen: Geplant sind Plenarsitzungen von zwei Plattformen sowie Sitzungen im Rahmen der Kooperationstätigkeiten mit dem Europarat im Bereich Mehrsprachigkeit.
- Erhebung zu Sprachkenntnissen: Durch die zweite EU-weite Erhebung soll geprüft werden, welche Fortschritte auf dem Weg zur Erreichung des für die Europäische Union in Barcelona festgelegten Ziels („Muttersprache plus zwei weitere Sprachen“) erreicht wurden.
- Zusammenarbeit mit dem Europarat im Bereich Sprachenlernen: Durch diese Maßnahme soll die Entwicklung von Online-Tools zum Sprachenlernen im Rahmen des künftigen Programms „Erasmus für alle“ zum Nutzen aller Bürgerinnen und Bürger gefördert werden.

Schwerpunktaktivität 3: IKT – Die allgemeine Aufforderung zur Einreichung von Vorschlägen zielt auf die Finanzierung multilateraler Projekte und Netze ab (zentrale Verwaltung). Geplant sind außerdem Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele. Vorgesehen ist ferner eine gemeinsame Maßnahme zur Zusammenarbeit mit der UNESCO über freie Lern- und Lehrmaterialien. Dabei sollen die für beide Seiten interessanten Themen im Zusammenhang mit Strategien in der allgemeinen und beruflichen Bildung gemeinsam erarbeitet werden.

Schwerpunktaktivität 4: Verbreitung und Nutzung der Ergebnisse – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung multilateraler Projekte vorsehen (zentrale Verwaltung).



Für das *Programm Jean Monnet*:

Schwerpunktaktivität 1: Aktion Jean Monnet (JM) – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung folgender Maßnahmen vorsehen (zentrale Verwaltung): JM-Lehrstühle (Lehre), JM-Lehrstühle *ad personam* (Lehre, Forschung), JM-Exzellenzzentren (auf Europastudien spezialisierte Institute), JM-Lehrmodule (kurze Lehrprogramme zur europäischen Integration), JM-Vereinigungen von auf die europäische Integration spezialisierten Professorinnen und Professoren sowie Forschenden, multilaterale JM-Forschungsgruppen, JM-Informations- und Forschungsaktivitäten (Förderung der Diskussion, der Reflexion und des Wissens über die europäische Integration) und die JM-Maßnahme „Vermittlung von EU-Wissen in der Schule“.

Geplant sind Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele. Vorgesehen sind ferner vorbereitende Arbeiten zur Schaffung des Jean-Monnet-Gütesiegels, wozu auch die Einrichtung einer Expertenarbeitsgruppe und Anhörungen der zuständigen Interessenskreise gehören.

Schwerpunktaktivität 2: Betriebskostenzuschüsse für bestimmte Einrichtungen – Folgenden im Basisrechtsakt als Empfängerinnen benannten Einrichtungen werden Finanzhilfen zur Kofinanzierung ihrer laufenden Arbeit gewährt: Europakolleg (Brügge und Natolin), Europäisches Hochschulinstitut (Florenz), Europäische Rechtsakademie (Trier), Europäisches Institut für öffentliche Verwaltung (Maastricht), Europäische Agentur für Entwicklungen in der sonderpädagogischen Forschung (Middelfart) und CIFE (Nizza).

Schwerpunktaktivität 3: Betriebskostenzuschüsse zur Unterstützung anderer Einrichtungen und Vereinigungen – Es wird eine spezifische Aufforderung zur Einreichung von Vorschlägen veröffentlicht, um die Arbeit qualitativ hoch stehender europäischer Vereinigungen im Bereich der allgemeinen und beruflichen Bildung sowie solcher europäischer Vereinigungen zu fördern, die einen Beitrag zur Umsetzung des strategischen Bezugsrahmens für die europäische Zusammenarbeit in der allgemeinen und beruflichen Bildung (ET 2020) leisten und die den europäischen Integrationsprozess durch die allgemeine und berufliche Bildung bekannt machen und die Bürgerinnen und Bürger dafür sensibilisieren.

Geplant ist die Evaluierung von ECVET.

Um die ordnungsgemäße Betreuung des künftigen Programms „Erasmus für alle“ zu gewährleisten, soll ein Überwachungsrahmen aufgebaut werden, so dass die Wirkungsweise und Ergebnisse des Programms im Implementierungszeitraum 2014-2020 gemessen werden können.

Die gemäß dem Durchführungsbeschluss C(2012)5502 vom 4.8.2011 im Jahr 2012 geltenden Pauschalbeträge und Flatrates behalten 2013 ihre Gültigkeit. Mit dem vorliegenden Beschluss werden jedoch einige der Sätze aktualisiert, die per Durchführungsbeschluss K(2012)5502 vom 4.8.2011 angenommen und durch den Durchführungsbeschluss K(2011)9520 vom 20.12.2011 und den Durchführungsbeschluss C(2012)1823 vom 23.3.2012 geändert wurden. Die neuen vorgeschlagenen Beträge gelten im Jahr 2013, insbesondere:

- Im Jahr 2013 wird ein neuer Stabilisierungsmechanismus „Maximale förderfähige Tagessätze für Mitarbeiter“ angewandt, durch den die negativen Schwankungen der 2012 geltenden Tagessätze im Vergleich zu 2011 (Tabelle 9) auf höchstens 20 % begrenzt werden.
- Die Sätze für Bosnien und Herzegowina sowie für Montenegro werden für das Jahr 2013 berechnet (Tabellen 9, 10 und 15).
- Die Sätze für das *Programm Jean Monnet*, Schwerpunktaktivität 3, werden für 2013 aktualisiert (Tabelle 15).
- Die Sätze für das Eurydice-Netz werden für 2013 angepasst (Anhang 5).

Die Methode zur Durchführung der einzelnen Maßnahmen ist in Anhang 1 angegeben, damit leichter festgestellt werden kann, welche Mittel zentral direkt von der Kommission oder indirekt von der Exekutivagentur Bildung, Audiovisuelles und Kultur (EACEA) verwaltet werden, und welche Mittel von Einrichtungen im Sinne des Artikels 54 Absatz 2 Buchstabe c der Haushaltsordnung ausgeführt werden.

## ANNEX

The 2013 annual work programme on grants and contracts for the "Lifelong Learning Programme"

**Budget lines:** 15.02.22 and 15.01.04.22<sup>1</sup>

**Title:** The Lifelong Learning Programme

**Legal Basis:** Decision n° 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning, as amended by decision n°1357/2008/EC of the European Parliament and of the Council of 16 December 2008

### **Contents**

1.	Objectives and Priorities of the Programme in 2013.....	3
1.1.	General objectives of the Programme.....	3
1.2.	Priorities of the Programme .....	3
2.	Distribution of funds available.....	7
2.1.	Countries participating in the Lifelong Learning Programme .....	7
2.2.	Distribution of funds available between the different strands.....	8
3.	Distribution of the National Agency Funds Between the Participating Countries.....	8
3.1.	Multilateral partnership actions under the Comenius, Grundtvig and Leonardo da Vinci sub-programmes .....	9
3.2.	Erasmus Intensive Programmes and Language Courses .....	9
3.3.	Comenius Individual Pupil Mobility .....	9
4.	Grants and Procurements .....	9
4.1.	Calls for proposals.....	9
4.1.1.	General call for proposals for 2013 – Lifelong Learning Programme Guide 2013 .....	10
4.1.2.	Call for proposals: Individual pupil mobility action .....	21
4.1.3.	Call for proposals to award a framework partnership agreement for policy networks under Comenius Programme .....	22
4.1.4.	Call for proposals: Implementation of the European strategic objectives in Education and training ET 2020 (stakeholder cooperation, experimentation and innovation) .....	23
4.1.5.	Call for proposals: European associations active at European level in education and training.....	25
4.2.	Grants to bodies with a de jure or de facto monopoly (Art. 168(1)(c) of the IR).....	26
4.2.1.	Presidency events and DG meetings.....	26
4.2.2.	Adult Skills Survey (PIAAC).....	27
4.2.3.	ICILS skills survey .....	27
4.3.	Grants to bodies identified in the Legal Basis as beneficiaries of a grant (Art. 168(1)(d) of the IR) .....	28

<sup>1</sup> Appropriations of budget line 15.01 04 22 can be implemented without a specific financing decision.

4.3.1.	College of Europe, Bruges & Natolin; European University Institute, Florence; Academy of European Law, Trier; Institute of Public Administration, Maastricht; European Agency for Development in Special Needs Education, Middelfart; CIFE (Centre International de Formation Européenne), Nice .....	28
4.4.	Grants for actions with specific characteristics that require a particular body in account of its technical competence, its high degree of specialisation or its administrative power (Art. 168(1)(f) of the IR).....	28
4.4.1.	National Teams of ECVET Experts.....	28
4.4.2.	European Qualifications Framework national co-ordination points .....	30
4.4.3.	European Lifelong Learning Platform – EUCIS .....	31
4.4.4.	Sector Skills Council for the learning sector .....	31
4.4.5.	Learning mobility module in household surveys .....	32
4.5.	Contributions to the management costs of other public-sector or private law bodies with a public-service mission in conformity with Article 54.2(c) of the FR.....	33
4.5.1.	eTwinning National Support Services (NSS).....	33
4.5.2.	National units of the Eurydice network.....	33
4.5.3.	Euroguidance .....	33
4.5.4.	Europass.....	34
4.6.	Public procurements .....	35
4.6.1.	eTwinning Central Support Services (CSS) .....	35
4.6.2.	Comenius studies and conferences on school policy .....	35
4.6.3.	Comenius pupil mobility insurance .....	35
4.6.4.	Studies, conferences and other activities on higher education mobility and policy.....	35
4.6.5.	University-business co-operation.....	36
4.6.6.	VET Business Forum and events in the field of vocational education and training (VET)....	36
4.6.7.	ECVET and EQAVET Networks Support .....	36
4.6.8.	Evaluation of ECVET .....	36
4.6.9.	Grundtvig studies and events related to adult education.....	37
4.6.10.	Studies and comparative research.....	37
4.6.11.	Internet information systems on learning opportunities and qualifications (Ploteus and EQF portals) .....	37
4.6.12.	Administrative arrangement with the Commission's Joint Research Centre – IPTS .....	38
4.6.13.	Network renewal –NESET.....	38
4.6.14.	Education and Training expert framework contract.....	38
4.6.15.	Information and awareness-raising activities, studies and conferences in the field of multilingualism.....	39
4.6.16.	"Juvenes Translatores", European Master's in Translation and Language Industry Platform in the field of multilingualism.....	39
4.6.17.	Studies and conferences on Key Activity 2: Language learning .....	40
4.6.18.	Survey on language competences .....	40

4.6.19.	Anticipating and matching skills needs .....	40
4.6.20.	European register of tertiary institutions .....	40
4.6.21.	Conferences and events on Key Activity 1: Policy Cooperation and Innovation .....	40
4.6.22.	Studies and conferences on Key Activity 3: ICT .....	41
4.6.23.	Studies and conferences on Key Activity 1: Jean Monnet Action.....	41
4.6.24.	Jean Monnet label of excellence – preparatory measures .....	41
4.6.25.	Multi-dimensional Ranking Framework.....	42
4.6.26	Pilot survey on mobility in initial vocational education and training .....	42
4.6.27.	Preparation for implementation of the "Erasmus for All" programme .....	42
5.	Other methods of implementation.....	42
5.1.	Joint management - Co-operation with the Council of Europe training of community and school mediators for Roma .....	42
5.2.	Joint management - Co-operation with the Council of Europe on Language learning .....	43
5.3.	Joint management - Co-operation with OECD on Adult Skills Online portal .....	43
5.4.	Joint management - Co-operation with OECD on country analysis in the field of education and training .....	43
5.5.	Joint management - Co-operation with UNESCO on Open Education Resources .....	44

## 1. OBJECTIVES AND PRIORITIES OF THE PROGRAMME IN 2013

### 1.1. General objectives of the Programme

The general objective of the Lifelong Learning Programme (LLP) is to contribute through lifelong learning to the development of the European Union as an advanced knowledge-based society, with sustainable economic development, more and better jobs, and greater social cohesion.

The overarching priority of the Lifelong Learning Programme is to reinforce the contribution of education and training to the priorities and headline targets of the Europe 2020 Strategy<sup>2</sup>, the EU's growth strategy for the next decade, thus creating value by basing growth on knowledge, empowering people in inclusive societies and ensuring that citizens can access lifelong learning and up-skilling throughout their lives. In this context, country specific recommendations have been agreed in the field of education and training and, on 20 December 2011, the Commission has adopted a new "Youth Opportunities Initiative"<sup>3</sup> in an effort to join forces with Member States, workers' representatives and business in order to take decisive action to tackle youth unemployment. More particularly, the Initiative calls on Member States to work on preventing early school leaving; helping youngsters develop skills relevant to the labour market; ensuring work experience and on-the-job training and helping young people find a first good job.

It is in this context that the LLP supports the implementation of European policy in education and training as set out in the "Strategic framework for European cooperation in education and training (ET 2020)", adopted in May 2009<sup>4</sup>. Via the Open Method of Coordination, Member States are aiming at:

- Making lifelong learning and mobility a reality by implementing lifelong learning strategies, by developing qualifications frameworks and measures to enable more flexible learning pathways, and by promoting learning mobility of all learners, teachers and trainers across Europe,
- Improving the quality and efficiency of education and training by enabling all learners to acquire basic skills and competences needed for their employability, by ensuring high quality teaching and teacher training at all levels of education and training and by improving attractiveness and efficiency of all levels of education and training,
- Promoting equity, social cohesion and active citizenship by addressing educational disadvantage through high quality early education, more targeted support and inclusive education,
- Enhancing creativity and innovation at all levels of education and training by promoting the acquisition of transversal key competences and by establishing partnerships with the wider world, in particular business, to make education and training institutions more open and relevant to the needs of the labour market and society at large.

### 1.2. Priorities of the Programme

Based on the strategic policy context described above, the following general priorities have been identified for this call for proposals:

#### *Develop strategies for lifelong learning and mobility*

- This priority is in line with the Conclusions of the Council on the youth mobility<sup>5</sup>, the Green Paper on Promoting the learning mobility of young people<sup>6</sup> and with the Europe 2020 flagship initiative

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<sup>2</sup> Communication from the Commission: Europe 2020 - A Strategy for Smart, Sustainable and Inclusive Growth. COM(2010) 2020: <http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf> and European Council 25/26 March 2010, EUCO 7/10: Conclusions, I. Europe 2020: A New European Strategy for Jobs and Growth: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/ec/113591.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/113591.pdf)

<sup>3</sup> COM(2011) 933 of 20.12.2011.

<sup>4</sup> Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), (2009/C119/02): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

"Youth on the Move"<sup>7</sup>. In order to promote an expansion of learning mobility the priority will be to encourage initiatives to develop mobility strategies and to remove obstacles to mobility.

- In this context, initiatives between regions from different Member States will be particularly encouraged. Mobility strategies, however, could also be developed at sectoral level (e.g. an industrial branch) or between educational institutions.
- The shift towards learning outcomes, effective lifelong guidance, the implementation of such tools as EQF (European Qualifications Framework) and NQFs (National Qualifications Frameworks), Europass and ECVET (European Credit System for Vocational Education and Training) that enhance lifelong learning and mobility, and promote the validation and recognition of non-formal and informal learning should also be explored and developed.
- The role of transnational work placements will also be particularly important. The "Youth Opportunities Initiative" foresees an increase of Leonardo da Vinci and Erasmus placements of 30% to 130,000 already in 2012.

### ***Encourage co-operation between the worlds of education, training and work***

In line with the 2009 Communication on University/business co-operation<sup>8</sup>, the aim is to encourage co-operation between all sectors of education, training and the world of work, including partnerships. The contribution of social partners in making education and training more relevant to the world of work is vital for labour market, for people's employability and entrepreneurial potential. Co-operation between education and the world of work can also contribute to improve study and career guidance.

The recent Commission Communication on Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems<sup>9</sup> sets out a detailed reform agenda for the higher education sector in the coming decade. It focuses on the need to increase graduate numbers, enhance the quality and relevance of teaching and training, promote mobility and transnational cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. In line with the EU's reform agenda, higher education institutions (HEIs) are invited to play a full part in the knowledge triangle (higher education, research and innovation) and to engage in projects focusing on reinforced cooperation with enterprises. The Communication makes specific reference to the "Knowledge Alliances", and specifies that the Commission will "Build on the pilot project recently launched to strengthen the interaction between universities and business through the knowledge alliances".

To this end, the priorities under the Erasmus multilateral projects programme activity have been adjusted for the 2013 call for Erasmus Multilateral Projects and fully aligned with the key messages of the Communication within the scope of eligible activities, in order to support the implementation of the higher education modernisation agenda:

- Increasing attainment levels and strengthening the social dimension of higher education;
- Improving the quality and relevance of higher education, including through cooperation between HEIs and the labour market;
- Strengthening quality through mobility and cross-border cooperation;
- Knowledge Alliances;
- Improving governance and funding.

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<sup>5</sup> Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 21.11.2008 on youth mobility (2008/C320/03): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

<sup>6</sup> COM(2009) 329 final: [http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf)

<sup>7</sup> Ibid 3.

<sup>8</sup> COM(2009) 158 final of 02.04.2009.

<sup>9</sup> COM(2011) 567 final of 20.09.2011.

The "Knowledge Alliances" aim at bringing together businesses and higher education institutions and should facilitate the sharing of knowledge between higher education and companies and embody a truly two-way process: universities and business joining forces to boost their innovation potential. The "Knowledge Alliances" are a follow-up of the pilot action on the development of "Knowledge Partnerships", which had received some specific budget in 2011 and 2012 (€1,000,000 per year) from the Budgetary Authority (budget line: 15.07.79). Following the success of the first 2 calls, it is proposed to scale-up the pilot action in 2013 in the framework of the Lifelong Learning Programme with an increased budget of €6,000,000.

"Sector Skills Alliances" are partnerships between education and training providers and businesses to promote employability and economic competitiveness by developing new sector-specific curricula which closely match identified skills needs. The first Alliances will be funded through a specific call in 2012 with a budget of €2,000,000. Further Alliances should be supported under the 2013 Call for Leonardo da Vinci Development of Innovation projects, bringing together partnerships of VET (Vocational Education and Training) providers, world of work representatives and VET policy makers in a specific economic sector. Sector Skills Alliances are one of the new actions proposed in the future "Erasmus for All" programme<sup>10</sup> (2014-2020). There is already extensive experience of sectoral cooperation within Leonardo da Vinci programme which can be built upon through the Alliances to address the specific issue of skills supply.

#### ***Support initial and continuous training of teachers, trainers and education and training institutions' managers***

As reflected in the September 2009 Informal Ministerial meeting, there is a strong link between the quality of education and the quality of teachers and those managing and leading educational institutions. In the November 2009 Council Conclusions on this issue<sup>11</sup>, the Commission was asked to support cooperation and exchanges of good practice in related areas<sup>12</sup>. Quality assurance mechanisms at all levels of education and training strengthen these developments.

#### ***Promote the acquisition of key competences throughout the education and training system***

As stated in the 2010 Joint Report on Education and Training, while the implementation of the key competences framework is more advanced at the level of general school education, it has to date been less successful in generating reforms in vocational education and training, in higher education and adult education. The purpose of this priority is thus to encourage all sectors, starting with early childhood education, to develop projects focused on the following key competences, each according to their specificities:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

In this context, multilingualism will be specifically promoted.

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<sup>10</sup> COM(2011) 933 of 20.12.2011.

<sup>11</sup> Council conclusions of 26 November 2009 on the professional development of teachers and school leaders (2009/C 302/04): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:302:0006:0009:EN:PDF>

<sup>12</sup> A handbook for policy makers on the induction of beginning teachers was published in April 2010: Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers (SEC (2010) 538 final) [http://ec.europa.eu/education/school-education/doc2254\\_en.htm](http://ec.europa.eu/education/school-education/doc2254_en.htm)



***Promote social inclusion and gender equality in education and training, including the integration of migrants and Roma communities***

Following the European Year for Combating Poverty and Social Inclusion (2010), the adoption of a headline target under the Europe 2020 Strategy<sup>13</sup> on the reduction of early school leaving and the 2010 Council conclusions on the education of migrants and on the social dimension of education and training<sup>14</sup> projects will be called to promote social inclusion through education. For the school sector, the issues of early school leaving and special needs will be particularly important. For higher education, the focus will be on widening access to new types of learners.

Issues relating to the participation of migrants and/or groups with fewer opportunities, including Roma communities, and vulnerable social groups of people with special needs will be particularly important for schools, VET and adult education. Access to adequate guidance for these groups of learners is particularly important. The gender dimension is very relevant in education, notably with early school leaving affecting boys more severely than girls, and with strong gender patterns in the choice of studies. While the gender dimension concerns the programme as a whole, projects under this priority could address it specifically. Projects are also encouraged to develop activities aimed at supporting girls and women to enter professions where they are under-represented.

In addition, it should be noted that promoting access to learning opportunities (including e-learning opportunities) for people with disabilities is a strategic priority applying to the programme as a whole.

Awareness should be raised in educational and training curricula about the special needs encountered by people who face mobility or other disability problems, e.g. in relation to virtual or real accessibility standards.

These overall strategic priorities are reflected in various ways under the different sub-programmes supported by the LLP. Where necessary, additional (more specific) priorities are also identified per sub-programme or key activity.

The specific areas of intervention for school education, higher education, vocational training and adult learning are for the sectoral programmes:

- For Comenius actions: school development, leadership and teacher competence, links with the world of work and culture; development of approaches to teaching and learning; support to basic skills<sup>15</sup> and "transversal key competences"; Reducing early school leaving, improving the learning of students with migrant background and Roma pupils as well as promoting gender equality and inclusive approaches to learning; support to entrepreneurship and links with the world of work; support to making science education more attractive; development of pre-school and Early Childhood Education and Care (ECEC) provision; development of Special Needs education (SEN) towards inclusion of all young people, in particular those with disabilities.
- For Erasmus actions: mobility of students, including student placements in enterprises, and of teaching and other staff; intensive programmes and intensive language courses; projects to increase attainment levels and strengthening the social dimension of higher education; projects to improve the quality and relevance of higher education, including through cooperation between higher education institutions (HEI) and the labour market; projects to strengthen quality through mobility and cross-border cooperation; "Knowledge Alliances" to foster innovation through partnerships between higher education institutions and businesses; projects to improve governance and funding; and academic networks and accompanying measurement activities.
- For Leonardo da Vinci actions: development of national and sectoral qualifications and/or qualifications systems by incorporating ECVET, according to the Recommendation of the European Parliament and of the Council establishing the ECVET System; use and development of

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<sup>13</sup> Ibid 2.

<sup>14</sup> Council Conclusions of May 2010. 3013th Education, Youth and Culture Council meeting Brussels, 11 May 2010 [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/114393.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/114393.pdf)

<sup>15</sup> The Council adopted, in May 2009, a European benchmark on reducing the low-performers in reading, maths and science down to 15 %: [http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm)

the European quality assurance reference framework to further improve and develop the VET systems and promote a culture of quality improvement and innovation at all levels; close links to working life in order to make VET more responsive to labour market needs, in line with the "New Skills and Jobs" initiative and including "Sector Skills Alliances"; cooperation between the VET and world of work; cooperation between regional/local authorities and/or competent bodies and/or the business world on enhancing mobility in VET.

- For Grundtvig actions: to develop the European dimension of adult education and support implementation of the European Agenda for Adult Learning<sup>16</sup> by improving quality, attractiveness, and accessibility; promoting outreach, learning and validation, in particular for low skilled adults, marginalised and disadvantaged citizens, migrants and Roma; analysing viable ways of funding adult learning and producing evidence on the cost-benefits of adult learning provision; teaching and learning in later life; inter-generational and family learning; promoting social cohesion through improved learning opportunities incorporating IT, cooperation with stakeholders, civil society and cultural organisations, especially at local level, transnational networking on the priority themes.
- For Transversal actions: to support education and training policies; promote coherence between all forms and stages of lifelong education and training, starting from an early age, and improving flexible learning pathways, for example through a stronger emphasis on ensuring the right skills and competences for young people, better involvement of stakeholders and practitioners beyond the formal sectors of education and training, and the implementation of the European Qualifications Framework and systems for the validation of non-formal and informal learning, and lifelong guidance; reinforcing language competences relevant to the workplace in order to improve the integration of individuals in enterprises and enhance European competitiveness; reinforcing language competences in neighbouring languages; reinforcing good practices enabling immigrants to learn the language of the host country; identifying and implementing innovative uses of ICT (Information and Communication Technologies) for lifelong learning, in particular for innovative pedagogy and assessment methods for diverse learning pathways; reinforcing digital competence, bridging the worlds of education and work.
- For Jean Monnet actions: priority will be given to teaching projects open to students who do not automatically come into contact with European integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.); dealing with specific themes related to European integration such as the European Neighbourhood policy. Priority will be also given to other academic and research projects involving academic activities which exploit multi-disciplinary resources; young teachers and researchers; creating joint transnational activities and structural links between academic institutions (this priority only applies to Information and Research Activities and Multilateral Research Groups); national or transnational associations of professors and researchers specialising in European integration studies; contributing to European integration teaching for primary and secondary school education, and initial vocational education and training; and developing transnational European projects on the writing of the history of the European integration process from a European perspective.

Priority will be also given to all projects showing an innovative character and implementing the activities in countries and regions not yet or not sufficiently covered by the programme and involving professors and university teachers not having yet benefited from the programme.

## **2. DISTRIBUTION OF FUNDS AVAILABLE**

### **2.1. Countries participating in the Lifelong Learning Programme**

In accordance with Article 7 of the Legal Basis, the Lifelong Learning Programme is, in addition to the Member States of the European Union, open for participation by the EFTA-EEA countries<sup>17</sup>, the candidate and potential candidate countries and Switzerland, which all contribute to the programme budget as provided in the relevant agreements concluded with these countries.

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<sup>16</sup> OJ C 372, 20.12.2011, p. 1.

<sup>17</sup> Norway, Iceland and Liechtenstein.

On the basis of such agreements:

- Iceland, Liechtenstein, Norway, Turkey, Croatia<sup>18</sup> and Switzerland will participate in 2013 in all the programme actions;
- Serbia, the former Yugoslav Republic of Macedonia, Albania, Bosnia and Herzegovina and Montenegro<sup>19</sup> will participate in 2013 in the actions which are managed through the Commission procedure, except eTwinning.

## **2.2. Distribution of funds available between the different strands**

The distribution of available appropriations among the various actions and sub-actions funded by budget line 15.02.22, taking into account the amounts of the draft budget for 2013 (EUR-27), the financial contribution of the participating countries which are not members of the EU and the estimated amounts of internal and external assigned revenues, is shown in the table in [Appendix 1](#).

The estimated internal and external assigned revenues from completion of the previous programmes in the field of education are, respectively, €50,000,000 and €42,000,000. The funds resulting from the estimated financial contribution of Albania, Bosnia and Herzegovina and Montenegro (€243,471) are subject to the signature of the Memoranda of Understanding between the European Commission and the competent authorities of the countries concerned.

## **3. DISTRIBUTION OF THE NATIONAL AGENCY FUNDS BETWEEN THE PARTICIPATING COUNTRIES**

The funds implemented by the National Agencies are managed according to the centralised indirect management mode as provided for by Article 54.2(c) of the Financial Regulation (hereinafter "the FR<sup>20</sup>"). These funds are indicated in the table in [Appendix 1](#) by the abbreviation "ANA". The actions managed through this implementation mode encompass mobility, partnerships and preparatory visits, as well as multilateral projects of transfer of innovation under the Leonardo da Vinci programme.

These funds are allocated between the participating countries according to the criteria foreseen in the Legal Basis:

- A minimum amount established for each country;
- A population factor, which varies between the sub-programmes and actions:
  - Number of pupils and teachers in school education for Comenius,
  - Number of higher education students, graduates and teachers for Erasmus,
  - Total population and population aged 15-35 for Leonardo da Vinci,
  - Adult population aged 18 and above for Grundtvig,
  - Total population for study visits;
- Correction factors in terms of differences in "cost of living" and "distance between capitals";
- A past performance indicator per country, in terms of level of demand and/or actual participation in a preceding year(s) per sub-programme.

In case complementary funds become available during the year, these funds may be allocated based on a different formula in agreement with the Lifelong Learning Programme Committee, within the flexibility rule laid down in Article 3 of the present decision.

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<sup>18</sup> The accession Treaty signed with Croatia provides that Croatia will become a Member State as of 1 July 2013.

<sup>19</sup> Participation of Albania, Bosnia and Herzegovina and Montenegro is subject to the signature of the Memoranda of Understanding between the European Commission and the competent authorities of the countries concerned.

<sup>20</sup> Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities (OJ L 248, 16.9.2002, p. 1).

The management costs of the National Agencies (including the Language Label) are co-financed on a flat-rate basis (Management Fee). The average rate is around 4,5 % of the total National Agency funds received, with variations between countries in function of the magnitude of the managed budget as well as needs demonstrated in previous years.

### **3.1. Multilateral partnership actions under the Comenius, Grundtvig and Leonardo da Vinci sub-programmes**

It is foreseen to continue the method introduced in 2009 in which an amount corresponding to around 16% of the National Agency budget allocated to partnership actions under the Comenius, Leonardo da Vinci and Grundtvig sub-programmes will be withheld in order to be distributed according to the level of demand in relation to the budget available per country<sup>21</sup>. The funds withheld will be allocated during the partnership selection process, based on the real demand in each country (eligible applications rejected due to lack of budget). As a first step countries with partners rejected due to a lack of funds are allocated the amount necessary within the funds withheld from their budget. As a second step, any amount remaining will be redistributed between countries in proportion to the number of partners rejected due to a lack of funds.

The allocation of the reserve fund should not lead to a need to amend the work programme.

### **3.2. Erasmus Intensive Programmes and Language Courses**

2,5% of the total Erasmus funds for actions implemented through the National Agency procedure are distributed outside the basic calculation method explained above in order to ensure adequate funding for countries with a high demand in Intensive Programmes (IP) and language courses. 2% of the total Erasmus funds for actions implemented through the National Agency procedure are allocated to the intensive programmes on the basis of past performance (number of eligible IP's in the previous year). 0,5% of total Erasmus funds for actions implemented through the National Agency procedure are allocated to the intensive language courses on a basis of formula including past performance.

### **3.3. Comenius Individual Pupil Mobility**

The country allocation of funds to the individual pupil mobility action, launched in 2010, is based on the estimated number of pupils participating in this action. It is estimated that 2,310 pupils from all LLP countries, except for Cyprus, Germany, Ireland and the UK, will participate in 2013. The country distribution is provided in [Appendix 2](#).

## **4. GRANTS AND PROCUREMENTS**

For 2013, it is foreseen to sub delegate the action on "Juvenes translators", the "European Master's in Translation Network" and the "Language Industry Web Platform" in the field of multilingualism, to DGT (see point 4.6.16).

It is also proposed to sub delegate the new action on "Learning Mobility Module in household surveys" to EUROSTAT (see point 4.4.5).

### **4.1. Calls for proposals**

Each year, after adoption of the financing decision (based on Article 75 of the FR) calls for proposals shall be published in accordance with Article 110 of the FR and Article 167 of the Implementing Rules (hereinafter "IR"<sup>22</sup>). The calls for proposals that will be launched with a view to selecting actions and work programmes to be co-financed in 2013 are specified below.

The general exclusion, eligibility and selection criteria that apply to all calls for proposals are the following:

#### Exclusion criteria

<sup>21</sup> The provisional amounts of these funds have been calculated in [Appendix 2](#) related to the country allocation of decentralised funds and contribution to management costs on the basis of data currently at hand.

<sup>22</sup> Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002 laying down detailed rules for the implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Communities (OJ L 357, 31.12.2002, p. 1.).

- Applicants must certify that they are not in any of the situations described in Articles 93(1), 94 and 96.2(a) of the FR.

#### Eligibility criteria

- Respect of submission deadlines and rules as specified in the call for proposals.

#### Selection criteria

- Applicants must have stable and sufficient sources of funding to maintain their activity throughout the period during which the action is being carried out and to participate in its funding.
- Applicants must have the professional competencies and qualifications required to complete the proposed action.

Applicants are required to submit a declaration on their honour to show their legal status and their financial and operational capacity to carry out the proposed action. For applications for a grant exceeding €25,000 supporting documents may be requested, in which case the nature of those documents are specified in the call for proposals. Such documents may in particular consist of annual accounts, bank extracts, CVs of proposed staff, whereas in certain cases proof of prior experience in a particular field of competence may be deemed necessary.

Any specific eligibility criteria applying to a specific call will be detailed in the relevant call for proposals.

### **4.1.1. General call for proposals for 2013 – Lifelong Learning Programme Guide 2013**

#### Purpose of the general call for proposals

The calls for proposals published during the year shall make reference to the programme guide for the practical information. The programme guide aims to assist all those interested in developing projects or receiving financial support for their permanent activities within the Lifelong Learning Programme. It helps them understand both the objectives and the measures of the Programme and therefore the types of activities that can (or cannot) be supported under the programme. It also aims to give detailed information on what is needed to apply and what level of grant can be offered. The guide offers an explanation of the selection procedure and of general rules relevant to those applications for European Union grants that are selected at the end of this procedure.

To achieve the priority objectives announced under point 1.2 above, this call for proposals aims to identify and select actions for EU funding within the areas presented below.

National authorities may decide on certain additional priorities to those outlined by the Commission. Those national priorities must be coherent with the European priorities set out in the Commission's general call for proposals. In order to implement these additional priorities, specific national calls for proposals may be launched. Moreover, the national authorities may decide on additional deadlines to those indicated in the general call for proposals.

The indicative timetable of the call for proposals, as well as the estimated amount available and the maximum rate of European Union co-financing, are indicated in the table in [Appendix 1](#). The EU financial support will be awarded through grant agreements, except under the Jean Monnet programme, Key Activity 1, where grant decisions will be applied within the European Union.

#### Specific eligibility criteria

In accordance with Article 14(2) of the Legal Basis, participation of partners from non-participating countries will be possible in 2013 in multilateral projects and multilateral networks under the centralised actions in the Comenius, Erasmus, Grundtvig and Leonardo da Vinci sub-programmes, as well as under Key Activities 1, 2 and 3 of the Transversal sub-programme in that applicants from eligible countries may request additional involvement of third country partners in the proposed projects: the minimum eligibility of consortia must apply to the eligible countries, and the third country participation is an additional element.

Although no specific priority countries can be applied to the application procedure, applicants are encouraged to consider actively including organisations established in the following third countries:

- Countries identified in Article 7 of the Legal Basis<sup>23</sup> as being eligible to participate in the LLP in the future under certain circumstances, but for which the relevant agreements have not yet been concluded (i.e. Albania, Bosnia and Herzegovina and Montenegro, in case the Memorandum of Understanding mentioned in point 2.1 and foot-note 18 above has not been signed);
- Kosovo<sup>24</sup>, the countries addressed by the European Union's Neighbourhood Policy<sup>25</sup> and Russia;
- Countries identified by the EU as being of particular priority in the context of developing a strategic policy dialogue in education and training or multilingualism<sup>26</sup>.

However, applicants for multilateral projects and networks may in their applications request inclusion of partners from other countries where the organisations concerned have demonstrably important expertise to share with their European counterparts.

#### Award criteria

The quality of the proposals will be assessed on the basis of the award criteria published per programme and action, as elaborated upon in the call for proposals. The essential award criteria to be applied are listed below according to the type of activity to be supported. These criteria will be applied in differing combinations depending to the specific type of action (e.g. whether involving individual or organisations, consortia / partnerships, etc.). Any specific award criteria applying to a specific action will be detailed in the relevant action.

**Mobility** actions will be evaluated on the basis of a combination of the following criteria:

- Quality of the mobility
- Impact and relevance
- Content and duration
- European added value
- Quality of the work programme
- Quality of the partnership
- Quality of the organisation of the mobility / project
- Quality of the objectives and methodology (Erasmus intensive programmes)
- Innovative character (Erasmus intensive programmes)
- Quality of the valorisation plan / dissemination and exploitation of result (Erasmus intensive programmes)
- Quality of the course provider for (Erasmus Intensive Language Courses).

**Preparatory visits** will be evaluated on the basis of a combination of the following criteria:

- Content and duration (whether the programme for the mobility is clear and reasonable, and its duration is realistic and appropriate);

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<sup>23</sup> Decision 1720/2006/EC of the European Parliament and the Council of 15 November 2006 establishing an action program in the field of lifelong learning (OJ L 327, 24.11.2006, p.45).

<sup>24</sup> This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

<sup>25</sup> The European Neighbourhood Policy applies to the EU's immediate neighbours by land or sea – Algeria, Armenia, Azerbaijan, Belarus, Egypt, Georgia, Israel, Jordan, Lebanon, Libya, Moldova, Morocco, the Occupied Palestinian Territory, Syria, Tunisia and Ukraine.

<sup>26</sup> The countries in question are: Australia, Brazil, Canada, China, India, Israel, Japan, Mexico, New Zealand, South Africa, South Korea, USA.

- Relevance (whether there is a clear link between the activities and the strategy of the applicant's home institution and the purpose and content of the preparatory visit).

**Partnership** actions will be evaluated on the basis of a combination of the following criteria:

- Quality of the work programme / project
- Quality of the Partnership (appropriate balance between partners in terms of their involvement in the activities carried out; appropriate measures to ensure effective communication and co-operation)
- European added value
- Relevance
- Expected impact on partnership institutions/regions and/or individual participants
- Quality of the valorisation plan / dissemination and exploitation of result
- Sustainability

**Multilateral projects, multilateral networks, accompanying measures and transfer of innovation (Leonardo da Vinci)** will be evaluated on the basis of a combination of the following criteria:

- Relevance
- Quality of the work programme
- Innovative character
- Quality of the consortium
- European added value
- Cost-benefit ratio
- Impact
- Quality of the valorisation plan (dissemination and exploitation of results)

**Jean Monnet** actions will be evaluated on the basis of a combination of the following criteria:

- Quality of the applicants or the consortium
- Quality of the methodology and work programme
- Impact and relevance of the results
- Innovative character

#### The Comenius Programme

Index references in the table in Appendix 1: 1.10, 1.20, 1.30 and 1.40

#### 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 and expected results

- Improved quality and increased volume of mobility involving pupils and educational staff in different Member States. Improved quality and increased 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, of which almost 300,000 in 2013.

- Put in close contact schools with the local environment and exchanging experiences with other regions, so as to allow 500 regions to participate in the programme.
- Increase in share of pupils that master two foreign languages when leaving obligatory schooling in 2013.
- Development in innovative ICT-based content, services, pedagogies and practice in lifelong learning.
- Enhanced quality and European dimension of teacher training.
- Improvements in pedagogical approaches and school management.

### **Actions for which funding is foreseen through the call for proposals**

#### *Actions managed through the National Agency procedure*

- **Mobility of individuals** to another European country, including exchanges of pupils and staff, participation in training activities for teachers and other educational staff, preparatory visits for School Partnerships and assistantships for future teachers.
- **School Partnerships** between schools from different European countries, with a view to developing joint learning projects for pupils and their teachers.
- **Comenius Regio Partnerships** between local and regional authorities with a role in school education. Their aim is to enrich the educational offer for school-aged young people by supporting the co-operation between school education authorities, schools and other educational providers in different European regions.
- **Preparatory visits:** a mobility grant to enable a representative from an institution either to attend a contact seminar or a meeting with prospective partners.

#### *Actions managed through the Commission procedure*

- **Multilateral projects** that aim to develop, promote and disseminate new curricula, new teacher training courses or materials and new teaching methodologies, and to provide a framework for the organisation of mobility activities for student teachers.
- **Networks** that aim to promote European co-operation and innovation in specific thematic areas of particular importance to school education in a European context.
- **Accompanying measures** that aim to support various activities which will clearly contribute to achieving the Comenius Programme objectives.

#### *The Erasmus Programme*

Index references in the table in Appendix 1: 2.10, 2.20, 2.30 and 2.40

#### Specific objectives

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

#### Operational objectives and expected results

- Improved quality and increased volume of students and staff mobility throughout Europe, so as to contribute to the achievement by 2020 of 20% of those graduating in the European Higher Education Area should have had a study or training period abroad. The aim is to allow around 270,000 students to take part in Erasmus student mobility actions as well as around 50,000 teacher and staff exchanges from higher education institutions to participate in the Erasmus staff mobility actions in 2013.



- Increased transnational work placements: the "Youth Opportunities Initiative" foresees an increase of Leonardo da Vinci and Erasmus placements of 30% to 130,000 already in 2012. Demand on the part of learners is high (for example, only half of VET learners' placement requests could be funded in 2011, due to limited budget) and an information campaign is underway in 2012 to alert potential host enterprises and other workplaces to the possibilities of hosting a Leonardo da Vinci or Erasmus trainee.
- Improved quality and increased volume of multilateral co-operation between higher education institutions in Europe.
- Increased degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe, demonstrated i.e. by the number of education institutions using European reference tools made available by the Commission allowing for easy comparison by all institutions, thus facilitating recognition of formal learning results across borders and institutions. It is expected that 4,700 institutions hold an Erasmus University Charter, 100 universities have succeeded in obtaining the European Credit Transfer and Accumulation System label and 250 universities have succeeded in obtaining the Diploma Supplement label by 2013.
- Improved quality and increased volume of co-operation between higher education institutions and enterprises i.e. through the development of new forms of structured partnerships between business and universities to develop educational courses leading to a better match between the competences of graduates and the skills that employers seek.
- Development in innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others.

### **Actions for which funding is foreseen through the call for proposals**

#### *Actions managed through the National Agency procedure*

- **Mobility of individuals**, which includes:
  - Mobility of students for the purposes of studying at a higher education institution in another participating country ("Erasmus Students"),
  - Mobility of students for the purpose of carrying out placements in enterprises, training centres, research centres or other organisations in another participating country ("Erasmus Students"),
  - Mobility of teaching staff from higher education institutions or invited staff from enterprises to carry out teaching assignments at a higher education institution in another participating country,
  - Mobility of teaching or other staff in higher education institutions for purposes of undergoing training in another participating country,
  - Erasmus intensive programmes organised on a multilateral basis, in order to encourage efficient and multinational teaching of specialist topics and the exchange of views on teaching content and new curricula,
  - Erasmus intensive language courses organised for incoming students in participating countries where less widely used and less taught languages are spoken.
- **Preparatory visits**: a mobility grant to enable a representative from an institution either to attend a contact seminar or a meeting with prospective partners.

#### *Actions managed through the Commission procedure*

- **Multilateral projects** focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives by developing and implementing projects for increasing attainment levels and strengthening the social dimension of higher education; improving the quality and relevance of higher education, including through cooperation between HEIs and the labour market; strengthening quality through mobility and cross-border cooperation; supporting Knowledge Alliances; and improving governance and funding.

- **Networks** ("**Erasmus Academic Networks**") consisting of consortia of higher education institutions and other organisations and representing either a discipline or a cross-disciplinary field with the aim of developing new learning concepts and competencies. Such networks may also include representatives from other public bodies and from enterprises, associations and other organisations relevant for the network's mission.
- Other initiatives which will clearly contribute to achieving the Erasmus Programme's objectives ("**accompanying measures**").

#### The Leonardo da Vinci Programme

Index references in the table in Appendix 1: 3.10, 3.20, 3.30 and 3.40

#### 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 and expected results

- Improved quality and increased 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 in 2013.
- Increased transnational work placements, as foreseen in the "Youth Opportunities Initiative".
- Improved quality and increased volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe enabling in 2013 around 1,000 partners to cooperate on themes of mutual interest.
- Development in 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.
- Improved transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning.
- Encouragement relative to the learning of modern foreign languages.
- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.

#### Actions for which funding is foreseen through the call for proposals

##### *Actions managed through the National Agency procedure*

- **Mobility of individuals** which may include 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 in the field of vocational and educational training.
- **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.
- **Preparatory visits** for mobility, partnership, project or network activities.

#### *Actions managed through the Commission procedure*

- **Multilateral projects** aimed at improving training systems by focusing on the development of innovation and good practice, and Sector Skills Alliances.
- **Networks** of 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**").

#### The Grundtvig Programme

Index references in the table in Appendix 1: 4.10, 4.20, 4.30 and 4.40

#### 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 and expected results

- Improved 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.
- Improved quality and increased volume of co-operation between organisations involved in adult education throughout Europe, allowing in 2013 almost 2,300 partners to collaborate in learning partnerships, workshops and senior volunteering projects.
- Better assistance to 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.
- Development in innovative practices in adult education and their transfer, including from a participating country to others.
- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- Improved pedagogical approaches and management of adult education organisations.

#### Actions for which funding is foreseen through the call for proposals

#### *Actions managed through the National Agency procedure*

- **Mobility of individuals** which may include visits and exchanges, assistantships, in-service training, workshops and senior volunteering projects for participants in formal, non-formal and informal adult education, including the training and professional development of adult education staff.
- Learning partnerships focusing on themes of mutual interest to the participating organisations within the field of adult education.
- **Preparatory visits:** a mobility grant to enable a representative from an institution either to attend a contact seminar or a meeting with prospective partners.

#### *Actions managed through the Commission procedure*

- **Multilateral projects** aimed at improving adult education systems through the development and transfer of innovation and good practice.
- **Networks ("Grundtvig Networks")** of organisations 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**").

### The Transversal Programme

#### Specific objectives

- To promote European co-operation in fields covering two or more sub-programmes (except for KA1).
- To promote the quality and transparency of Member States' education and training systems.
- To improve multilingual skills of European citizens in order to increase European competitiveness, active citizenship and social cohesion in Europe.

#### Operational objectives and expected results

- Increased support to policy development and co-operation at European level in lifelong learning, notably in the context of the Lisbon process "Strategic framework for European co-operation in education and training (ET 2020)"<sup>27</sup>, as well as the Bologna and Copenhagen processes and their successors to contribute to the priorities and headline targets of Europe 2020.
- 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.
- Promotion of language learning and support to linguistic diversity in Member States so that an increased share of the EU population is able to participate in a conversation in other languages than their mother tongue.
- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- Better recognition, demonstration and implementation on a wide scale of the results of the Lifelong Learning Programme.

### Actions for which funding is foreseen through the call for proposals

#### **KEY ACTIVITY 1: POLICY CO-OPERATION AND INNOVATION**

Index reference in the table in Appendix 1: 5.01, 5.80 and 5.90

#### *Actions managed through the National Agency procedure*

- **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.

#### *Actions managed through the Commission procedure*

- **Networks for transnational co-operation for the promotion of LLL policies and partnerships at national, regional and local level**

The objective of this call is to support the creation of transversal networks that promote mutual policy learning and exchange of information on good practices and critical factors for the development and implementation of coherent and comprehensive approaches towards lifelong learning.

<sup>27</sup> Further details on this document can be found at the following Internet page  
[http://ec.europa.eu/education/policies/2010/et\\_2010\\_en.html](http://ec.europa.eu/education/policies/2010/et_2010_en.html)

Such networks should bring together key actors across relevant sectors and levels of policy-making and implementation (national, regional, local) from at least 8 Member States and provide a forum/platform for joint reflection and European co-operation in identifying and promoting innovation and best practice.

Cooperation and transfer of good practice should focus on the development and implementation of coherent and comprehensive lifelong learning approaches that cover and interlink different sectors and forms of learning and that bridge the worlds of education and of work. Such approaches to lifelong learning should aim at promoting opportunities and learning pathways which are learner centred, flexible and without "dead-ends" using innovative and practical lifelong learning instruments to achieve the personal development, employability and the social inclusion of citizens of all age groups and backgrounds, in particular through:

- Partnerships between the formal and non-formal education and training sectors, businesses, voluntary and community actors at the national, regional and local levels linked to employment and social inclusion initiatives;
- Measures to improve key competences development throughout an individual's lifetime with a focus on increasing the equality of educational attainment by addressing the specific needs of underrepresented and socio-economically disadvantaged groups;
- Enable more flexible pathways and better transitions, in particular through opening-up learning institutions to underrepresented groups, through implementing national qualifications frameworks and through schemes for the validation of prior and experiential learning including non-formal and informal learning;
- Other measures and instruments to make learning more attractive and increase participation in learning activities at the workplace and in private life, including through effective schemes for (financial) incentives and support to stimulate learning provision and participation.

#### Eligible applicants

Beneficiaries can be national and regional ministries in charge of education and training, other public bodies and stakeholders' organisations directly involved in the development and implementation of lifelong learning policies.

#### Expected results

Better knowledge and expertise on the factors which are critical to the development and implementation of coherent and comprehensive lifelong learning approaches at national/regional/local level and on the development of strategies to improve delivery of lifelong learning provision for all citizens.

Establishment of sustainable transnational policy networks, which support the transfer of knowledge and good practices, joint development and experimentation of policy approaches and other forms of co-operation such as studies, analyses, conferences and seminars, with a view to better development and implementation of national/regional/local lifelong learning policies.

- **Support for network activities for awareness-raising of the most successful experiences in the social integration of Roma, including cultural, linguistic and social aspects**

There is a need to support transnational networking activities so as to raise awareness, both inside and outside Roma communities, concerning their cultural heritage and their situation as regards their own potential for educational and personal development, and identify and exchange good practices in these domains, including educational and social/employment aspects of the inclusion of Roma.

This call for proposals is in line with the eligible activities and objectives of the Lifelong Learning Programme (KA1) and its only difference with the more ordinary or general calls lies in its being targeted at Roma communities, abiding to the principle of "specific but not exclusive targeting". This principle is one of the "Ten Basic Principles for Roma integration" which have been endorsed by the European Union as the basis for its action in favour of the Roma Communities. In the Commission

Communication on "National Roma Integration Strategies: a first step in the implementation of the EU Framework"<sup>28</sup>, in line with the aforementioned Principles, education is recognized as one of the four fundamental pillars of integration, alongside with housing (DG REGIO), health (DG SANCO) and employment (DG EMPL). The large scope of this call for proposals reflects the integrated approach, which is recommended as regards Roma communities, as educational matters in this context may not be effectively addressed as dealing solely with education, but must also take into consideration other related aspects, such as extreme poverty, malnutrition, language barriers, lack of facilities in rural areas and lack of adequate transportation, as well as, in terms of culture (in the broad sense), the need to preserve and recognize Roma identity and culture (including the use of their own language in teaching, which is recognized as a constitutional right in many Central and Eastern European Member States).

Networks should therefore contribute to:

- Increase awareness and reinforce the commitment of all relevant actors for the integration of Roma in and through education and training, as well as culture,
- Increase the dissemination of good practices in integrating Roma children and students and in raising their school attainment levels, including language and literacy issues.
- **Multilateral projects**

*Support for transnational co-operation projects to develop lifelong learning measures for Roma integration*

Roma communities are characterized by problems of literacy, early school leavers, language barriers and lack of intercultural dialogue, which are interlinked to housing, health and employment problems. Therefore, there is a need to give more support to transnational co-operation projects to develop lifelong learning measures for Roma integration, identify and exchange good practices on joined-up educational measures and other social/employment approaches for the integration of Roma, while taking into account the need for more cultural, linguistic and schooling mediation.

Projects should therefore contribute to the:

- Transfer of innovation in relation to the successful implementation of cultural, linguistic and schooling mediation, while taking into account joined-up educational and social measures for the integration of Roma children and students, especially as regards language and literacy issues;
- Transfer of effective joined-up learning strategies and policies to raise the participation and attainment levels of Roma students.

## **KEY ACTIVITY 2: LANGUAGE LEARNING**

Index reference in the table in Appendix 1: 6.10, 6.20 and 6.30

*Actions managed through the Commission procedure*

- **Multilateral projects** aimed, inter alia, at:
  - Promotion of language awareness and access to language learning resources;
  - Developing new language learning materials, including online courses, and instruments for language testing.
- **Networks** in the field of language learning and linguistic diversity, which may include activities:
  - To facilitate and enhance European co-operation, such as exchanging information, training of project co-ordinators, promoting new projects, disseminating project results and good practice;
  - To promote educational innovation and best practice in the thematic area concerned, e.g. comparative analyses, case studies, formulating recommendations and organising working groups, seminars or conferences;

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<sup>28</sup> COM(2012) 226 of 21.05.2012.

- Relating to project co-ordination and management.
- Other initiatives in line with the objectives of key activity 2, including dissemination events bringing together projects and potential users ("**accompanying measures**").

### **KEY ACTIVITY 3: ICT**

Index references in the table in Appendix 1: 7.10 and 7.20

Developing ICT skills and modernising education and training systems through ICTs, use of open educational resources, develop creative classroom and creative learning environment will be supported through the following actions:

*Actions managed through the Commission procedure*

- **Multilateral projects** aimed at the promotion of ICT enabled learning embedded into long-term educational strategies and the development and distribution of innovative methods, contents, services and environments.
- **Networks** aimed at sharing and exchanging knowledge, experience and good practice of ICT learning.

### **KEY ACTIVITY 4: DISSEMINATION AND EXPLOITATION OF RESULTS**

Index reference in the table in Appendix 1: 8.10

*Actions managed through the Commission procedure*

- **Multilateral projects** aimed, inter alia, at:
  - developing modern, interactive, web-based communities of practice to foster dialogue between project beneficiaries and users, including decision makers, around specific themes and priorities addressed by the LLP actions over the last years;
  - collecting, analysing and disseminating information concerning good practice, products and outcomes from all actions across the LLP addressing a particular strategic theme;
  - identifying and assessing best practices where project results have successfully influenced decision makers (at national, regional, and local level) and were exploited to change the pre-existing settings leading to sustainable and systemic impact.

*The Jean Monnet Programme*

Index reference in the table in Appendix 1: 9.10, 9.20, 9.30, 9.35 and 9.40

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 and expected results

- Stimulation of excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the European Union.
- Enhanced knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration.

**Actions for which funding is foreseen through the call for proposals**

**KEY ACTIVITY 1: SUPPORT FOR TEACHING, RESEARCH AND REFLECTION ON EUROPEAN INTEGRATION AT THE LEVEL OF HIGHER EDUCATION INSTITUTIONS WORLD-WIDE (JEAN MONNET ACTION):**

*Actions managed through the Commission procedure*

- **Jean Monnet Chairs and Jean Monnet Chairs *Ad Personam*** are teaching posts with a specialisation in European integration studies at higher education institutions worldwide.
- **Jean Monnet Centres of Excellence** are clearly labelled institutes or structures specialising in European integration studies at higher education institutions worldwide. They must be co-ordinated by a Jean Monnet Chair.
- **Jean Monnet Teaching Modules** are short teaching programmes (or courses) in the field of European integration studies at higher education institutions worldwide.
- **Jean Monnet Associations of Professors and Researchers specialising in European integration.** The explicit purpose of the association must be to contribute to the study of the European integration process at national or transnational level.
- **Jean Monnet Multilateral Research Groups** that must lead to an integrated academic network involving joint research between at least three Jean Monnet Chairs from three different countries.
- **Jean Monnet Information and Research Activities** with the aim of promoting discussion, reflection and knowledge about the process of European integration (through conferences, seminars and roundtables. Specific attention will be given to projects developing content for the teaching of European Union at the level of primary and secondary schools and in vocational education and training. In this context, priority is given to projects that are based on co-operation involving higher education institutions, having evident experience in teaching and research on European integration issues, institutions and/or associations specialised in teacher training and pedagogy, and associations of primary, secondary and vocational education institutions.
- **Jean Monnet "Learning EU at School"** with the aim of supporting projects, in the framework of "Information and Research Activities" of the Jean Monnet Programme, for developing content for the teaching of European Union at the level of primary and secondary schools and in vocational education and training. This is to increase the general level of knowledge on the European Union, its policies and institutions, so helping to close the gap between the population and the EU institutions.

#### **4.1.2. Call for proposals: Individual pupil mobility action**

Index reference in the table in Appendix 1: 1.10

##### Specific eligibility criteria

All LLP National Agencies ("NAs") except for those located in Cyprus, Germany, the UK and Ireland will be participating fully in the fourth year of this action launched in 2010. The corresponding budget allocation is set out in [Appendix 2](#).

Eligible to submit an application, are schools in the countries listed in [Appendix 2](#), or have been, involved in a Comenius School partnership, that intend to send pupils to host schools from that partnership.

##### Description and background

The Comenius Individual Pupil Mobility action was launched in 2010 through the National Agencies. The budget foreseen is included in the National Agency funds (see [Appendix 1](#)). The explanation for the country distribution is provided under point 3.3 above. The country distribution is provided in [Appendix 2](#).

The pupil mobility action allows secondary school pupils to spend between 3 and 10 months in a host school and a host family abroad. Pupil mobilities are organised between schools involved in the same Comenius School Partnership.

##### Objectives and expected results

The aim of the action is to offer European learning experiences to pupils, to develop their understanding of the diversity of European cultures and languages, and to help them acquire competences necessary for their personal development. This action should also be a valuable



international pedagogic experience for the teachers involved in the organisation and implementation of the mobility. Furthermore, the action aims to build up sustainable co-operation between the participating schools, to enable them to recognise the studies undertaken at the partner school abroad and to strengthen the European dimension in school education.

#### Award criteria

- Quality of the mobility programme: i.e. the extent to which the objectives of the mobility are clear and realistic; the involvement of the sending and the host school/s is well explained and appropriate to achieve the set objectives; and there is evidence of existing co-operation between the sending school and the host school/s.
- Support of participants and protection of pupils: the extent to which appropriate measures are proposed by both schools to ensure the necessary support to participating pupils, host families and staff involved; the application makes clear how schools will recognise the work of the contact teacher and the mentor; and the measures to ensure the protection/safety of the pupil(s) are clear and detailed.
- Impact and European added value: the extent to which the impact and benefits of European co-operation on the participating actors are clear and well defined; and the application makes it clear how the mobility will contribute to sustainable co-operation between both schools in the future.

#### **4.1.3. Call for proposals to award a framework partnership agreement for policy networks under Comenius Programme**

Index reference in the table in Appendix 1: 1.80

##### **(a) for the European Policy Network on the Implementation of key competences in school education**

A Framework Partnership Agreement was established in November 2011 covering the period 2012 to 2014, as well as Specific Agreements for a Grant for Actions for the years 2012 and 2013, on the 2011 and 2012 budgets respectively.

The overall aim of this network is to develop policy advice for the implementation of the 2006 Recommendation on key competences for lifelong learning<sup>29</sup>. It will address the issues raised by the November 2009 Communication "Key competences for a changing world"<sup>30</sup> and stimulate high level co-operation between Member States policy makers responsible for the essential areas of school development.

The Specific Agreement for a Grant for Actions funded from the 2013 budget will support the implementation of the third year of the agreed work programme set out in the Framework Partnership Agreement.

##### **(b) for a European School Leadership Policy Network**

A Framework Partnership Agreement was established in 2011 for the European School Leadership Policy Network, covering the period 2011 to 2015, as well as Specific Agreements for a Grant for Actions for the years 2011 and 2012 on the 2010 budget, 2012-2013 (18 months) on the 2012 budget and 2014-2015 (18 months) to be funded from the 2013 budget.

The objective of the Network is to stimulate high level co-operation between policy makers and practitioners and the further development of national policies and provision through, for example, peer learning, exchanges, and thematic group working to develop shared understanding and approaches on issues of common interest.

A Specific Agreement for a Grant for Actions funded from the 2013 budget will support the implementation of the agreed work programme set out in the Framework Partnership Agreement for the period January 2014 to July 2015.

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<sup>29</sup> 2006/962/EC of 18.12.2006.

<sup>30</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

(c) **for a European Policy Network on the Education of Children with a Migrant Background**

A Framework Partnership Agreement was established in November 2011 for the European Policy Network on the Education of Children with a Migrant Background, for the period 2012 to 2014, as well as a Specific Agreement for a Grant for Actions for the years 2012 and 2013, on the 2011 and 2012 budgets respectively.

The network aims to strengthen cross-European collaboration between high level decision makers, academics and practitioners for raising the educational attainment of children and young people with a migrant background. The European network will analyse, develop and exchange policy and practice in the area and will be supported by annual grants for an action from the Lifelong Learning Programme, based on annual work programmes submitted by the network under the multiannual framework agreement for the period 2012-2014.

The Specific Agreement for a Grant for Actions funded from the 2013 budget will support the implementation of the third year of the agreed work programme set out in the Framework Partnership Agreement.

**4.1.4. Call for proposals: Implementation of the European strategic objectives in Education and training ET 2020 (stakeholder cooperation, experimentation and innovation)**

Index reference in the table in Appendix 1: 5.10

This item will be divided into two lots:

Lot A): Support to national implementation and awareness raising of the objectives of European co-operation in education and training (ET 2020), (earmarked amount Lot A: €1,200,000).

Lot B): Support for transnational co-operation in the development and implementation of transversal education and training policy issues linked to the priorities set out in Europe 2020 and ET 2020, (earmarked amount lot B: €2,800,000).

**Lot A - Support to national implementation and awareness raising of the objectives of European co-operation in education and training (ET 2020)**

Objective

- To support implementation of the four strategic objectives of the "Strategic framework for European co-operation in education and training (ET 2020)" (lifelong learning and mobility; quality and efficiency; equity, social cohesion and active citizenship; creativity and innovation) through activities improving institutional commitment, coordination and partnership with all relevant stakeholders at national/ regional/ local levels.

Eligible applicants

- National or regional authorities responsible for education and training and Lifelong Learning policies (pre-primary, schools, VET, higher education and adult learning), other public bodies and stakeholders' organisations.

Expected results

- Better commitment and cooperation of all relevant actors and stakeholders active in the field of education and training to support the implementation of the key objectives of the strategic framework "ET 2020" at national and regional level;
- Better coherence, coordination and partnership in the process of establishing and implementing coherent and comprehensive approaches to lifelong learning;
- Better dissemination and application of existing European tools or reference material (e.g. through information activities, including stakeholder seminars, publicity campaigns, etc.).

Award criteria

- Relevance: based on the call for proposals, the objectives are clear, realistic and address relevant issues and target groups, including a wide range of key stakeholders at all levels (receiving a weighting of 30%);
- Quality of the plan of actions (receiving a weighting of 10%);
- Methodology (receiving a weighting of 10%);
- Project team (receiving a weighting of 10%);
- Cost-Benefit Ratio (receiving a weighting of 10%);
- Impact: The foreseeable effects of the project's activities on target groups and systems concerned are clearly defined and consistent with the objectives set; measures are planned to ensure that those effects can be achieved. The results of the activities are likely to be significant (receiving a weighting of 20 %);
- Quality of the valorisation plan (dissemination and exploitation of results): The extent to which the planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants in the proposal, during and beyond the lifetime of the project (receiving a weighting of 10%).

**Lot B - Support for transnational co-operation in the development and implementation of responses to education and training policy issues linked to the priorities set out in Europe 2020 and ET 2020**

Objective

- To support trans-national co-operation on policy experimentation aiming to test the development and implementation of innovative policy approaches linked to the priorities set out in Europe 2020 and ET 2020.

Eligible applicants

- National or regional authorities directly in charge of lifelong learning policies (early childhood education and care, schools, VET, higher education and adult learning) and other public bodies designated by such authorities to apply.

Expected results

- Improved knowledge of policy makers in design and implementation of policies dealing with common education and training priorities set in the context of Europe 2020 and ET 2020;
- Increased effectiveness of national/regional/local measures designed to tackle complex challenges in education and training and improve the impact of reforms.

Award Criteria

- Relevance: based on the call for proposals, the objectives are clear, realistic and address relevant issues and target groups, including a wide range of key stakeholders at all levels (receiving a weighting of 30%);
- Quality of the plan of actions (receiving a weighting of 10%);
- Methodology (receiving a weighting of 10%);
- Consortium (receiving a weighting of 10%);
- Cost-Benefit Ratio (receiving a weighting of 10%);
- Impact and European added value: The foreseeable effects of the project activities on target groups and systems concerned are clearly defined and consistent with the objectives set; measures are planned to ensure that those effects can be achieved. The results of the activities are likely to be significant and the benefits of and need for European cooperation are clearly demonstrated (receiving a weighting of 20 %);

- Quality of the valorisation plan (dissemination and exploitation of results): The extent to which the planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants in the proposal, during and beyond the lifetime of the project (receiving a weighting of 10%).

#### **4.1.5. Call for proposals: European associations active at European level in education and training**

Index reference in the table in Appendix 1: 11.10

##### Objectives

- To support high-quality European Associations contributing to increasing knowledge and awareness on the European integration process through education and training;
- To support high-quality European Associations contributing to the implementation of at least one of the strategic objectives of the "Strategic framework for European cooperation in education and training (ET 2020)".

The EU financing under this call for proposals takes the form of operating grants to support certain operational and administrative costs of the selected European associations.

##### Expected results

A total number of 13 grants for which 5 grants concerning annual operating grants under the call for proposals 2013 and 8 grants concerning specific operating grants to be signed with the beneficiaries listed below, outside the framework of the call for proposals 2013.

In fact, a total amount of €1,200,000 has been reserved for those European associations with which the Executive Agency for Education, Audiovisual and Culture (EACEA) has concluded a 3-year framework partnership agreement, for the period 2011-2013, following the call for proposals referenced EACEA/24/10. Specific operating grant agreements require the approval of the work programme and budget 2013 of the European associations that are to receive EU co-financing.

<b>Beneficiaries of a 3-year framework partnership agreement</b>	<b>Maximum grant for 2013 (in €)</b>
European Association of the Education of Adults	150,000
The National Unions of Students in Europe	150,000
European Association of Institutions of Higher Education	150,000
Fédération européenne des écoles de cirque professionnelles	150,000
European Network of Education Councils	150,000
Organising Bureau of the European School Student Unions	150,000
European Forum of Sign Languages Interpreters	150,000
European Standing Conference of History Teachers' Associations	150,000

##### Eligible applicants

European associations in the field of education and training active in:

- The European integration subjects;

- Pursuing the objectives of the European Education and Training policy.

Eligible associations should:

- Be a non-profit organisation;
- Be located and have legal personality and seat for more than two years uninterrupted (on date of call deadline) in one or several LLP eligible countries (Member States, Iceland, Liechtenstein, Norway, Turkey, Croatia and Switzerland);
- Undertake the majority of the activities in the Member States and/or in other LLP eligible countries;
- Exist as a body pursuing an aim of general European interest as defined in Article 162 of the IR;

And either

- Be composed exclusively of member-based associations (i.e. the members are themselves "umbrella" associations at the transnational, national, regional or local level) and having members in at least 6 EU Member States;

or

- Be composed (either partly or entirely) of institutions and organisations active in education and training that are not member-based (such as primary and secondary schools and higher education institutions) and having members in at least 9 EU Member States.

#### Award criteria

Eligible applications for the annual operating grants will be assessed on the basis of a detailed programme for 2013, with specific attention for:

- The relevance, clarity and coherence of the short-term objectives (12 months);
- The quality of the management of the work programme (clarity and coherence of the activities and budgets proposed to achieve the objectives, timetable);
- The expected impact of the activities on education and/or training at European level.

The grant will be awarded in the form of a contribution to the eligible costs, with a maximum rate of 75% of European Union co-financing, or in the form of flat-rate financing, in accordance with Commission decision<sup>31</sup> establishing a system of flat-rate financing to be applied for the awarding of operating grants within the scope of the implementation of the action programme in the field of lifelong learning. The new flat-rates for 2013 are indicated in Appendix 4, table 15.

## **4.2. Grants to bodies with a de jure or de facto monopoly (Art. 168(1)(c) of the IR)**

The estimated amount of the grants together with the maximum rates of co-financing and the type of legal instrument to be used for the award of the grant for the actions listed below are specified in the table in Appendix 1.

### **4.2.1. Presidency events and DG meetings**

Index reference in the table in Appendix 1: 5.12

Grants will be awarded to the Irish, Lithuanian and Greek Presidencies to organise conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of project and programme results. These Presidency events will be held within the period of the Presidency, and all practical arrangements, including topics and calendar, will be fixed in agreement with each Presidency, in due course<sup>32</sup>. The Presidency is considered as a *de facto* monopoly because it plays a unique role to foster policy co-operation, define priorities and follow-up the progress and results

<sup>31</sup> C(2008) 4332 of 18.08.2008.

<sup>32</sup> Irish Presidency: 1<sup>st</sup> January to 30 June 2013; Lithuanian Presidency: 1<sup>st</sup> July to 31 December 2013; Greek Presidency: 1<sup>st</sup> January to 30 June 2014.

achieved in the field of education and training. The very fact that these events are organised by the Presidency enables them to produce results more efficiently.

The amount allocated will cover approximately 10 events in line with the objectives of the Lifelong Learning Programme. The main objective of such conferences is to debate, develop, exploit and disseminate the main topics of the European political agenda: strategic framework for European co-operation in education and training; strengthening the role of education and training within the Lisbon process at both European and national level (implementation of lifelong learning strategies); making lifelong learning and mobility a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity and innovation, including entrepreneurship, at all levels of education and training in Europe etc. The main outcomes expected from Presidency conferences are policy guidance conclusions and messages which will serve as inputs to promote European policy approaches or to inform Presidency legislative proposals.

The 2013 budget covers the grants to the Irish and Lithuanian Presidencies and a part of the grants to the Greek Presidency. Events organised by the first Presidency of year n are covered by the budget of year n-1 when the expenditure to organise the event starts in year n-1.

#### **4.2.2. Adult Skills Survey (PIAAC)**

Index reference in the table in Appendix 1: 5.40

Following up on the Council Conclusions of May 2007 on New Indicators in Education and Training<sup>33</sup>, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Programme for the International Assessment of Adult Competencies (PIAAC) survey, implemented under the auspices of the OECD. The results of this international survey will permit the EU to identify indicators on adult's skills to be integrated in the coherent framework of indicators and benchmarks set up to be used for monitoring progress in fields central for the follow up of the Education and Training 2020 strategic objectives. The results of the survey will also permit a better understanding of adult learning processes and the outcomes of adult education initiatives.

The EU funding in 2013 is intended to co-finance the participation costs (the costs for the international element of the survey) of those LLP countries that participate in the second round of the PIAAC survey. The amount to be allocated to each country is dependent on the number of countries participating in the survey within a maximum of 75% of the international participation fees. 80% of the total EU contribution will be distributed on an equal basis between the participating countries. The remaining 20% will be distributed on the basis of the cost of living index and a relative share of the total number of adults in countries.

As the beneficiaries can only be National Authorities/national bodies that have committed to participate to survey, they are considered to be in a *de facto* monopoly situation.

#### **4.2.3. ICILS skills survey**

Index reference in the table in Appendix 1: 5.45

Following up on the Council Conclusions of May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in Education and Training<sup>34</sup>, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Computer and Information Literacy Study (ICILS), implemented under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The results of this survey, the first international study to assess digital skills of young people, will permit the EU to identify indicators to be integrated in the coherent framework of indicators and benchmarks set up to be used for monitoring progress in fields central for the follow up of the Lisbon objectives in the field of education and training. The results of the survey will close an important information gap as regards digital skills of young people.

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<sup>33</sup> 2007/C 311/10 of 25.05.2007.

<sup>34</sup> Ibid 33.

The EU funding for 2013 is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in the ICILS survey. The amount to be allocated to each country is dependent on the number of countries participating in the survey within a maximum of 75 % of the international participation fees. The total EU contribution will be distributed on an equal basis between the participating countries.

As the beneficiaries can only be National Authorities/national bodies that have committed to participate to the survey, they are considered to be in a *de facto* monopoly situation.

#### **4.3. Grants to bodies identified in the Legal Basis as beneficiaries of a grant (Art. 168(1)(d) of the IR)**

The estimated amount of the grants together with the maximum rates of co-financing for the actions listed below are specified in the table in Appendix 1. The EU financial support will be awarded through grant agreements.

##### **4.3.1. *College of Europe, Bruges & Natolin; European University Institute, Florence; Academy of European Law, Trier; Institute of Public Administration, Maastricht; European Agency for Development in Special Needs Education, Middelfart; CIFE (Centre International de Formation Européenne), Nice***

Index reference in the table in Appendix 1: 10.10 to 10.60

The grants are awarded to the beneficiaries on the basis of a work programme and a budget presented by each beneficiary. The beneficiaries have been identified in Article 36.2(a)-(f) of the Legal Basis.

##### Award criteria

Eligible applications for the annual operating grants will be mainly assessed on the basis of a detailed programme for 2013, with specific attention for:

- The relevance, clarity and coherence of the objectives defined in the work programme of the institution;
- The quality of the management of the work programme (clarity and coherence of the activities and budgets proposed to achieve the objectives, timetable);
- The expected contribution of the beneficiary's activities (work programme) to the Jean Monnet programme objectives.

#### **4.4. Grants for actions with specific characteristics that require a particular body in account of its technical competence, its high degree of specialisation or its administrative power (Art. 168(1)(f) of the IR)**

##### **4.4.1. *National Teams of ECVET Experts***

Index reference in the table in Appendix 1: 3.70

##### Objectives

The purpose of the National Teams of ECVET Experts is to provide a pool of expertise in certain areas to promote and enhance progress toward the adoption, the application and the use of ECVET in their countries. The first Teams were selected in 2011 for a period of two years. LLP National Agencies will in 2013 be invited to submit proposals for the support of existing or new Teams.

The overall context of the work carried out by the National Team is as follows:

- Implementing the action lines as mentioned in the Recommendation of the European Parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training (ECVET);
- Promoting the development and use of ECVET as part of a lifelong learning approach which is an element of the Lisbon strategy for growth and jobs.

Within these broader objectives the National Team, amongst other activities, provides counselling to vocational education and training (VET) relevant competent bodies and institutions.

### Eligible Applicants

The invitation to submit proposals will be restricted to LLP National Agencies. The grant is awarded to the LLP National Agency on the basis of an Activity Plan and a budget. The Activity Plan must clearly show how the national team of ECVET Experts will operate and must demonstrate that the planned activities will ensure that the objectives of the action at national level are fulfilled. The budget should be consistent with the Activity Plan.

The National Agencies who will organise the National Teams of ECVET Experts are considered to meet the criteria stipulated in Article 168(1)(f) of the IR for bodies implementing actions with specific characteristics because they are designated by the national authorities of each country participating in the LLP to implement the Leonardo da Vinci programme within their country. They are therefore in a natural and unique position to co-ordinate the work of the National Teams of ECVET Experts. No other beneficiary could fulfil this need. Furthermore, the decision of the Commission on "the respective responsibilities of the Member States, the Commission and the National Agencies in implementation of the LLP (2007-2013)"<sup>35</sup> states in Article 10.1(a) that the LLP National Agencies may carry out projects in support of an EU policy or action included in the Programme.

Each national team of ECVET experts should consist of a minimum of 2 persons, depending on the size of the country, the number of VET institutions and/or the number of different competent institutions involved in the qualifications systems or framework. In this context, the minimum contribution will be around €10,000 and the maximum contribution around €150,000 depending on the activities, the number of experts and the budget applied for.

Members of the National Teams should be, for example, researchers and practitioners in VET, qualification experts, internal relations officers or VET experts. Each team should also include a representative of the economic sector.

It is not possible at this stage to give an ex-ante distribution by country as this will depend on the number of National Agencies introducing a grant request, the grant amounts requested and the content of the respective work programmes proposed.

### Award Criteria

Proposals will be assessed against the following award criteria:

- **Objectives** - they are clear, realistic and address relevant issues, the target groups and their needs are described, envisaged achievements and results are indicated;
- **Quality of the Activity Plan** - the methodology is appropriate to achieving the objectives; the Activity Plan defines and distributes tasks / activities among the team in such a way that the results will be achieved on time and to budget;
- **Profile of the ECVET Experts** - the profile and composition of the National ECVET Expert team – availability of skills and competences required to carry out the Activity Plan;
- **Cost - benefit ratio** - the grant application demonstrates value for money in terms of the activities planned relative to the budget foreseen; and
- **Dissemination and exploitation of results** - planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants in the action during and beyond the lifetime of the action, and in particular the extent to which the Activity Plan translates the Recommendation on the establishment of ECVET into concrete promotion, application and dissemination activities.

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<sup>35</sup> C(2007) 1807 of 26.04.2007.



#### 4.4.2. *European Qualifications Framework national co-ordination points*

Index reference in the table in Appendix 1: 5.05

##### Objectives

The Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of a European Qualifications Framework for lifelong learning<sup>36</sup> (EQF) recommends Member States to designate EQF national coordination points (NCPs), which will coordinate the implementation of the EQF at national level.<sup>37</sup>

In the years 2006-2009, the EU budget has co-financed EQF projects through specific calls for proposals, since 2010 financial support to activities of the NCPs in the framework of the national implementation of the EQF has become more strategic, as NCPs have a key role in coordinating the referencing of national qualifications levels to the EQF levels and ensuring that reference to the relevant EQF level appears on qualifications and their supplements. By the end of 2012, the majority of countries should have related their national qualifications systems to the EQF. In 2013, many NCPs will focus on bringing the EQF closer to citizens and companies, though the indication of EQF levels on each individual qualification.

The grants to EQF NCPs may include support to activities in relation with the following tasks:

- Referencing levels of qualifications within national qualifications systems to the European Qualifications Framework levels. This may include meetings, seminars or studies for the definition of qualifications through an approach based on learning outcomes, the development of a transparent referencing methodology, exchange of views with other EQF NCPs or relevant international experts;
- Applying the learning outcomes approach to qualifications which underlies the EQF. This may include the development or revision of national qualifications frameworks and national registers of qualifications, as well as the interconnection of national resources to the EQF portal; and
- Providing access to information and guidance to stakeholders and promoting their participation both in the referencing process and in its follow up. This may include promotional activities, including events or media actions; meetings and seminars with social partners and relevant civil society actors.

Since the EQF NCPs are designated by national authorities, one for each country, they are in a unique and exclusive situation to implement the action.

EQF NCPs will be invited to submit their grant requests in autumn 2012 for activities from November 2012 to October 2013. As in 2012, the total amount available is distributed between the countries based on weighted demographic size, cost of living and to some extent previous use of resources (some NCPs did not request any grant).

The country distribution of the total amount available for the action is provided in the table in [Appendix 3](#).

It should however be noted that:

- This support is given to facilitate a policy process, so that the use of resource in a country may be related less to efficiency than to the policy framework in that country, and may change significantly from one year to the other.
- In 2013 several NCPs will be involved in interconnecting national databases to the EQF portal. While the development and maintenance of the portal is covered through a specific action (point 4.6.11), work needed at national level would be covered by these grants.
- Small adjustments may take place based on information from Member States (for instance, if a country decides not to apply or to ask for less, the others may use the amount made available).

<sup>36</sup> 2008/C 111/01 of 23.04.2008.

<sup>37</sup> OJ C 111/1, 06.05.2008.

#### **4.4.3. European Lifelong Learning Platform – EUCIS**

Index reference in the table in Appendix 1: 5.60

The Council conclusions on a "Strategic framework for European co-operation in education and training"<sup>38</sup> (ET 2020)", adopted on 12 May 2009, set out that European co-operation in priority areas should be carried out, where appropriate, with the involvement of stakeholders and also that the outcomes of co-operation should be widely disseminated. Such co-operation can include peer learning activities, conferences and seminars, high level fora or expert groups, panels, studies and analysis and web-based co-operation. Furthermore, in the context of the structured policy dialogue, DG EAC regularly consults European stakeholders' associations and social partners on European co-operation in education and training.

The purpose of this action is to support the implementation of the structured policy dialogue with European stakeholders with a view to contribute to their effective involvement and co-operation, in particular in the field of lifelong learning, which includes all sectors and levels of education (early, education, schools, VET, adult education and higher education, as well as formal, non-formal and informal education).

The support to EUCIS LLL will contribute to:

- Inform and raise awareness of lifelong learning and of the outcomes of European co-operation among citizens, civil society organisations as well as bodies at European, national and local levels;
- Facilitate exchanges and debates between actors from the different sectors and levels of lifelong learning, promoting the implementation of lifelong learning strategies at EU, national and local levels;
- Facilitate the dialogue and the co-operation between European stakeholders, the EU institutions and the Member States in the implementation and evaluation of lifelong learning policies and of the achievements of the objectives and priorities set out in the "Strategic framework for European co-operation in education and training (ET 2020)" and priorities and headline targets for Europe 2020.

EUCIS LLL is the only European platform gathering 25 member networks active at the European level in the field of education and training and covering the various dimensions and levels of lifelong learning. EUCIS LLL is in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to structured policy dialogue within the open method of coordination in education and training.

#### **4.4.4. Sector Skills Council for the learning sector**

Index reference in the table in Appendix 1: 5.85

In order to better match skills and jobs, it is essential that we have an accurate picture of the current skill and employment situations within Europe, and its likely development. Equally important is the need to develop partnerships between social partners, labour market institutes, education and training providers, public/private employment services, companies and individuals. The creation of EU sector councils is one of the key actions recommended by the Expert group on "New Skills for New Jobs" as a means to understand better skills needs at sectoral level and build partnerships.

Following the recommendation, a feasibility study was conducted done by Ecorys Nederland BV in co-operation with KBA at the request of the European Commission to study the potential impact of setting up sector councils on employment and skills at EU level. On the basis of its results, a number of sector skills councils have been set up.

One other recommendation by the expert group was the development of a sector skills council for the learning sector. The education and training sector is both a provider and consumer of skills, though the emphasis so far has been largely on the former. The sector is an important employer in its own right

<sup>38</sup> [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/107622.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf)

and faces significant future challenges if teaching is to meet the ambition to create a knowledge-driven Europe. An education and training sector skills council at European level – to be composed of social partner representatives, government and independent experts and stakeholders - could identify skill gaps and forecast future challenges, discuss tools and policy solutions. At the same time it could improve the sector's understanding of the needs of their client sectors.

The learning sector should be understood in a broad sense and should include teachers in schools, professors in higher education, trainers in vocational education and training, in adult learning in informal sectors, and advisers in lifelong guidance services.

The first phase in the setting up and implementation of the skills council for the learning sector has been financed through PROGRESS in 2012, which makes support available for all sectors of economic activities interested in such initiatives. The LLP programme aims at supporting the second implementation phase in 2013, as this specific skills council is expected to contribute to a better quality and higher performance of education and training (cf. in particular the first objective of the LLP programme). The specific focus on bringing education and employment closer is also in line with the LLP programme objective of supporting employability. The grant to the Sector Skills Council may include support to activities in relation with the production of reports focussing on:

- The quantitative and qualitative trends of the sector i.e. evolution of the supply, employment and skills needs including foresight and forecast analyses for the sector;
- Good practices bringing the worlds of education and work closer and reducing the persistent skills mismatch at sectoral level, as well as on the mechanisms existing at national or regional level to between anticipation bodies and education and training providers;
- The tools and strategies being used at the national/regional/local level to anticipate and match future skills needs;
- Recommendations to the attention of policymakers, education and training providers and other stakeholders (for example, develop proposals for qualification and competence standards for the sector at EU level which must be validated through national qualification frameworks or systems linked to the EQF).

Since the sector skills council members are selected through a call for proposals launched in 2012 as being representative of the relevant social partners, sector skills councils or similar organisations at national or regional level, associations and foundations in the field of education and training, and ministries of education and/or training it is in a unique and exclusive situation to implement the action.

The sector skills council will be invited to submit its grant request in autumn 2012, so that the activities may start as early as possible in 2013.

#### **4.4.5. Learning mobility module in household surveys**

Index reference in the table in Appendix 1: 5.67

With the objective to collect the data needed for the monitoring progress and performance as regards the EU benchmark on learning mobility, especially regarding IVET mobility and youth mobility in general, EUROSTAT will start working with the national statistical authorities of the countries concerned on the development of a new learning mobility module to be integrated into existing national household surveys, such as the Labour Force Survey or the Adult Education Survey. This new action will support the development and survey work in relation to the new module to be carried out by national statistical authorities. The action will be implemented through cross sub-delegation with EUROSTAT and the funds should be committed in the first quarter of 2013.

The national statistical offices in the countries are the only authorities in charge of providing national official statistics in this field. This action will be implemented through a call for grants and the maximum Commission co-financing rate will be 75%.

#### **4.5. Contributions to the management costs of other public-sector or private law bodies with a public-service mission in conformity with Article 54.2(c) of the FR**

##### **4.5.1. eTwinning National Support Services (NSS)**

Index reference in the table in Appendix 1: 1.60

The eTwinning initiative takes advantage of the possibilities offered by Internet and digital media to promote project based pedagogy, collaborative learning and co-operation among European schools.

The NSS assist schools during the process of registration, partner finding and project activity, they manage communication campaigns to enlarge participation in the action, deliver prizes and quality labels and organise professional development workshops and contact seminars for teachers.

The NSS act as instruments to implement the programme at national level, in conformity with the provisions of Article 54.2(c) of the FR, as provided for by the Legal Basis. The country distribution of the total amount available for the action is provided in the table in [Appendix 3](#).

##### **4.5.2. National units of the Eurydice network**

Index reference in the table in Appendix 1: 5.15

Financial support is given for specific actions carried out by the national units of the Eurydice network. The network's goal is to contribute towards a better mutual understanding of education systems in Europe through the production of comparable country descriptions, indicators and comparative studies in the field of education.

The participation of all national units in the work of the network facilitates access to national qualitative and quantitative data that are necessary for the comparison between Eurydice countries. The aim is to gather as (territorially) exhaustive information as possible and to produce high quality studies and analyses that facilitate co-operation in education at the European level. Taken together, these activities give a substantial input, in terms of comparable data, to the current European co-operation in education and training (ET 2020, Bologna Process, Lifelong Learning, etc.).

##### Beneficiaries

The Eurydice national units, which are network members and designated as such by the ministries of the countries that participate in the programme. These beneficiaries are explicitly identified in Article 33(1) (d) (3) of the Legal Basis.

The EU financial support is given on the basis of a common frame of reference established by the Commission on the basis of the Eurydice Network Work Programme.

The application of the system of funding the national units for 2013 is detailed in [Appendix 5](#). In conformity with the FR, the lump sums and flat-rate financing, uphold co-financing and non-profit principles.

The country distribution of the total amount available for the action is provided in the table in [Appendix 3](#).

##### **4.5.3. Euroguidance**

Index reference in the table in Appendix 1: 5.22

The EU contribution finances up to 50% of the operating costs of the national centres of the Euroguidance network, whose mission it is to develop the European dimension in guidance for education and vocational training. Euroguidance centres establish information tools for guidance counsellors, students, pupils and their parents, as well as the trainers of the guidance counsellors and personnel in education and training; they train and advise the guidance centres in terms of European mobility opportunities; they contribute to the European information system on education and training opportunities, formerly Ploteus and as of 2013 integrated into the EQF portal.

The objectives for 2013 and the results foreseen are as follows:

- Better targeted communication for the various users, as well as intensified co-operation with the relevant European networks in the field of mobility;
- The centres will keep their tasks related to the information system on education and training opportunities (formerly Ploteus); the exact tasks vary from one country to another, depending on the interconnection with national data resources.

### Beneficiaries

Euroguidance centres are beneficiaries of European Union financial contributions. The national centres that form the Euroguidance network are instruments for the implementation at national level of the lifelong learning programme. These beneficiaries are explicitly identified in Article 33(1) (e) (i) of the Legal Basis. The final beneficiaries of the Euroguidance service are the citizens, either directly or via the guidance counsellors and local guidance centres.

The EU financial support is subject to approval of a work programme and an estimated budget that centres prepare on the basis of terms of reference established by the Commission and a financial framework including in particular the budget available for each country, based on a distribution key approved the Lifelong Learning Programme Committee. Each application must also be accompanied by a declaration from the competent national authorities with their commitment to cover at least 50% of the costs.

The country distribution of the total amount available for the action is provided in the table in Appendix 3. The distribution is based on demographic size, cost of living and previous use of resources. The increase in the global Euroguidance amount takes into account the growing number of participating countries (the average unitary grant had actually decreased since 2005).

The distribution may be slightly changed based on information from countries (envisaging not to ask for a grant or to ask less than available).

#### **4.5.4. Europass**

Index reference in the table in Appendix 1: 5.23

Established by the decision of the European Parliament and of the Council<sup>39</sup> on a single EU framework for the transparency of qualifications and competences, the Europass action implements since 2005 a direct service to citizens, as well as to training centres, schools, universities and enterprises, through a European portal and the network of national Europass centres mentioned above. The EU contribution finances up to 50% of the operating costs of the national Europass centres, which implement the Europass action on the national level.

The Europass decision establishes an instrument with no fixed duration and therefore without an overall budget. As from 2007, the financial support to the Europass centres forms part of the budget of the action programme in the field of lifelong learning.

The objectives for 2013 and the results foreseen are as follows:

- Provision, through a European portal and the network of National Europass Centres, of several instruments for the transparency of qualifications and competencies, aiming in particular at better communication between job-seekers and employers, thus better mobility on the European labour market. The European portal will be further developed and NECs will be asked to contribute with expert views, country related advice, and linguistic support;
- Promotion of these instruments to the public concerned (citizens, training centres, schools, universities and enterprises). Special attention is given to the co-operation between services for employment, orientation and youth.

The detailed tasks are defined by the Commission and the application form for the grant facilitates the preparation of an accurate work programme, with concrete and verifiable indications.

### Beneficiaries

<sup>39</sup> 2004/2241/EC of 15.12.2004.

The Europass centres are the beneficiaries of the operating grants. The national centres that form the Europass network are instruments for the implementation at national level of the lifelong learning programme. These beneficiaries are explicitly identified in Article 33(1) (e) (iii) of the Legal Basis. The final beneficiaries of the Europass service are the citizens, as well as learning centres, schools, universities and enterprises.

The grant is subject to approval of a work programme and an estimated budget that centres prepare on the basis of terms of reference established by the Commission and a financial framework including in particular the budget available for each country, based on a distribution key approved the Lifelong Learning Programme Committee. Each grant application must also be accompanied by a declaration from the competent national authorities with their commitment to cover at least 50% of the costs.

The country distribution of the total amount available for the action is provided in the table in [Appendix 3](#). The distribution is based on demographic size, cost of living and previous use of resources. The increase in the global Europass amount takes into account the growing number of participating countries (the average unitary grant had actually decreased since 2005).

The distribution may be slightly changed based on information from countries (envisaging not to ask for a grant or to ask less than available).

#### **4.6. Public procurements**

The indicative timetable for the call for tenders together with the estimated amount and number of contracts envisaged are indicated in the table in [Appendix 1](#).

##### **4.6.1. eTwinning Central Support Services (CSS)**

Index reference in the table in Appendix 1: 1.50

In order to expand the coverage and range of services to be offered by eTwinning, a new call for tenders was published in 2012. The 2013 budget will cover the second year of the work of the contractor.

##### **4.6.2. Comenius studies and conferences on school policy**

Index reference in the table in Appendix 1: 1.70

The budget reserved is intended to finance approximately 4 contracts. Calls for tenders are foreseen to contract 2 studies, an impact study on the Pupil mobility action and one other on the school policy. Existing framework contract will be used to finance two conferences on Comenius and school policy.

##### **4.6.3. Comenius pupil mobility insurance**

Index reference in the table in Appendix 1: 1.90

The budget is reserved to cover the necessary insurance for the Comenius individual pupil mobility action which is funded through the specific call for proposals explained under point 4.1.2 above. The call for tenders for the Comenius Group Insurance Scheme was launched on 25 November 2009. In 2010, the contract was awarded to the AXA Group (Contract N° EAC-2010-0088). The contract may be renewed 3 times, subject to satisfactory performance on the part of the Contractor and depending on budget availability.

##### **4.6.4. Studies, conferences and other activities on higher education mobility and policy**

Index reference in the table in Appendix 1: 2.50

The budget is intended to finance approximately four studies or surveys in the field of higher education to follow up on priority areas identified in the context of the Communication on the Modernisation of Higher Education<sup>40</sup> and the Bologna Communiqué agreed in 2012, including, for example, on new modes of delivering quality higher education, how to reinforce cross-border quality assurance, or to map best practices in higher education institutions to integrate graduates in the labour market. Part of the funding could be allocated to conferences linked to the achievements of Erasmus in 2007-2013 and to the results of

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<sup>40</sup> COM(2011)567 of 20.09.2011.

different studies such as on graduate employability. The contracts will primarily be awarded following calls for tender, existing framework contracts will be used for a limited number of studies.

#### **4.6.5. University-business co-operation**

Index reference in the table in Appendix 1: 2.70

The intervention envisages:

- Funding the organisation of the European University-Business Forum and 2-3 Thematic Forums and/or workshops, seminars and local outreach events on University-Business Cooperation related issues. These events will bring together representatives and experts from relevant European organisations and associations (University and Business), representatives from Universities, Business representatives from small and large companies and/or national or regional organisations, representatives from ministries/public authorities and representatives from projects/initiatives that can present examples of good practice. These events will be organised using framework contracts.
- Development, implementation and running of an electronic platform, complementing the physical Forums and events. The platform would allow the sharing of good practice and provide tools and instruments for interactive discussion and exchange on aspects and issues related to University-Business Cooperation. The development, implementation and running of the electronic platform would be contracted to a third party via the organisation of a call for tender.

#### **4.6.6. VET Business Forum and events in the field of vocational education and training (VET)**

Index reference in the table in Appendix 1: 3.50

The budget is intended to finance the organisation of the second VET Business Forum and related preparatory actions such as surveys or research. The VET Business Forum is a platform for exchange between VET sector, businesses and policy makers on a wide range of topics related to excellence, attractiveness, relevance and in general to promotion of partnerships between VET and employers.

The Forum is a high-level bi-annual event with participation of all relevant stakeholders at different level (EU, national, regional, etc.), such as policy makers, companies, SMEs, social partners, VET providers, teachers and trainers, entrepreneurs, guidance practitioners, human resources experts. This event follows the first edition of the Forum, held in June 2012. The Forum will be implemented using existing framework contracts for events and consultancies.

In addition to the Forum, a seminar will be organised to examine the first experiences and results of the Sectoral Skills Alliances funded through a 2012 Specific Call. Around five Alliances are expected to be funded in 2012 and an event should be held after their first year of operation to analyse results and promote the concept in view of the future "Erasmus for All" programme.

#### **4.6.7. ECVET and EQAVET Networks Support**

Index reference in the table in Appendix 1: 3.90

The recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of the European Credit System for Vocational Education and Training (ECVET) – (2009/C155/02) foresees that a network of stakeholders, including government designated members from Ministries of Education and Employment of Member States and social partners and involving sectors and VET providers would be set up.

Similarly, the recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) – (2009/C155/01) also provided for a network of European representatives. Service contracts were awarded following call for tenders in 2009 to ensure the development, the implementation and the coordination of the ECVET and EQAVET networks. The contracts awarded following calls for tenders should be renewed for one year in 2013.

#### **4.6.8. Evaluation of ECVET**

Index reference in the table in Appendix 1: 3.75

As requested by the ECVET Recommendation<sup>41</sup>, the Commission will submit a report on the experience gained and implications for the future to the European Parliament and the Council in June 2014. The amount is for a study to be carried out by an external contractor, probably through an existing framework contract. A number of information gathering and fact finding activities, useful for the evaluation, will be carried out in the framework of other management and development activities related to ECVET.

#### **4.6.9. Grundtvig studies and events related to adult education**

Index reference in the table in Appendix 1: 4.50

The budget reserved is intended to finance an indicative number of eight contracts. The aim is to contract studies, consultancies and events on subjects of key relevance for the European Agenda for Adult Learning adopted in November 2011, such as basic skills for low skilled adults, marginalised and disadvantaged citizens, including migrants, new forms of adult literacy needed for full participation in society, validation and recognition of prior learning and adult learning, open educational resources for adults, demonstrating the cost-benefits of adult learning provision, exploiting PIAAC results, as well as activities to disseminate the results achieved by centralised and decentralised Grundtvig actions and significant achievements of the work carried out by the national coordinators designated for the implementation of the European Agenda for Adult Learning with a view to promoting good practice in adult learning.

These studies, consultancies and events will be contracted following framework contracts or calls for tender.

#### **4.6.10. Studies and comparative research**

Index reference in the table in Appendix 1: 5.02

The budget allocated to this action is designed to finance two studies approximately in 2013:

- A study for the collection of information on current approaches as regards Open Educational Resources at national and international level, with a view to identify best practice;
- A study on improving evidence on education and training through statistical indicators and qualitative data.

These studies will be contracted following an existing framework contract or a call for tender.

#### **4.6.11. Internet information systems on learning opportunities and qualifications (Ploteus and EQF portals)**

Index reference in the table in Appendix 1: 5.20

Resources are required for closely related internet based instruments, which are gradually being integrated:

- The Ploteus portal on the learning opportunities throughout Europe, in operation since 2003 but undergoing major developments. In particular, since 2008 a search function is available to provide citizens with the opportunity to search the primary information sources through the networking of national databases on courses. Eight national databases are currently accessible, connection is being explored with about as many;
- The further development of a search function to provide citizens with the opportunity to search the primary information sources through the networking of national databases on qualifications. By the end of 2012 only a few databases will have been interconnected in a test phase, most of the work for interconnection, possibly to 15 databases, will be done in 2013;

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<sup>41</sup> OJ C 155/11, 08.07.2009.



- The integration of both above search functions into a single website that will also include the function of comparison of qualification levels (national qualifications frameworks referenced to the EQF).

The development phase of the EQF portal has been covered through the IDABC programme. In 2013 the Lifelong Learning Programme, within its transversal sub-programme, should cover two request forms within framework contracts and an agreement with DIGIT for the following:

- The provision, through a request form within an existing framework contract, of technical work for the further development of the EQF portal, the interconnection of further national databases with Ploteus and the first cases of interconnection with the EQF portal, the evolutive maintenance and day-to-day administration of the portals;
- The provision of specialised expert support, provided through a request form within a different framework contract, to ensure the technical coordination of all developments and maintenance activities related to both systems;
- Hosting of the information system by DIGIT.

#### **4.6.12. Administrative arrangement with the Commission's Joint Research Centre – IPTS**

Index reference in the table in Appendix 1: 5.28

The co-operation with the Commission's Joint Research Centre (JRC), and particularly its Institute for Prospective Technological Studies (IPTS), will be continued in 2013.

Since 2006, DG EAC relied on the expertise of IPTS for studies on ICT and education through a specific administrative arrangement. The objective of the administrative agreement for 2013 is to connect the ongoing work of IPTS on the "Foresight on a creative and innovative European Learning Society in 2020" to ongoing policies such as the "Agenda on New Skills and Jobs" and the "Strategic framework for European cooperation in education and training ("ET 2020)". Particular emphasis will be given to the up scaling of existing and potential implementation pilots on creative learning and innovative teaching. The study launched in 2012 on "Open Educational Resources" will provide the necessary input to and accompany new initiatives around "Open Education" in 2013.

#### **4.6.13. Network renewal –NESET**

Index reference in the table in Appendix 1: 5.30

NESET contract is renewable every year. It gives advice and support to the Commission on social aspects of education and training. It provides access to the most relevant evidence from research and contributes to the dissemination of policy-relevant knowledge and evidence on social aspects of education and training. It translates knowledge from research into advice for broad policy directions and concrete measures. Equality and inclusion in and through education and training is central to all NESET work. It provides thematic analytical reports replies to ad hoc questions support to develop seminars and conferences and runs a web-site on social aspects of education and training.

#### **4.6.14. Education and Training expert framework contract**

Index reference in the table in Appendix 1: 5.35

This framework contract will contribute to an effective and evidence-based implementation of the ET 2020 by ensuring consultancy services and studies linked to the following overall objectives:

- To support the general reporting, evaluation and dissemination of results of ET 2020, this also includes the Copenhagen Process on vocational education and training, with a view to ensuring lifelong learning;

- To support the European-level implementation of the priority areas in ET 2020<sup>42</sup> set for 2012-2014<sup>43</sup> and subsequent periods, covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing training, adult education), with a view to ensuring lifelong learning;
- To reinforce the European Commission's capacity to analyse national situations and trends in education and training, in the countries participating in ET 2020 as well as the wider world as defined by the external dimension of the EU co-operation in education and training;
- To reinforce the European Commission's capacity to analyse international situations and trends in education and training;
- To reinforce the European Commission's capacity for statistical and indicator analysis in support of implementation of ET 2020.

#### **4.6.15. *Information and awareness-raising activities, studies and conferences in the field of multilingualism***

Index reference in the table in Appendix 1: 6.40

The information activities and events about the benefits of learning languages and of linguistic diversity will contribute to achieving the objective of the promotion of language learning and linguistic diversity. Moreover, the intention is to carry out studies and other actions concerning different themes linked to the achievement of this objective. In particular, an inventory of vocationally oriented on-line language courses will be financed in order to capitalise on the previous achievements of the programme in this field and to find out what additional resources can be used to support future mobility. Calls for tender will be launched to engage the services of an organisation or a consortium to carry out these initiatives.

Activities under this action will also include the organisation of an EU conference on the European Language Label and the information campaign regarding the first European Survey on Language Competences, which will be organised using existing framework contracts.

#### **4.6.16. *"Juvenes Translatores", European Master's in Translation and Language Industry Platform in the field of multilingualism***

Index reference in the table in Appendix 1: 6.56

The following events will be sub-delegated and implemented by DGT:

- "Juvenes Translatores" is a translation contest for 17-year-olds in schools across the EU. The contest is being organised to promote foreign language usage in Europe and the art of translation. More than 600 schools across the EU participate, and the 27 winners (one per EU country) are invited on a trip to Brussels together with an accompanying adult. All the support activities around this initiative will be carried out using existing framework contracts;
- The European Master's in Translation (EMT) Network is a partnership project between the Commission and the relevant academic community in Europe. University programmes that are benchmarked to agreed standards via an evaluation procedure receive an EMT quality label and become members of the European Master's in Translation Network, which promotes exchanges and cooperation in Europe. Current members are 34 master's level translation programmes in the EU. In 2012, the activities of the Network (expert meetings, working groups, annual conference) will be implemented using existing framework contracts;
- The "Language Industry Web Platform" is an interactive website gathering and disseminating information about the language industry and its developments by providing an easy-access repository of relevant documents and generating content by regular surveys. The main objectives of the platform are: bring language professionals together; improve the exchange of know-how; raise awareness of the business; collect comparable industry data from EU countries; and inform

<sup>42</sup> OJ C 119/2, 28.05.2009.

<sup>43</sup> OJ C 70/05, 08.03.2012.

language professionals about research on and by the language industry. The activities related to the platform, maintenance and an information campaign, will be implemented using existing framework contracts.

#### **4.6.17. *Studies and conferences on Key Activity 2: Language learning***

Index reference in the table in Appendix 1: 6.60

The budget is intended to finance the plenary meetings of two platforms on multilingualism. The platform meetings with stakeholder organisations will complement the meetings with experts from the Member States under the Open Method of Coordination within the ET 2020 framework. The thematic priority themes in the field of multilingualism for the second cycle starting in 2012 have been defined at the end of 2011. Two meetings will be organised in the first semester of 2013 and two in the second semester of 2013, through existing framework contracts.

Activities will also include meetings in the framework of the new cooperation activities with Council of Europe in the field of multilingualism, which will be organised through existing framework contracts.

#### **4.6.18. *Survey on language competences***

Index reference in the table in Appendix 1: 6.35

This budget will cover the organisation and administration of the second run of the European Survey on Language Competences foreseen for 2016. It is planned to include more than the initial 14 Member States, to test more languages and to include "speaking" competence. The data obtained through the new Survey on language competences will allow to check progress towards the EU Barcelona objective ("mother tongue plus two") as embodied in the language benchmark to be proposed in the forthcoming 'Rethinking skills' Communication under the framework of the Europe 2020 flagship initiative "New Skills and Jobs".

This survey will be contracted following a call for tender.

#### **4.6.19. *Anticipating and matching skills needs***

Index reference in the table in Appendix 1: 5.75

The intervention envisages funding exchange on and analysis of skills needs, labour market intelligence and responsiveness of education and training systems, with a view to developing a more coherent approach and to ensure that skills needs are reflected in employment, education and training policy and practices. It could in particular support the exchanges between relevant research and public bodies in Member States, the organisation of conferences and studies on transversal issues (such a key competences, transitions or methodological questions), communication and dissemination of the information produced. It will also fund the development of the skills panorama and activities related to the development of ESCO (a European terminology of skills, competences, qualifications and occupations). Framework contract(s) may be used for this intervention.

#### **4.6.20. *European register of tertiary institutions***

Index reference in the table in Appendix 1: 5.57

The objective of this action is to take steps towards establishing a register of tertiary institutions and using such a register for collecting key structural data on the type of institution, on the number of students, on staff employed, on a tertiary institution level. This information is needed for a variety of policies related to the modernisation of higher education. The data collected is furthermore expected to provide an important data input to support and facilitate future European higher education institution ranking and classification activities. The contract will be awarded following a call for tender.

#### **4.6.21. *Conferences and events on Key Activity 1: Policy Cooperation and Innovation***

Index reference in the table in Appendix 1: 5.96

The budget reserved is intended to finance an indicative number of 4 contracts including:

- Stakeholders' Forum;
- Conference on longitudinal studies;
- Conference on the progress achieved on the national qualifications framework since the adoption of the EQF recommendation and next steps. The conference will take place in the 1<sup>st</sup> quarter of 2013 as a follow-up to the first evaluation of the EQF recommendation;
- Conference on entrepreneurship education on the occasion of the launching of a policy handbook.

These events will be implemented through existing framework contracts.

#### **4.6.22. *Studies and conferences on Key Activity 3: ICT***

Index reference in the table in Appendix 1: 7.30

The budget reserved is intended to finance an indicative number of one contract.

In the second half of 2012, a workshop/conference will be organised around "Open Education" including three components: open educational resources, open educational practices and open networks. It will be implemented using an existing framework contract.

#### **4.6.23. *Studies and conferences on Key Activity 1: Jean Monnet Action***

Index reference in the table in Appendix 1: 9.50

The budget reserved is intended to finance an indicative number of three contracts.

The 2013 Jean Monnet conference will gather up to 450 Jean Monnet Professors, EU policymakers (Commissioners, MEPs, diplomats) and civil society representatives to discuss a priority theme of European integration in a global context. It will take place in November 2013 and will be implemented through an existing framework contract.

The conference on "Learning EU at School" initiative may gather up to 150 Jean Monnet Professors, representatives from relevant associations, teachers, experts in communication and pedagogy, EU policy-makers and representatives of the Member States. It will be implemented through an existing framework contract.

A Jean Monnet seminar may be organised during the second part of the year, and implemented through an existing framework contract.

#### **4.6.24. *Jean Monnet label of excellence – preparatory measures***

Index reference in the table in Appendix 1: 9.60

The Jean Monnet Programme is recognised by the academic community and by practitioners as a brand for excellence in European integration studies. The steady increase in the number and quality of the applications on the one hand, and the budget limits on the other, leads to a widening gap between offer and demand. This leaves the full potential of the Jean Monnet Programme underexploited. In order to further promote the Jean Monnet Programme and to bridge this widening gap, a system of a label of excellence with no direct additional financial implications will be developed.

This activity is in full conformity with Article 35(2) of the Lifelong Learning Legal Basis, which states in point (a) that the operational objectives of the Jean Monnet programme shall be "to stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the Community". Furthermore, Article 10 (Jean Monnet) of the proposed Legal Basis for the "Erasmus for All" programme, states in point (b) that the Programme may support "(...) a Jean Monnet label for excellence". Moreover, the Communication on the "Erasmus for All" programme sets out that "for institutions interested in securing recognition of the quality of their European integration studies programmes, the Commission will create a Jean Monnet label of excellence."

This action will finance the preparatory work to set up the Jean Monnet label of excellence, including the setting up of an experts' working group and consultations with relevant stakeholders, and will be financed through existing framework contracts.

#### **4.6.25. Multi-dimensional Ranking Framework**

Index reference in the table in Appendix 1: 2.65

In 2012, the Commission has launched a call for tender for implementing a multidimensional and user-driven ranking tool building on the conclusions of the U-multirank feasibility study. First results based on data provided by a critical mass of institutions will be published by the end of 2013. The Commission is playing a supporting role in the start-up phase for at least four years to get the system running, with the objective to reduce EU support gradually thereafter. If the first phase of the project is satisfactory, the Commission will extend the contract for a further 2 years on the 2013 budget.

#### **4.6.26. Pilot survey on mobility in initial vocational education and training**

Index reference in the table in Appendix 1: 5.65

In order to respond to the Council Conclusions of 28 November 2011 on the development of a benchmark on learning mobility<sup>44</sup> and to fill a concrete statistical gap as regards the learning mobility of students in initial vocational education and training (EUROSTAT data on this will not become available before 2015) it was foreseen to launch a survey on mobility in initial vocational education and training (IVET) in the second half of 2012.

The data collected should help to confirm or adjust a baseline for the current mobility level proposed and allow reporting back to the Council in 2015 as a support for review of future mobility benchmarks in the framework of Council Conclusions on Mobility benchmarks.

The survey will be implemented through a call for tender. This amount will finance follow up activities to the survey in 2013, these may include a conference to further exploit and discuss with the countries the main findings and next steps.

#### **4.6.27. Preparation for implementation of the "Erasmus for All" programme**

Index reference in the table in Appendix 1: 12.30

In order to ensure a proper monitoring of the future "Erasmus for All" programme for the period 2014-2020, it is foreseen to establish a monitoring framework that will allow to measure impact and results of the programme throughout the period of implementation. This framework should include methodological tools as well as basic data that will be used as starting points for comparison and follow up of trends.

The framework contract will be implemented through a call for tender.

## **5. OTHER METHODS OF IMPLEMENTATION**

### **5.1. Joint management - Co-operation with the Council of Europe training of community and school mediators for Roma**

Index reference in the table in Appendix 1: 5.95

As per Articles 53(c) and 53(d) of the FR and 43 IR, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with the Council of Europe was implemented in 2011 and 2012 to support the training of community and schooling mediators for Romani children, as well as for related activities. This action was implemented through a contribution agreement in line with the ongoing Memorandum of Understanding signed on 23 May 2007 between the Council of Europe and the European Union. This joint action is continued in 2013.

<sup>44</sup> 16745/11, EDUC 270, SOC 983, JEUN 73  
<http://register.consilium.europa.eu/pdf/en/11/st16/st16745.en11.pdf>

The need for community and schooling mediation stems from the fact that in some Member States, candidate and neighbourhood countries, only about 30% of Roma children complete primary school, as documented by surveys conducted by independent organisations such as the Open Society Institute and the Roma Education Fund. Moreover, late entry into the school system leads to literacy and language difficulties and feeling of exclusion and inadequacy, which in turn increase the number of early school leavers (covered by a Europe 2020 educational headline target). Mediation is widely viewed as a key instrument to overcome discrimination and social exclusion and to break the vicious circle of alienation and estrangement.

## **5.2. Joint management - Co-operation with the Council of Europe on Language learning**

Index reference in the table in Appendix 1: 6.58

As per Articles 53(c) and 53(d) of the FR and 43 IR, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with the Council of Europe will be launched in 2013, in order to support cooperation aiming at obtaining data and expertise on multilingualism policy, with a view to contribute to the preparation of the future "Erasmus for All" programme. This action will be implemented through a contribution agreement in line with the ongoing Memorandum of Understanding signed on 23 May 2007 between the Council of Europe and the European Union.

The overall objective will be to contribute to the development of online language learning tools for the benefit of European citizens in the framework of the "Erasmus for All" programme.

## **5.3. Joint management - Co-operation with OECD on Adult Skills Online portal**

Index reference in the table in Appendix 1: 5.41

As in 2012, this action will aim to support the joint Commission - OECD development and implementation of a web portal in the framework of the programme for International Assessment of Adult Competencies (PIAAC) survey, Adult Skills Online. The new platform will allow individuals to assess their literacy, numeracy and problem solving skills using the PIAAC test instruments. The individuals' results will be presented in relation to national or international PIAAC results. The platform should be particularly useful for people wanting to return to education or to the labour market, as well as for enterprises in order to "assess their human capital".

The budget will cover the operation and maintenance of the skills assessment system, the development of new test items and the development and implementation of additional versions in several official EU languages.

This action will be implemented through the joint management procedure (Article 53(c) of the FR and Article 43 of the IR), and the maximum Commission co-financing rate will be 80%.

## **5.4. Joint management - Co-operation with OECD on country analysis in the field of education and training**

Index reference in the table in Appendix 1: 5.42

A deep knowledge of the national educational systems is indispensable to assess the relevance of national policy measures and progress towards the Europe 2020 headline and national targets. It is therefore necessary to monitor the benchmarks, indicators and recommendations, agreed in the framework of the Open Method of Coordination in the field of education and training (ET 2020). Without it, it is not possible to legitimate meaningful country specific recommendations (CSRs) or to provide guidance for investment and reform in education and training systems through the Annual Growth Survey (AGS) and employment guidelines, namely to drive down youth unemployment.

This new action, which is part of a global framework of co-operation with the OECD Directorate of Education, will aim at a more fruitful alliance between OECD's stronger analytical capacity and the Commission's political and financial capacity regarding country analysis in the field of education and training.

The budget will cover a part of the expenses of the OECD country reviews for the countries previously identified as priority countries.

This action will be implemented through the joint management procedure (Article 53(c) of the FR and Article 43 of the IR), and the maximum Commission co-financing rate will be 75%.

#### **5.5. Joint management - Co-operation with UNESCO on Open Education Resources**

Index reference in the table in Appendix 1: 7.40

As per Articles 53(c) and 53(d) of the FR and 43 IR, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with UNESCO will be launched in 2013, in order to cooperate on topics of common interest regarding education and training policies, such as open education resources development. This action will be implemented through a contribution agreement in line with the ongoing Financial and Administrative Agreement signed on 29 April 2003 between the European Communities and the United Nations (FAFA). The action in 2013 will mainly focus on better knowledge and raising awareness activities.

The budget will cover a part of the expenses of the UNESCO review for the participating countries.

This action will be implemented through the joint management procedure (Article 53(c) of the FR and Article 43 of the IR), and the maximum Commission co-financing rate will be 75%.

PROGRAMMING TABLE FOR 2013							Appendix 1	
<b>Available funds</b>								
EUR-27		1.100.476.000						
EFTA/EEA		30.813.328						
Third countries (financial contribution for 2013)		140.579.911						
Third countries (contributions from previous years)		42.000.000						
Recoveries (**)		50.000.000						
<b>Total: (***)</b>		<b>1.363.869.239</b>						
WPI (*)	Lifelong Learning Programme	Draft Budget 2013	Mode of implementation	Number of grants / contracts	Average value of grants / contracts	Max rate of co-financing	Publication of the calls	Legal instrument for grants (***)
<b>Programme Comenius</b>								
1.10	Comenius decentralised funds	196.585.474	ANA	**	**	-	Aug-12	
1.20	Multilateral projects	9.700.000	APEA	37	262.162	75%	Aug-12	AGR
1.30	Networks	3.150.000	APEA	7	450.000	75%	Aug-12	AGR
1.40	Accompanying measures	550.000	APEA	4	137.500	75%	Aug-12	AGR
1.50	eTwinning CSS (12 months)	2.300.000	PP-EA	1	2.300.000	100%	N/A	
1.60	eTwinning NSS	9.400.000	Art.54.2.c-EA	34	276.471	80%	N/A	
1.70	Studies and conferences	1.100.000	PP	4	275.000	100%	Jun-13	
1.80	Policy networks	1.750.000	APC	3	583.333	75%	Jun-13	AGR
1.90	Comenius pupil mobility insurance	520.000	PP	1	520.000	100%	N/A	
	<b>Subtotal</b>	<b>225.055.474</b>						
<b>Programme Erasmus</b>								
2.10	Erasmus decentralised funds	561.125.709	ANA	**	**	-	Aug-12	
2.20	Multilateral projects	20.000.000	APEA	55	363.636	75%	Aug-12	AGR/DEC
2.30	Networks	5.000.000	APEA	10	500.000	75%	Aug-12	AGR
2.40	Accompanying measures	900.000	APEA	6	150.000	75%	Aug-12	AGR
2.50	Studies, conferences and other activities	1.500.000	PP	8	187.500	100%	Apr-13	
2.65	Multidimensional ranking framework	2.000.000	PP	1	2.000.000	100%		
2.70	University-business cooperation	650.000	PP	4	162.500	100%	Apr-13	
	<b>Subtotal</b>	<b>591.175.709</b>						
<b>Programme Leonardo da Vinci</b>								
3.10	Leonardo da Vinci decentralised funds	352.962.943	ANA	**	**	-	Aug-12	
3.20	Multilateral projects	14.275.000	APEA	40	356.875	75%	Aug-12	AGR/DEC
3.30	Networks	3.000.000	APEA	7	428.571	75%	Aug-12	AGR
3.40	Accompanying measures	550.000	APEA	4	137.500	75%	Aug-12	AGR
3.50	Studies and conferences	700.000	PP	3	233.333	100%	Apr-13	
3.70	ECVET National Teams	3.500.000	MON-EA	30	116.667	90%	Apr-13	AGR/DEC
3.75	Evaluation of ECVET	200.000	PP	1	200.000	100%	N/A	
3.90	ECVET and EQAVET Networks	1.180.000	PP	2	590.000	100%	N/A	
	<b>Subtotal</b>	<b>376.367.943</b>						
<b>Programme Grundtvig</b>								
4.10	Grundtvig decentralised funds	53.923.252	ANA	**	**	-	Aug-12	
4.20	Multilateral projects: transfer and development of innovation	16.100.000	APEA	54	298.148	75%	Aug-12	AGR/DEC
4.30	Networks	2.300.000	APEA	6	383.333	75%	Aug-12	AGR
4.40	Accompanying measures	550.000	APEA	4	137.500	75%	Aug-12	AGR
4.50	Studies and events	1.540.000	PP	8	192.500	100%	Oct-13	
	<b>Subtotal</b>	<b>74.413.252</b>						



WPI <sup>(*)</sup>	Lifelong Learning Programme	Draft Budget 2013	Mode of implementation	Number of grants / contracts	Average value of grants / contracts	Max rate of co-financing	Publication of the calls	Legal instrument for grants (****)
	<b>Programme transversal</b>							
	<b>Key Activity 1: Policy Cooperation and Innovation</b>							
5.01	Mobility: education decision makers	4.374.678	ANA	**	**	-	Aug-12	
5.02	Studies and comparative research	400.000	PP	2	200.000	100%	first semester 2013	
5.05	EQF National coordination points	2.490.000	MON-EA	35	71.143	75%		AGR/DEC
5.10	Implementation of the European strategic objectives in Education and training ET2020 (stakeholder cooperation, experimentation and innovation)	4.000.000	APEA	20-25	N/A	75%	Nov-12	AGR
5.12	Grants to Presidency conferences and DG meetings	900.000	MON	10	90.000	75%	N/A	AGR
5.15	Eurydice	2.506.000	Art.54.2.c-EA	42	59.667	75%	N/A	AGR/DEC
5.20	Ploteus + EQF webtool	800.000	PP	3	266.667	100%	N/A	
5.22	Euroguidance	2.400.000	Art.54.2.c-EA	36	66.667	50%	N/A	AGR/DEC
5.23	Europass	2.400.000	Art.54.2.c-EA	36	66.667	50%	N/A	AGR/DEC
5.28	Administrative arrangement IPTS	500.000	PP	1	500.000	100%	N/A	
5.30	Network renewal (NESET)	250.000	PP	1	250.000	100%	N/A	
5.35	Education and Training experts framework contract	4.000.000	PP	60	66.667	100%	Mar-13	
5.40	Adult skills survey (PIAAC)	500.000	MON-EA	8	62.500	75%	N/A	AGR/DEC
5.41	Cooperation with OECD on PIAAC Portal	400.000	JOINT	1	400.000	80%	N/A	AGR
5.42	Cooperation with OECD on Countries Analysis	500.000	JOINT	1	500.000	75%	N/A	AGR
5.45	ICILS skills survey	300.000	MON-EA	13	23.077	75%	N/A	AGR/DEC
5.57	European register of tertiary institutions	500.000	PP	1	500.000	100%	Aug-12	
5.60	European Lifelong Learning Platform EUCIS	200.000	MON	1	200.000	90%	N/A	AGR
5.65	Pilot survey on mobility in initial vocational education and training	50.000	PP	1	50.000	100%	Jul-13	
5.67	Learning mobility module in household surveys of the EU Member States and EFTA-EEA countries	500.000	MON	20	25.000	75%	Jan-13	AGR/DEC
5.75	Anticipating and matching skills needs	800.000	PP	3	266.667	100%	N/A	
5.80	Networks for transnational co-operation for the promotion of LLL policies and partnerships at national, regional and local level, including public-private partnerships	1.000.000	APEA	3	333.333	75%	Aug-12	AGR
5.85	Sector Skills Council for the Learning sector	300.000	MON	4	75.000	75%	N/A	AGR
5.90	Multilateral Projects and Networks: Promoting the integration of Roma in and through education	2.000.000	APEA	7	285.714	75%	Aug-12	AGR
5.95	Cooperation with the Council of Europe training of community and school mediators for Roma	500.000	JOINT	1	500.000	50%	N/A	AGR
5.96	Conferences and events	800.000	PP	4	200.000	100%	N/A	
	<b>Subtotal</b>	<b>33.370.678</b>						
	<b>Key Activity 2: Language Learning</b>							
6.10	Multilateral projects: new language materials / online courses / awareness raising	7.300.000	APEA	20	365.000	75%	Aug-12	AGR
6.20	Networks	2.155.000	APEA	5	431.000	75%	Aug-12	AGR
6.30	Accompanying measures	360.000	APEA	3	120.000	75%	Aug-12	AGR
6.35	Survey on language competences	4.000.000	PP	1	4.000.000	100%	Mar-13	
6.40	Information and awareness-raising activities, studies and conferences	1.000.000	PP	9	111.111	100%	Mar-13	
6.56	"Juvenes Translatores", European Master's in Translation and Language Industry Platform	487.500	PP	4	121.875	100%	N/A	
6.58	Cooperation with the Council of Europe on language learning	300.000	JOINT	1	300.000	80%	N/A	AGR
6.60	Studies and conferences	350.000	PP	5	70.000	100%	N/A	
	<b>Subtotal</b>	<b>15.952.500</b>						

WPI (*)	Lifelong Learning Programme	Draft Budget 2013	Mode of implementation	Number of grants / contracts	Average value of grants / contracts	Max rate of co-financing	Publication of the calls	Legal instrument for grants (****)
	<b>Key Activity 3: ICT</b>							
7.10	Multilateral projects	7.100.000	APEA	19	373.684	75%	Aug-12	AGR
7.20	Networks	2.500.000	APEA	6	416.667	75%	Aug-12	AGR
7.30	Studies and conferences	150.000	PP	1	150.000	100%		
7.40	Cooperation with UNESCO on Open Education Resources	200.000	JOINT	1	200.000	75%	N/A	AGR
	<b>Subtotal</b>	<b>9.950.000</b>						
	<b>Key Activity 4: Dissemination and Exploitation of Results</b>							
8.10	Multilateral projects	2.100.000	APAE	7	300.000	75%	Aug-12	AGR
	<b>Subtotal</b>	<b>2.100.000</b>						
	<b>Programme Jean Monnet</b>							
	<b>Key Activity 1: Jean Monnet Action - Art. 3.3(a)</b>							
9.10	Unilateral projects: Jean Monnet Chairs, Centres of Excellence and Modules	4.500.000	APEA	120	37.500	75%	Aug-12	AGR/DEC
9.20	Unilateral projects: Associations of Professors and Researchers	67.021	APEA	3	22.340	75%	Aug-12	AGR/DEC
9.30	Unilateral projects: Information and research activities	1.135.400	APEA	35	32.440	75%	Aug-12	AGR/DEC
9.35	Learning EU at School	2.000.000	APEA	35	57.143	75%	Aug-12	AGR/DEC
9.40	Multilateral projects: Research groups	231.400	APEA	3	77.133	75%	Aug-12	AGR/DEC
9.50	Studies and conferences	520.000	PP	3	173.333	100%	N/A	
9.60	JMO labels of excellence (preparatory measures)	200.000	PP	2	100.000	100%		
	<b>Subtotal</b>	<b>8.653.821</b>						
	<b>Key Activity 2: operating grants to support specified institutions - Art. 3.3(b)</b>							
10.10	College of Europe, Bruges & Natolin	5.700.000	D	2	2.850.000	80%	N/A	AGR
10.20	European University Institute, Florence	10.380.000	D	1	10.380.000	80%	N/A	AGR
10.30	Academy of European Law, Trier	2.561.000	D	1	2.561.000	80%	N/A	AGR
10.40	Institute of Public Administration, Maastricht	976.000	D	1	976.000	80%	N/A	AGR
10.50	Special Needs Agency, Middelfart	893.000	D	1	893.000	80%	N/A	AGR
10.60	CIFE, Nice	2.372.000	D	1	2.372.000	80%	N/A	AGR
	<b>Subtotal</b>	<b>22.882.000</b>						
	<b>Key Activity 3: operating grants to support other institutions and associations - Art. 3.3(c)</b>							
11.10	Associations active in the field of education and training	1.948.400	APEA	17	114.612	75%	Aug-12	AGR
	<b>Subtotal</b>	<b>1.948.400</b>						
	<b>Others</b>							
12.30	Preparation for implementation of the "Erasmus for all" programme	900.000	PP	1	900.000	100%	Nov-12	
	<b>Subtotal</b>	<b>900.000</b>						
	Reserve	1.099.462						
	<b>Total</b>	<b>1.363.869.239</b>						
		0						
	Decentralised funds	1.168.972.056						
	Centralised funds - general call	106.923.821						
	Operating grants	41.536.400						
	Other specific calls and procurements	45.337.500						
	Reserve	1.099.462						
	<b>Total</b>	<b>1.363.869.239</b>						
	(*) WPI:	Work Programme Index						
	(**)	Estimate December 2011						
	(***)	Pursuant to Art. 83 FR, the appropriations may also finance the payment of default interest.						
	(****)	AGR - Grants covered by a written agreement / DEC - Grants covered by a decision						
	ANA:	Payments made to National Agencies for the decentralised actions (including the operating grant)						
	APC:	Grants managed by the Commission, following a call for proposals						
	APEA:	Grants managed by the Executive Agency EACEA, following a call for proposals						
	Art. 54.2c-EA:	Financial contributions to bodies covered by Art. 54.2c FR - implementation by the executive agency EACEA						
	D:	Grants to bodies identified in the Basic Act - Art. 168(1)(d) IR						
	MON:	Grants to bodies with a de jure or de facto monopoly and for actions with specific characteristics that require a particular type of technical competence, high degree of specialisation or administrative power - Art. 168(1) (c) and (f) IR						
	MON-EA:	Idem - implementation by the executive agency EACEA						
	PP:	Public procurement						
	PP-EA:	Public procurement managed by the Executive Agency EACEA						
	JOINT:	Joint management - Article 53(d) FR						



## Appendix 3

Country	E-Twinning National Support Services	Eurydice National Units	Euroguidance	Europass	EQF National Coordination Points
Belgique/Belgie – BE	231.000	239.343	70.000	85.000	80.000
Bulgaria – BG	134.000	34.910	46.000	50.000	65.000
Ceska Republika – CZ	257.000	45.650	82.000	83.000	80.000
Danmark – DK	161.000	68.190	80.000	75.000	70.000
Deutschland – DE	951.000	110.202	160.000	140.000	112.000
Eesti – EE	98.000	22.290	48.000	55.000	60.000
Ellas – EL	253.000	63.310	82.000	66.000	80.000
Espana –ES	643.000	115.806	100.000	90.000	90.000
France – FR	984.000	79.205	125.000	122.000	105.000
Ireland – IE	136.000	53.280	50.000	65.000	70.000
Italia – IT	863.000	114.130	102.000	115.000	105.000
Kypros – CY	91.000	44.698	32.000	44.000	45.000
Latvija – LV	120.000	39.250	49.000	55.000	60.000
Lietuva – LT	131.000	24.470	49.000	61.000	60.000
Luxembourg – LU	83.000	58.696	32.000	32.000	45.000
Magyarország – HU	196.000	29.030	82.000	81.000	75.000
Malta – MT	83.000	14.215	30.000	30.000	50.000
Nederland – NL	256.000	56.460	90.000	85.000	90.000
Oesterreich – AT	174.000	76.800	82.000	85.000	80.000
Polska – PL	560.000	47.975	95.000	100.000	90.000
Portugal – PT	237.000	71.940	71.000	46.000	80.000
Romania – RO	330.000	62.370	42.000	55.000	65.000
Slovenija –SI	104.000	57.900	57.000	38.000	58.000
Slovensko –SK	169.000	33.840	34.000	42.000	60.000
Suomi – FI	161.000	64.250	80.000	76.000	70.000
Sverige – SE	220.000	62.990	84.000	70.000	80.000
United Kingdom – UK	1.033.000	145.470	140.000	130.000	105.000
Island – IS	89.000	63.650	40.000	47.000	50.000
Liechtenstein – LI	0	53.890	20.000	20.000	0
Norway – NO	150.000	75.830	65.000	57.000	70.000
Turkey - TK	300.000	66.675	46.000	65.000	85.000
Switzerland - CH	120.000	100.210	60.000	60.000	60.000
Croatia - HR	82.000	80.280	45.000	45.000	65.000
Albania - AL	0	37.197	20.000	20.000	20.000
The former Yugoslav Republic of Macedonia - MK**	0	40.318	25.000	25.000	25.000
Bosnia and Herzegovina - BA	0	40.670	30.000	30.000	30.000
Montenegro - ME	0	40.670	20.000	20.000	20.000
Serbia - RS	0	69.940	35.000	35.000	35.000
<b>Total</b>	<b>9.400.000</b>	<b>2.506.000</b>	<b>2.400.000</b>	<b>2.400.000</b>	<b>2.490.000</b>

\*\* Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.

## APPENDIX 4

### LUMP SUMS AND FLAT-RATE FINANCING AUTHORISED FOR 2013 FOR THE LIFELONG LEARNING PROGRAMME

Having recourse to lump sum and flat-rate financing simplifies the calculation of the grant amount considerably in comparison to the 'traditional' system of basing the amount of the grant on a detailed budget of eligible costs. It has in particular the following advantages:

- It enables applicants to take the pre-established lumps sums and flat-rates into account when submitting their applications for grants;
- Applying pre-established rates (adapted to apply to all applicants, where necessary), offers advantages in terms of transparency and equal treatment of beneficiaries;
- Financing on the basis of lump sums and flat-rates where an analysis of the cost base has been made ex-ante introduces an incentive for the beneficiary to use resources as economically as possible, as the final grant is based on the pre-established rates in function of the implementation of the action, without further adjustments of the grant amount based on realised financial information;
- The emphasis in managing grant agreements/decisions in application of lump sums and flat-rates is placed on the quality and level of achievement of measurable objectives, and is therefore focused on outputs rather than inputs. This implies that no ex-post reduction on the individual beneficiary level is foreseen where, for instance, the beneficiary has been able to make cost-savings or has been able to attract additional sources of financing;
- It therefore also reduces the level of uncertainty regarding the grant amount that a beneficiary might expect to receive;
- The approach offers a considerable reduction in administrative work for the beneficiary and a significant simplification in its reporting to the contracting authority;
- It significantly decreases the workload of the contracting authority (in comparison to the analysis of a detailed budget of eligible costs per cost category) and as a consequence speeds up the payment procedure.

The actions falling under the Lifelong Learning Programme are particularly well suited to this approach, involving a large number of low-value grants of a recurring nature. In 2013 it is envisaged that around 310,000 individuals will receive a grant for their participation in mobility actions (pupils, students, teachers, adult learners, professionals, etc.) under all sub-programmes under the LLP. Moreover, it is envisaged that around 7,600 partners will be able to collaborate in partnership actions on themes of mutual interest under the sub-programmes.

The mobility and partnership actions are similar in nature across the LLP, involving a homogenous structure and level of costs. Moreover, the EU contribution provided is relatively low, ensuring the respect of the co-financing and no-profit rules. Therefore, significant gains can be drawn by establishing and applying harmonised lump sum and flat-rate schemes across the programme.

The lump sums and flat rates for 2012, as adopted by decision C(2012)5502 of 04.08.2011, remain valid for 2013. However, this appendix updates some lump sums and flat-rates financing adopted by decision C(2012)5502 of 4 August 2011 and amended by decisions C(2011)9520 of 20 December 2011 and C(2012)1823 of 23 March 2012. In Table 9, it applies a new mechanism for the maximum eligible daily rates for staff costs for 2013. In Tables 9 and 10, the rates for Bosnia and Herzegovina and Montenegro are also calculated for 2013. It also updates the table for the Jean Monnet Programme, Key activity 3 for 2013 (Table 15). The new amounts proposed will be valid during 2013.

## **1. LUMP SUMS AND FLAT-RATES AUTHORISED FOR APPLICATION IN 2013**

### **1.1. Lump sums and Flat-rates applied to Multilateral Projects, Networks and Accompanying Measures**

These actions are managed either under the centralised indirect management mode by the National Agencies - Multilateral Projects: Transfer of innovation for the Leonardo da Vinci programme; or under the centralised direct management mode by the Commission or the Executive Agency for Education, Audiovisual and Culture (EACEA) and concern multilateral projects, networks and accompanying measures.

#### ***1.1.1. Staff Costs***

Eligible staff costs are calculated on the basis of scales of eligible unit costs. The unit cost covers cost of staff assigned to the action, either by the beneficiary or by the co-beneficiaries (partners), comprising actual salaries plus social security charges and other statutory costs included in the remuneration. The staff costs may not exceed those stipulated in Table 9. If any real staff costs do exceed these amounts, the amount of excess will not be taken into account as eligible cost. To ensure the respect of the co-financing and no-profit rules, the global co-financing percentage (normally 75%) will be applied to these rates.

The 2012 staff cost rates were based on a study conducted by an independent research company in 2011. The rates have been calculated on the basis of the index reflecting the annual labour costs per country (Structure of Earnings statistics and Labour Cost statistics, published by Eurostat or by the national statistic offices). For 2013, a new stabilisation mechanism is applied to these rates, in order to limit to 20% maximum, the negative variations of the 2012 rates for the countries concerned, compared to those proposed in the frame of the LLP work programme for 2011 (C(2010)7190 of 22 October 2010).

The adjusted Table 9 comprises the maximum eligible daily rates for 2013, to which the EU co-financing percentage will be applied. The rates for Bosnia and Herzegovina and Montenegro are also calculated for 2013.

**Table 9: Maximum eligible daily rates for Staff Costs – Multilateral Projects, Networks and Accompanying Measures – applicable to all sub-programmes and Key Activities under the Transversal Programme**

Country			Manager	Researcher Teacher Trainer	Technical	Administrative
Belgique/Belgie	BE	Belgium	460	360	240	214
Bulgarija	BG	Bulgaria	67	60	46	31
Česká republika	CZ	Czech Republic	134	110	80	58
Danemark	DK	Denmark	398	340	277	217
Deutschland	DE	Germany	419	310	221	203
Eesti	EE	Estonia	102	75	59	42
Ellas	EL	Greece	279	218	157	122
España	ES	Spain	321	212	163	117
France	FR	France	435	351	257	193
Eire	IE	Ireland	309	328	239	178
Italia	IT	Italy	454	298	200	174
Kypros	CY	Cyprus	316	235	146	99
Latvija	LV	Latvia	81	66	52	38
Lietuva	LT	Lithuania	75	62	47	34
Luxembourg	LU	Luxembourg	496	349	282	220
Magyarország	HU	Hungary	107	86	65	44
Malta	MT	Malta	119	99	77	58
Nederland	NL	Netherlands	310	271	215	170
Österreich	AT	Austria	449	302	244	194
Polska	PL	Poland	109	86	66	49
Portugal	PT	Portugal	258	181	122	77
Romania	RO	Romania	124	95	74	47
Slovenia	SI	Slovenia	240	182	146	92
Slovenská republika	SK	Slovakia	121	98	86	70
Suomi /Finland	FI	Finland	368	255	196	163
Sverige	SE	Sweden	360	303	250	192
United Kingdom	GB	United Kingdom	355	334	231	158
Island	IS	Iceland	368	335	289	186
Liechtenstein	LI	Liechtenstein	449	302	244	194
Norge	NO	Norway	440	367	311	239
Hrvatska	HR	Croatia	213	192	154	97
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	478	354	252	232
Türkiye	TR	Turkey	141	90	59	38
Albania	AL	Albania	31	22	18	14
The former Yugoslav Republic of Macedonia	MK*	The former Yugoslav Republic of Macedonia	88	64	41	31
Serbia	RS	Serbia	96	69	45	33
Bosnia and Herzegovina	BA	Bosnia and Herzegovina	93	67	44	32
Montenegro	ME	Montenegro	94	68	44	32

Source: "Study on daily staff costs and long term transnational stays subsistence costs", EAC/55/2010, 2011.  
For third countries, the staff costs are divided into categories 1 to 4 of the International Standard Classification of Occupations (ISCO) and the following maximum amounts apply:

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

\* Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.

### 1.1.2. Subsistence costs

The flat-rate scale approved by the Commission for accommodation and daily allowances for mission costs is applied to subsistence within countries participating in the LLP, in accordance with Article 181.1(b) of the IR.

To ensure the respect of the co-financing and no-profit rules, the global co-financing percentage (normally 75%) will be applied to these rates. The rates for Bosnia and Herzegovina and Montenegro are calculated for 2013, and are added in Table 10 (see below).

**Table 10: Maximum eligible daily rates (in €) for Subsistence costs for Multilateral Projects, Networks and Accompanying measures**

Country			Daily rates (€)
Belgique/Belgie	BE	Belgium	232
Bulgarija	BG	Bulgaria	145
Česká republika	CZ	Czech Republic	195
Danemark	DK	Denmark	311
Deutschland	DE	Germany	220
Eesti	EE	Estonia	175
Ellas	EL	Greece	220
España	ES	Spain	227
France	FR	France	269
Eire	IE	Ireland	253
Italia	IT	Italy	247
Kypros	CY	Cyprus	194
Latvija	LV	Latvia	172
Lietuva	LT	Lithuania	168
Luxembourg	LU	Luxembourg	232
Magyarország	HU	Hungary	184
Malta	MT	Malta	191
Nederland	NL	Netherlands	242
Österreich	AT	Austria	246
Polska	PL	Poland	179
Portugal	PT	Portugal	197
Romania	RO	Romania	161
Slovenia	SI	Slovenia	208
Slovenská republika	SK	Slovakia	186
Suomi/Finland	FI	Finland	277
Sverige	SE	Sweden	275
United Kingdom	GB	United Kingdom	312
Island	IS	Iceland	235
Liechtenstein	LI	Liechtenstein*	340
Norge	NO	Norway	340
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	340
Hrvatska – HR	HR	Croatia	214
Türkiye	TR	Turkey	190
Albania**	AL	Albania	171
The former Yugoslav Republic of Macedonia**	MK***	The former Yugoslav Republic of Macedonia	158
Serbia**	RS	Serbia	154
Bosnia and Herzegovina	BA	Bosnia and Herzegovina	170
Montenegro	ME	Montenegro	158

Source Eurostat, 1st July 2010. \*\*Source Eurostat, 1<sup>st</sup> July 2009.



\* Not available, CH is taken instead

\*\*\* Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.

## 1.2. Lump sums and flat-rates applied to Jean Monnet actions

### 1.2.1. Jean Monnet programme, Key activity 3

In the frame of the Jean Monnet Programme, Key Activity 3: European Associations active in the field of education and training, a first updating exercise of the flat-rate system was done in 2010 for the financial years 2011 and 2012 on the basis of two parameters: the inflation rate and the Gross Domestic Product (GDP) per capita in Purchasing Power Standards (PPS).

The same methodology is applied for the updating applicable to 2013 and therefore:

- The amount of € 34,669 (EU100) that was the basis for calculating the flat-rates of each country for 2011-2012 has been indexed by 5,7 %, taking into account the inflation rate for 2011 (3,1%) for which data are available<sup>45</sup>, and 2,6 % for the year 2012 for which EUROSTAT data are not yet available<sup>46</sup>.
- The amount calculated above (i.e. €36,646) as the new basis for establishing the flat-rates related to 2013 was then indexed with the Gross Domestic Product (GDP) per capita (i.e. per person) in Purchasing Power Standards (PPS) (EU-27 = 100) applicable to the countries concerned (depending on each Programme's list of eligible countries)<sup>47</sup>.

**Table 15:** Flat-rate financing for the Jean Monnet programme, Key Activity 3

Country	Flat-rate (€) 2013
Belgium – BE	43.608
Bulgaria – BG	16.124
Czech Republic – CZ	29.316
Denmark – DK	46.540
Germany – DE	43.242
Estonia – EE	23.453
Greece – EL	32.981
Spain – ES	36.646
France – FR	39.577
Ireland – IE	46.942
Italy – IT	37.012
Cyprus – CY	36.279
Latvia – LV	19.866
Lithuania – LT	21.460
Luxemburg – LU	49.105
Hungary – HU	23.820
Malta – MT	30.416
The Netherlands – NL	48.739
Austria – AT	46.173
Poland – PL	23.087
Portugal – PT	29.316

<sup>45</sup> Source: EUROSTAT-Harmonised Indices of Consumer Prices (HICPs)

<http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tsieb060&language=en>

<sup>46</sup> 2,6 % is calculated by taking into account the average inflation rate of the two last years available 2010 and 2011 (i.e. 2010=> 2.1 and 2011 => 3.1).

<sup>47</sup> Source: EUROSTAT- GDP per capita in Purchasing Power Standards (PPS) (EU-27 = 100) <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsieb010>

Roumania – RO	16.857
Slovenia – SI	31.515
Slovakia – SK	27.118
Finland – FI	42.142
Sweden – SE	45.074
United Kingdom – UK	41.043
Island – IS	41.811
Liechtenstein - LI	49.105
Norway – NO	49.105
Turkey – TR	17.956
Switzerland – CH	49.105
Croatia – HR	22.354
Albania – AL	11.302
The former Yugoslav Republic of Macedonia - MK*	13.192
Serbia – RS	12.826
Bosnia and Herzegovina - BA	11.360
Montenegro - ME	15.025

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## APPENDIX 5

### LUMP SUMS AND FLAT-RATE FINANCING AUTHORISED FOR 2013 FOR THE EURYDICE NATIONAL UNITS

In 2011, the new system for funding the national units was introduced. 2013 will cover a twelve-month period (from January to December).

The funding system, essentially based on lump sums and flat-rate financing linked to measurable outputs, makes it possible, using a number of simple criteria as a basis, to define the level of the EU financial support for each unit. The financial contribution is payable provided that the planned outputs, in line with the agreed quality standards, have been achieved. Each year, a common frame of reference will specify the reduction to be applied to the financial contribution in the event that certain activities are not carried out (or carried out below the agreed quality standard).

This system of funding takes into account the fact that the EU contribution does not cover more than 75 % of the total costs and that no lump sum will exceed the €25,000 threshold, in compliance with Article 181 of the IR.

The maximum grant will be calculated by adding the amounts under the five categories of individual lump sums and flat-rate financing as defined below.

#### 1. Participation in common activities

The EACEA has evaluated the number of days needed by each unit to perform these joint tasks. The amount that will be awarded as a flat-rate financing is calculated by multiplying this number of days by a national cost per day based on Table 9 of Appendix 4<sup>48</sup>, i.e. on the basis of the scales for staff costs applied across the LLP. The Eurydice daily rate, compared to the LLP reference rate, includes 7 % administrative costs and is multiplied by 75 % to take account of the national co-financing part. The national daily rate, which is used as a basis for calculating the flat-rate financing, is adapted each year based on the reference Table 9.

Concerning the work that has to be performed at a national level, 5 sub-categories have been identified to take account of differing national situations: (1) reference group; (2) country with a less developed higher education system; (3) country with a large population requiring more promotional work; (4) heavily decentralised countries requiring co-ordination of several regions; (5) federal unit working on several matters in co-ordination with the unit representing the regions.<sup>49</sup>

Albania, the Former Yugoslav Republic of Macedonia, Bosnia and Herzegovina and Montenegro are considered as category 1 countries. However, as it will be their first year of participation to the Eurydice Network, they will not be able to participate to the Eurydice reports and their work will be limited to the following activities:

- Description of their national education system in Eurypedia;
- Promotional activities.

For this reason, the calculation of the flat-rate for this criterion is limited to 88 days in 2013.

#### 2. Participation in Eurydice meetings

The flat-rate financing allows for an annual average of 2 working meetings in Brussels a year and is based on an allowance of 75 % towards the associated costs: 2 journeys (return tickets), 4 nights in a

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<sup>48</sup> Category "Manager". The manager category has been selected as the work to be implemented is highly skilled.  
<sup>49</sup> Category 1 — 210 days: BE fr, BE nl, BG, CZ, DK, EE, EL, IE, LV, LT, HU, NL, AT, PT, RO, SI, SK, FI, SE, UK-SCT, IS, NO, CH, HR, RS. In 2013, only 88 days for AL, MK, BA, ME.  
Category 2 — 137 days: BE de, CY, LU, MT, LI;  
Category 3 — 215 days: FR, IT, PL, TR;  
Category 4 — 292 days: DE *Länder*, ES, UK-E/W/NI;  
Category 5 — 20 days: DE *Bund*.

hotel and 4 per diem allowances for each unit. The flat-rate financing varies according to the distance.<sup>50</sup>

The calculation at the time of the final report is carried out on a pro rata basis for the number of meetings organised by the EACEA (generally 2 per year) at which the unit was actually represented.

### 3. Translations into English of national education system descriptions

The lump sum is exclusively targeted at national units that are producing the detailed description of their educational system in at least two different language versions: English and the national language(s).

It is calculated on the basis of 150 standard pages of translation (1,500 characters) at €30 per page, multiplying this overall cost by 75 % in order to integrate the national co-financing part.

The standard lump sum is €3,370.<sup>51</sup> The lump sum will be awarded provided the detailed description of the educational system has been updated in at least two different language versions, including the English version.

### 4. Translations into the national language(s)

The list of publications that may be translated into the national language(s) for promotional purposes is established by the EACEA. Only translations into official languages other than DE, EN and FR are eligible. Translations into these three aforementioned languages are financed by EACEA.

The common frame of reference will specify the applicable flat-rate financing for each publication.<sup>52</sup> The flat-rate financing is established on the basis of the mean number of pages for each predefined flat-rate category. This mean number of printed pages is converted into standard pages at €30 per page of 1,500 characters multiplying this overall cost by 75% to include the national co-financing part. Printing costs are not included as national units are encouraged to publish online.

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<sup>50</sup> Category 1 — € 0 (units located in Brussels): BE fr, BE nl;  
Category 2 — € 800: BE de, DE *Länder*, FR, LU, NL;  
Category 3 — € 1,200: CZ, DK, DE *Bund*, ES, IE, IT, HU, MT, AT, PL, PT, SI, SK, UK, LI, CH;  
Category 4 — € 1,700: BG, EE, EL, CY, LV, LT, RO, FI, SE, IS, NO, TR, HR, AL, MK, BA, ME, RS.

<sup>51</sup> The units can decide from one year to the next whether they wish to remove or add the version in their national language.

<sup>52</sup> As the demand for this item can vary significantly according to recently published titles and national priorities, the EACEA may need to negotiate with some units before the funding decision is signed to reduce the overall amount associated with these flat-rate financing (e.g.: postponement of the translation of a study to the following year; reduced flat-rate financing for the translation of a study). A budget of approx. €440,000 is reserved for this criterion in 2013.

The flat-rate financing are payable as long as the translations for which these sums were requested have been translated into the national language(s). In the event of the translation not being carried out, the associated flat-rate financing will be deducted from the final contribution.

<b>Number of printed pages</b>	<b>Flat-rate financing (€)</b>
Between 1 and 10	200
Between 11 and 40	900
Between 41 and 70	1,900
Between 71 and 100	2,900
Between 101 and 130	3,900
Between 131 and 160	5,000
Between 161 and 190	6,000
Between 191 and 220	7,000
Between 221 and 250	8,000
Greater than 250	9,500

### 5. Integration of new members

A special additional lump sum of €15,000 a year over 3 years is given to new units to enable the implementation of the national units and their gradual integration into the activities of the network<sup>53</sup>. This lump sum is payable de facto. The amount will cover the estimated initial costs such as installation costs, other costs associated with the needs to start up a new unit (set up of an expert pool, additional translation needs to prepare contributions from scratch and make them available in English, etc.).

NB. In 2014, the flat-rates proposed for the national units in Albania, Bosnia and Herzegovina, Montenegro and the former Yugoslav Republic of Macedonia will be slightly increased, compared to 2013, based on the number of days to be taken into consideration for criterion 1, as explained above.

The 2013 estimated distribution of the budget allocated to the Eurydice national units and the reference scale for calculating criterion 1 is provided in the following tables:

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<sup>53</sup> In 2013, this lump sum concerns the following countries: CH, HR, AL, BA, ME, MK, RS.

<b>Eurydice National Unit</b>	<b>Estimated contribution in 2013 (€)</b>
<b>BE fr</b>	80 860
<b>BE de</b>	54 723
<b>BE nl</b>	103 760
<b>BG</b>	34 910
<b>CZ</b>	45 650
<b>DK</b>	68 190
<b>DE (Bund)</b>	7 920
<b>DE (Länder)</b>	102 282
<b>EE</b>	22 290
<b>EL</b>	63 310
<b>ES</b>	115 806
<b>FR</b>	79 205
<b>IE</b>	53 280
<b>IT</b>	114 130
<b>CY</b>	44 698
<b>LV</b>	39 250
<b>LT</b>	24 470
<b>LU</b>	58 696
<b>HU</b>	29 030
<b>MT</b>	14 215
<b>NL</b>	56 460
<b>AT</b>	76 800
<b>PL</b>	47 975
<b>PT</b>	71 940
<b>RO</b>	62 370
<b>SI</b>	57 900
<b>SK</b>	33 840
<b>FI</b>	64 250
<b>SE</b>	62 990
<b>UK (ENG/WLS/NIR)</b>	84 420
<b>UK (SCT)</b>	61 050
<b>IS</b>	63 650
<b>LI</b>	53 890
<b>NO</b>	75 830
<b>CH</b>	100 210
<b>HR</b>	80 280
<b>TR</b>	66 675
<b>AL</b>	37 197
<b>MK*</b>	40 318
<b>RS</b>	69 940
<b>BA</b>	40 670
<b>ME</b>	40 670
<b>Total</b>	<b>2.506.000</b>

\* Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.

The 2013 Eurydice daily rates are calculated on the basis of the reference Table 9 of Appendix 4, according to the following formula:

$$(\text{LLP maximum/manager day} + \text{LLP maximum/manager day} * 7\%)*75\%$$

The daily rates of the table have been rounded for simplification.

Country		Maximum eligible LLP daily rates, 'Manager' category (€)	Eurydice daily rate (€)
BE	Belgium	460	369
BG	Bulgaria	67	54
CZ	Czech Republic	134	108
DK	Denmark	398	319
DE	Germany	419	336
EE	Estonia	102	82
EL	Greece	279	224
ES	Spain	321	258
FR	France	435	349
IE	Ireland	309	248
IT	Italy	454	364
CY	Cyprus	316	254
LV	Latvia	81	65
LT	Lithuania	75	60
LU	Luxembourg	496	398
HU	Hungary	107	86
MT	Malta	119	95
NL	Netherlands	310	249
AT	Austria	449	360
PL	Poland	109	87
PT	Portugal	258	207
RO	Romania	124	100
SI	Slovenia	240	193
SK	Slovakia	121	97
FI	Finland	368	295
SE	Sweden	360	289
GB	United Kingdom	355	285
IS	Iceland	368	295
LI	Liechtenstein	449	360
NO	Norway	440	353
CH	Switzerland	478	384
HR	Croatia	213	171
TR	Turkey	141	113
AL	Albania	31	25
MK*	The former Yugoslav Republic of Macedonia	88	71
RS	Serbia	96	77
BA	Bosnia and Herzegovina	93	75
ME	Montenegro	94	75

\* Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.