



Education and Culture DG

2011 annual work programme on grants and contracts for the “Lifelong Learning Programme”

(European Commission C(2010)7190 of 22 October 2010)

SUMMARY

Commission decision adopting the 2011 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 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 2011, 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 2010 to enable the authorising officer to take the individual decisions on the award of grants and contracts at the beginning of 2011, 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 actions of the « Lifelong Learning Programme » for which the present decision does not serve as a financing decision, will be adopted as a complement to this work programme during the first semester in 2011.

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 17 Member States, Lichtenstein and Norway which indicated their interest in participating in the second year of the action for individual pupil mobility, will be launched through the 19 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. The 2010 contract concerning the eTwinning Central Support Services (CSS) will be renewed to ensure the continuity of the eTwinning central support service;
- Studies and conferences are foreseen on relevant policy issues and an impact study will be launched concerning Comenius Regio action;

- The continuation of the existing policy networks is envisaged and a call for a new policy network concerning education of children with migrant background will be launched;
- 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, networks and accompanying measures. In addition:

- Direct grants will be awarded to the Bologna National Teams to cover years 2011 and 2012;
- Studies in the field of higher education to follow-up on priority areas identified in the Bologna Communiqué;
- Thematic forums and other events in the field of university-business cooperation.

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:

- Direct grants will be awarded to the ECVET National Teams;
- Two contracts will be tendered for supporting ECVET and EQAVET coordinating bodies;
- The budget also includes an amount to be able to support an event or a study in the field of vocational education and training.

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, thematic networks and accompanying measures. In addition:

- Studies and events following up the Action Plan on Adult Learning.

Regarding 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, and a network for transnational co-operation for the promotion of LLP policies and partnerships at national, regional and local level. Specific calls for proposals for 2011 will be:

- Awareness raising of European cooperation in education and training and support to the implementation of Lifelong Learning. The EU funding aims at supporting the institutional commitment, transnational cooperation and exchange of experiences and good practices in lifelong learning strategies and policies.
- "New Skills for new Jobs": a sector skills council for the learning sector. The call foresees the creation of an education and training sector skills council at European level – to be 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.

Direct grants will be awarded:

- to the Hungarian, Polish and Danish presidencies to organise conferences, seminars and meetings to cover approximately ten events to support the main topics of the European political agenda;
- for the annual Lifelong Learning Programme conference to be organised under the Hungarian presidency;
- 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 19 member networks active at European level in the field of education and training and covering various dimensions and levels of lifelong learning;
- to co-finance the participation costs of Member States and other countries participating in the LLP in: a) 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). A further grant is aimed at supporting Member States in a pilot project which would test and further develop a teacher questionnaire which could be used in a forthcoming European Survey on learning to learn competences. Member States and participating countries can benefit also from a direct grant on teachers professional skills.

The Eurydice, Euroguidance and Europass networks will continue to be supported as foreseen in the Legal Base. A 2 year-contract will be signed in 2011 with National Academic Recognition Information Centres (NARICs).

As the existing contracts for the NESSE and ENSET networks (experts in the social sciences and education and training) will be renewed. A call for tender with extended scope will be launched in order to renew the expiring framework contract of education and training experts.

The second phase of Ploteus, the extension to further participating countries as well as its maintenance, and the EQF web-tool will continue to be supported in 2011.

The Commission intends to continue its co-operation with the Joint Research Centre, and particularly its Institute for prospective Technological Studies (IPTS) for policy support on ICT and its Centre for Research on Education and Lifelong Learning (CRELL) whose objective it is to satisfy a political demand of evaluating the performance of national educational systems in an international context.

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:

- A European wide information campaign and other related events about the benefits and advantages of learning languages and linguistic diversity will be tendered. Several contracts may be signed as a result;
- Studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned;
- A direct grant to the organisation of Prix Europa to support the promotion of linguistic diversity through a prize;
- A pilot testing phase of the immersion language courses: a new language mobility action proposed by the Youth on the Move initiative.

Key Activity 3: ICT - The general call for proposals foresees to fund, on a centralised basis, multilateral projects and networks.

Key Activity 4: Dissemination and Exploitation of Results - The general call for proposals will foresee to fund, on a centralised basis, multilateral projects. In addition, a call for proposals, restricted to the LLP National Agencies, will be launched for thematic networking activities.

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 information and research activities (promotion of discussion, reflection and knowledge of European integration) and JM multilateral research groups.

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 Base: 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 (Odense) 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 Education and Training 2010 work programme and to increasing knowledge and awareness on the European integration process through education and training.

The decision introduces complements to the lump sums and flat-rate amounts concerning the Comenius, Erasmus, Leonardo da Vinci, Grundtvig and Transversal Programmes for year 2011, taking into account the foreseen participation of Croatia and Switzerland, and amends the flat rate and lump sum amounts for the Jean Monnet Programme, Key activity 3 for the financial years 2011 and 2012.

The method of execution of each activity is indicated 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 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 2011

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 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 2011, 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 2010 et, partant, l'adoption des différentes décisions d'attribution de subventions et de marchés par l'ordonnateur dès le début de l'année 2011, 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. Les actions du «Programme pour l'éducation et la formation tout au long de la vie» pour lesquelles la décision ne vaut pas décision de financement seront adoptées en complément du programme de travail au cours du premier semestre 2011.

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 qui ont manifesté leur désir de participer à la deuxième année de l'action en faveur de la mobilité individuelle des élèves, à savoir 17 États membres, le Liechtenstein et la Norvège, sera lancé par l'intermédiaire des 19 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. Le contrat 2010 relatif aux services du bureau d'assistance européen eTwinning sera renouvelé afin de permettre au bureau de poursuivre ses activités;

- il est prévu d'organiser des études et des conférences sur les domaines d'action concernés et une étude d'impact sera lancée pour l'action Comenius Regio;
- il est envisagé de poursuivre l'activité des réseaux existants pour le développement de politiques et un appel sera lancé pour la création d'un nouveau réseau pour le développement de politiques dans le domaine de l'éducation des enfants issus de l'immigration;
- 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, les réseaux et les mesures d'accompagnement. En outre,

- des subventions directes seront octroyées aux équipes nationales «Processus de Bologne» afin de couvrir les exercices 2011 et 2012;
- des études relatives à l'enseignement supérieur assureront un suivi des domaines prioritaires définis dans le communiqué sur le processus de Bologne;
- des forums thématiques et diverses manifestations sont prévues sur le thème de la coopération entre universités et entreprises.

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,

- des subventions directes seront octroyées aux équipes nationales du système européen de crédits d'apprentissage pour l'enseignement et la formation professionnels (ECVET);
- deux contrats seront adjugés pour soutenir les organismes de coordination de l'ECVET et du cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels (CERAQ);
- le budget comprend également un montant permettant de soutenir une manifestation ou une étude dans le domaine de l'enseignement et de la formation professionnels.

En ce qui concerne le *programme Grundtvig*, l'appel de 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 et des manifestations seront organisées dans le prolongement du plan d'action sur l'éducation et la formation des adultes.

En ce qui concerne le *programme transversal*:

Activité clé 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, et un réseau de coopération transnationale pour la promotion des politiques en matière d'éducation et de formation tout au long de la vie et des partenariats au niveau local, régional et national. Les appels à propositions spécifiques pour 2011 porteront sur les thèmes suivants.

- Sensibilisation à la coopération européenne dans le domaine de l'éducation et de la formation et soutien à la mise en œuvre des stratégies d'éducation et de formation tout au long de la vie. Le financement par l'UE a pour vocation de soutenir l'engagement institutionnel, la coopération transnationale et l'échange d'expériences et de bonnes pratiques en ce qui concerne les stratégies et les actions dans le domaine de l'éducation et de la formation tout au long de la vie.
- Des «compétences nouvelles pour des emplois nouveaux»: création d'un Conseil des qualifications pour le secteur de l'éducation. L'appel concerne la création d'un Conseil des qualifications pour le secteur de l'éducation et de la formation au niveau de l'Europe, qui sera composé de représentants des partenaires sociaux, d'experts indépendants et de l'État, ainsi que de parties prenantes, et dont la mission sera de déterminer les déficits de compétences, d'anticiper les défis futurs et d'envisager des instruments et des actions.

Des subventions directes seront octroyées:

- aux présidences hongroise, polonaise et danoise 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;
- pour l'organisation, pendant la présidence hongroise, de la conférence annuelle du programme pour l'éducation et la formation tout au long de la vie;
- 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 19 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;
- 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: l'étude sur le 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). Une autre subvention sera octroyée pour soutenir la participation des États membres à un projet pilote dont le but est de tester et d'améliorer un questionnaire destiné aux enseignants et susceptible d'être utilisé lors d'une prochaine enquête européenne sur les compétences pour apprendre à apprendre. Les États membres et les pays participants peuvent également bénéficier d'une subvention directe pour ce qui concerne les compétences professionnelles des enseignants.

Comme le prévoit l'acte juridique de base, le soutien aux réseaux Eurydice, Euroguidance et Europass sera poursuivi. Un contrat de deux ans sera signé en 2011 avec les centres nationaux d'information sur la reconnaissance académique des diplômés (NARIC).

Les contrats existants concernant les réseaux d'experts travaillant sur les aspects sociaux de l'éducation et de la formation (NESSE et ENSET) seront renouvelés. Un appel d'offres au champ d'application étendu sera lancé en vue de reconduire le contrat-cadre concernant les experts en matière d'éducation et de formation.

La deuxième phase du portail Ploteus, son élargissement à de nouveaux pays ainsi que sa maintenance, et la plateforme internet EQF bénéficieront également d'un nouveau soutien en 2011.

La Commission entend poursuivre sa collaboration avec le Centre commun de recherche, notamment son Institut de prospective technologique, en ce qui concerne les TIC, et son Centre de recherche pour l'éducation et la formation tout au long de la vie, dont l'objectif est de répondre à une demande politique d'évaluation de la performance des systèmes éducatifs nationaux dans un contexte international.

Activité clé 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,

- une campagne d'information européenne et d'autres événements connexes, qui porteront sur les bénéfices et les avantages de l'apprentissage des langues et de la diversité linguistique, feront l'objet d'un appel d'offres. Plusieurs contrats sont ensuite susceptibles d'être conclus;
- il est prévu d'organiser des études et des conférences sur différents thèmes liés à la réalisation des objectifs décrits ci-dessus;
- une subvention directe sera octroyée pour soutenir l'organisation du Prix Europa afin d'encourager la promotion de la diversité linguistique sous la forme d'un prix;
- une phase pilote d'expérimentation de cours de langues en immersion portera sur une nouvelle action en faveur de la mobilité linguistique proposée par l'initiative «Jeunesse en mouvement».

Activité clé 3: TIC – L'appel à propositions général prévoit de financer, de manière centralisée, des projets et des réseaux multilatéraux.

Activité clé 4: diffusion et exploitation des résultats – L'appel à propositions général prévoira de financer, de manière centralisée, des projets multilatéraux. En outre, un appel à propositions réservé aux agences nationales du programme EFTLV sera lancé concernant des activités de mise en réseau thématiques.

En ce qui concerne le *programme Jean Monnet*:

Activité clé 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 des groupes multilatéraux de recherche Jean Monnet.

Activité clé 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 (Odense) et le Centre international de formation européenne (CIFE, Nice).

Activité clé 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 programme de travail «Éducation et formation 2010» et à faire mieux connaître le processus d'intégration européenne grâce à l'éducation et à la formation.

La décision prévoit le recours complémentaire à des montants forfaitaires et à des financements à taux forfaitaire, pour les programmes Comenius, Erasmus, Leonardo da Vinci et Grundtvig ainsi que pour le programme transversal, eu égard à la participation prévue de la Croatie et de la Suisse, et modifie les montants forfaitaires et les financements à taux forfaitaire pour le programme Jean Monnet (activité clé 3) pour les exercices 2011 et 2012.

Le mode d'exécution de chaque activité est indiqué 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

Beschluss der Kommission zur Annahme des Jahresarbeitsprogramms 2011 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.

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

Dieser Beschluss der Kommission, der sich auf die im Entwurf des Haushaltsplans beantragten Verpflichtungsermächtigungen und die aus anderen Quellen zu erwartenden Mittel stützt, deckt die für 2011 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 2010 zu starten, sodass die/der Anweisungsbefugte Anfang 2011 die Einzelbeschlüsse für die Vergabe von Finanzhilfen und Aufträgen fassen kann, sofern diese – innerhalb der festgelegten Flexibilitätsgrenzen – dem Arbeitsprogramm entsprechen. Wenn eine Komitologiestellungnahme notwendig ist, fasst die Kommission die einzelnen Finanzhilfebeschlüsse. Maßnahmen des Programms für lebenslanges Lernen, für die dieser Beschluss nicht als Finanzierungsbeschluss dient, werden im ersten Quartal 2011 per Ergänzung zum Arbeitsprogramm angenommen.

Das Programm für lebenslanges Lernen (PLL) verfolgt das allgemeine Ziel, durch lebenslanges Lernen dazu beizutragen, dass sich die Europäische Union zu einer fortschrittlichen Wissensgesellschaft entwickelt – 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.

Für das *Programm 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). Ferner gilt:

- Eine spezifische Aufforderung zur Einreichung von Vorschlägen, gerichtet an die 17 Mitgliedsstaaten, Liechtenstein und Norwegen, die am zweiten Jahr der Maßnahme zur individuellen Schülermobilität teilnehmen wollen, wird von den 19 nationalen Agenturen durchgeführt.
- Das Netz der nationalen Unterstützungsdienste (NSS) für die Aktion eTwinning, deren Aufgabe es ist, Schulen bei der Registrierung, Partnersuche und Projektdurchführung zu unterstützen sowie

Informationsinitiativen zu leiten und Workshops für Lehrkräfte zu organisieren, erhält, wie bereits in den vergangenen Jahren, eine Finanzhilfe. Der NSS-Vertrag für 2010 wird verlängert, um die Kontinuität der nationalen Unterstützungsdienste für eTwinning sicherzustellen.

- Für die Comenius-Regio-Maßnahme sind Studien und Konferenzen zu relevanten strategischen Fragen sowie eine Wirkungsanalyse geplant.
- Die bestehenden strategischen Netze sollen weitergeführt und ein Aufruf für ein neues strategisches Netz, das sich mit dem Thema Bildung und Ausbildung von Kindern mit Migrationshintergrund befasst, gestartet werden.
- Der 2010-Versicherungsvertrag 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, Netze und flankierende Maßnahmen (zentrale Verwaltung). Ferner gilt:

- Die nationalen Bologna-Teams erhalten direkte Finanzhilfen für die Jahre 2011 und 2012.
- Studien im Bereich der Hochschulbildung als Follow-up zu im Bologna-Kommuniqué festgelegten prioritären Bereichen;
- thematische Foren und andere Veranstaltungen im Bereich der Kooperation Universität-Wirtschaft.

Für das *Programm Leonardo da Vinci* wird die allgemeine Aufforderung zur Einreichung von Vorschlägen die Finanzierung folgender Maßnahmen vorsehen: Mobilität von Einzelpersonen, Partnerschaften, multilaterale Projekte und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte, thematische Netze und flankierende Maßnahmen (zentrale Verwaltung). Ferner gilt:

- Die nationalen ECVET-Teams erhalten direkte Finanzhilfen.
- Für die Unterstützung der ECVET- und EQAVET-Koordinierungsstellen werden zwei Aufträge ausgeschrieben.
- Das Budget umfasst auch einen Betrag zur Finanzierung einer Veranstaltung oder einer Studie im Bereich der beruflichen Aus- und Weiterbildung.

Für das *Programm Grundtvig* wird die allgemeine Aufforderung zur Einreichung von Vorschlägen die Finanzierung folgender Maßnahmen vorsehen: Mobilität von Einzelpersonen, Partnerschaften, multilaterale Projekte und vorbereitende Besuche (dezentrale Verwaltung) sowie multilaterale Projekte, thematische Netze und flankierende Maßnahmen (zentrale Verwaltung). Ferner gilt:

- Studien und Veranstaltungen als Follow-up zum Aktionsplan Erwachsenenbildung.

Für das *Querschnittsprogramm*:

Schwerpunktaktivität 1: Politische Zusammenarbeit und Innovation – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung folgender Aktionen vorsehen: Mobilität von Einzelpersonen (dezentrale Verwaltung), Studien und vergleichende Forschung sowie ein Netz für die transnationale Zusammenarbeit zur Förderung der PLL-Politik und -Partnerschaften auf nationaler, regionaler und lokaler Ebene (zentrale Verwaltung). Spezifische Aufforderungen werden 2011 veröffentlicht für:

- Bewusstseinsbildung im Bereich der europäischen Zusammenarbeit in der allgemeinen und beruflichen Bildung sowie Unterstützung für die Umsetzung des lebenslangen Lernens; die EU-Mittel sollen das institutionelle Engagement, die transnationale Zusammenarbeit und den Austausch von Erfahrungen sowie bewährter Praxis im Bereich der Strategien und der Politik des lebenslangen Lernens unterstützen.
- „Neue Kompetenzen für neue Beschäftigungen“: einen Rat für sektorbezogene Qualifikationen („Branchenrat“) für den Lernbereich. Die Aufforderung sieht die Einrichtung eines Branchenrates für den allgemeinen und beruflichen Bildungsbereich auf europäischer Ebene vor – zusammengesetzt aus Vertreterinnen und Vertretern der Sozialpartner, der Regierungen und Expertinnen und Experten sowie Stakeholdern – der Qualifikationslücken feststellen und zukünftige Herausforderungen prognostizieren sowie Instrumente und politische Lösungen diskutieren könnte.

Direkte Finanzhilfen werden gewährt:

- der ungarischen, polnischen und dänischen Ratspräsidentschaft zur Abhaltung von Konferenzen, Seminaren und Treffen (rund zehn Veranstaltungen zu den wichtigsten Themen der europäischen Politikagenda);
- für die jährliche PLL-Konferenz, die im Rahmen der ungarischen Präsidentschaft organisiert werden soll;
- 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 19 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 Finanzierung der Teilnahmekosten der Mitgliedsstaaten und anderer PLL-Teilnahmeländer an: a) der von der OECD koordinierten PIAAC-Studie (International Programme for the International Assessment of Adult Competences) zur 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 International Association for the Evaluation of Educational Achievement (IEA) durchgeführt wird. Eine weitere Finanzhilfe soll die Mitgliedsstaaten bei der Durchführung eines Pilotprojektes unterstützen, das einen Fragebogen für Lehrkräfte testen und weiterentwickeln würde und im Rahmen der nächsten europäischen Studie über Lernkompetenzen eingesetzt werden könnte. Weiters können die Mitgliedsstaaten und Teilnahmeländer von einer direkten Finanzhilfe für die beruflichen Qualifikationen von Lehrkräften profitieren.

Die Netze Eurydice, Euroguidance und Europass werden, wie in der Rechtsgrundlage vorgesehen, weiterhin unterstützt. 2011 wird mit den nationalen Informationszentren für Fragen der akademischen Anerkennung (NARIC) ein Zwei-Jahres-Vertrag unterzeichnet.

Da die laufenden Verträge für die Netze NESSE und EENEE (Expertinnen und Experten für Bildungssoziologie bzw. Bildungsökonomik) verlängert werden, wird eine erweiterte Ausschreibung gestartet, um den auslaufenden Rahmenvertrag mit Bildungs- und Berufsbildungsexpertinnen und -experten zu erneuern.

Ebenfalls weiterhin unterstützt werden die zweite Phase von Ploteus, die Ausweitung auf weitere Teilnahmeländer und die Wartung des Portals, sowie das EQR-Webinstrument.

Die Kommission beabsichtigt, ihre Zusammenarbeit mit der Gemeinsamen Forschungsstelle (JRC) weiterzuführen, vor allem mit dem Institut für technologische Zukunftsforschung (IPTS), für strategische Unterstützung im Bereich der IKT, und mit dem Centre for Research on Education and Lifelong Learning (Zentrum für Forschung zum lebenslangen Lernen; CRELL), das versucht, die politische Forderung nach der Evaluierung der Leistungen nationaler Bildungssysteme in einem internationalen Kontext zu erfüllen.

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

- Eine europaweite Informationsinitiative und damit verbundene Veranstaltungen zum Thema Nutzen und Vorteile des Sprachenlernens und der Sprachenvielfalt wird ausgeschrieben. Als Ergebnis können mehrere Verträge unterzeichnet werden.
- Geplant sind Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele.
- Eine direkte Finanzhilfe wird für die Organisation des Prix Europa vergeben, um die Förderung der Sprachenvielfalt durch einen Preis zu unterstützen.
- Eine Pilot-Testphase für Immersionssprachkurse: Eine neue im Rahmen der Initiative „Jugend in Bewegung“ vorgeschlagene Mobilitätsmaßnahme im Sprachenbereich.

Schwerpunktaktivität 3: IKT-gestützte Inhalte – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung multilateraler Projekte und Netze vorsehen (zentrale Verwaltung).

Schwerpunktaktivität 4: Verbreitung und Nutzung der Ergebnisse – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung multilateraler Projekte vorsehen (zentrale Verwaltung). Außerdem wird eine auf die nationalen Agenturen des PLL beschränkte Aufforderung zur Einreichung von Vorschlägen für thematische Vernetzungsaktivitäten veröffentlicht werden.

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, JM-Informations- und Forschungsaktivitäten (Förderung der Diskussion, der Reflexion und des Wissens über die europäische Integration) und multilaterale JM-Forschungsgruppen.

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 (Odense) 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 europäischer Vereinigungen von hoher Qualität im Bereich der allgemeinen und beruflichen Bildung sowie europäischer Vereinigungen zu fördern, die zur Umsetzung des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“ beitragen und den

europäischen Integrationsprozess mit Hilfe der allgemeinen und beruflichen Bildung bekannt machen und das Wissen darüber erhöhen.

Der Beschluss führt Ergänzungen zur Höhe der Pauschalbeträge und Pauschalfinanzierungen für die Programme Comenius, Erasmus, Leonardo da Vinci, Grundtvig und das Querschnittsprogramm für das Jahr 2011 ein, unter Berücksichtigung der geplanten Teilnahme Kroatiens und der Schweiz, und berichtigt die Höhe der Pauschalbeträge und Pauschalfinanzierungen für das Programm Jean Monnet, Schwerpunktaktivität 3, für die Haushaltsjahre 2011 und 2012.

Die Durchführungsmethode ist für jede einzelne Maßnahme 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 von Einrichtungen im Sinne des Artikels 54 Absatz 2 Buchstabe c der Haushaltsordnung.

ANNEX

The 2011 annual work programme on grants and contracts for the "Lifelong Learning Programme"

<u>Budget lines:</u>	<u>15.02.22 and 15.01.04.22</u> ¹
<u>Title:</u>	<u>The Lifelong Learning Programme</u>
<u>Basic Act:</u>	<u>Decision n° 1720/2006/CE of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning.</u>

Table of contents

1.	Objectives and Priorities of the Programme in 2011	4
1.1.	General objectives of the Programme	4
1.2.	Priorities of the Programme	4
2.	Distribution of Funds Available.....	7
2.1.	Distribution of funds available between the different strands	7
2.2.	Participation in the Lifelong Learning Programme	7
3.	Distribution of the National Agency Funds Between the Participating Countries	7
3.1.	Multilateral partnership actions under the Comenius, Grundtvig and Leonardo da Vinci sub-programmes.....	8
3.2.	Erasmus Intensive Programmes and Language Courses.....	8
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 2011 – Lifelong Learning Programme Guide 2011	9
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: Awareness raising of European co-operation in education and training and support to implementation of Lifelong Learning	27
4.1.5.	Call for proposals: New Skills for New Jobs: a sector skills council for the learning sector ..	29
4.1.6.	Call for proposals: Thematic Networking Action Grants for LLP National Agencies.....	31
4.1.7.	Call for proposals: European associations active at European level in education and training	32

¹ Appropriations of budget line 15.01.04.22 can be implemented without a specific financing decision.

4.2.	Grants to bodies with a de jure or de facto monopoly (Art. 168(1)(c) of the IR)	33
4.2.1.	Grants to Presidency events and DG meetings	33
4.2.2.	LLP conferences and LLP awards and stakeholders meetings	34
4.2.3.	Adult Skills Survey (PIAAC)	34
4.2.4.	ICILS skills survey	35
4.2.5.	Teachers professional development survey	35
4.2.6.	Cross curricula competence pilot test	36
4.3.	Grants to bodies identified in the Basic Act as beneficiaries of a grant (Art. 168(1)(d) of the IR)	36
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, Odense; CIFE (Centre International de Formation Européenne), Nice	36
4.4.	Grants to 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)	36
4.4.1.	Bologna National Teams	38
4.4.2.	National Teams of ECVET Experts	38
4.4.3.	European Qualifications Framework national co-ordination points	39
4.4.4.	European Lifelong Learning Platform – EUCIS	40
4.4.5.	Prix Europa	41
4.5.	Grants to National Agencies or other public-sector or private law bodies with a public-service mission in conformity with Article 54.2(c) of the FR	41
4.5.1.	eTwinning National Support Services (NSS)	41
4.5.2.	National units of the Eurydice network	42
4.5.3.	NARICs	42
4.5.4.	Euroguidance	44
4.5.5.	Europass	45
4.6.	Public procurements	46
4.6.1.	eTwinning Central Support Services (CSS)	46
4.6.2.	Comenius studies and conferences on school policy	46
4.6.3.	Comenius pupil mobility insurance	46
4.6.4.	Studies on higher education mobility and policy	47
4.6.5.	University-business co-operation	47
4.6.6.	Study / event in the field of vocational education and training	47

4.6.7.	ECVET and EQAVET co-ordinating bodies	47
4.6.8.	Grundtvig studies and events related to adult education.....	48
4.6.9.	Internet information systems on learning opportunities and qualifications (Ploteus and EQF portals)	48
4.6.10.	Administrative arrangements with the Commission's Joint Research Centre – CRELL and IPTS	49
4.6.11.	Network renewals – EENEE, NESET	49
4.6.12.	Education and Training expert framework contract.....	49
4.6.13.	Secondary analysis TALIS I (Teachers)	50
4.6.14.	Cross curricula competence co-ordination.....	50
4.6.15.	Information campaign and awareness-raising activities and studies and conferences in the field of multilingualism.....	50
4.6.16.	Immersion languages courses	50
4.6.17.	Matching and anticipating skills needs through co-operation between worlds of education and work	50

1. OBJECTIVES AND PRIORITIES OF THE PROGRAMME IN 2011

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 goals set out in the EU 2020 Strategy, 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 order to master "New Skills for New Jobs".

More particularly, the LLP supports the implementation of European policy in education and training as set out in the "Strategic framework for European co-operation in education and training (ET 2020)". Via the open method of co-ordination Member States are aiming at:

- (1) 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, including a support through the "Youth on the Move" initiative.
- (2) improving the quality and efficiency of education and training by enabling all learners to acquire basic skills and competences needed for their employability, including through the "New Skills for New Jobs" Initiative, by assuring high quality teaching and teacher training and by improving attractiveness and efficiency of all levels of education and training,
- (3) promoting equity, social cohesion and active citizenship by addressing educational disadvantage through high quality early education, more targeted support and inclusive education, and
- (4) 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 mobility², the Green Paper on Promoting the learning mobility of young people³ and with the "Youth on the Move" initiative announced in President Barroso's Political Guidelines to the European Parliament in September 2009 for a Europe 2020 Strategy, where it was announced as one of the flagship initiatives. In order to promote an expansion of learning mobility, this priority will 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.

² 2008/C 320/03 of 21 November 2008.

³ http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

The shift towards learning outcomes, effective lifelong guidance, the implementation of such tools as EQF and NQFs, Europass and ECVET that enhance lifelong learning and mobility, should also be explored by projects.

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

In line with the 2009 Communication on University/business co-operation⁴, the aim is to encourage co-operation between all sectors of education, training and the world of work. 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.

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 issue⁵, the Commission was asked to support co-operation and exchanges of good practice in related areas. 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 Training⁶, 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.

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

Following the European Year for Combating Poverty and Social Inclusion (2010), 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

⁴ COM(2009) 158 final of 2 April 2009.

⁵ 2009/C 302/04 of 26 November 2009.

⁶ http://ec.europa.eu/education/lifelong-learning-policy/doc1532_en.htm

widening access to new types of learners. Issues relating to the participation of migrants, disadvantaged groups and vulnerable social groups of people with special needs will be particularly important for schools, vocational education and training (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.

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

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 policy context for school education, higher education, vocational training and adult learning is for the sectoral programmes:

- For Comenius centralised actions: school development, leadership and links with the world of work; development of approaches to teaching and learning; support to literacy and "transversal key competences"; reducing early school leaving, improving of the learning of students with migrant background and promoting gender equality and inclusive approaches to learning; support to entrepreneurship; support to making science education more attractive; development of pre-school and Early Childhood Education and Care provision; development of Special Needs education.
- For Erasmus actions: mobility of students, including student placements in enterprises, and of teaching and other staff; intensive programmes and intensive language courses; projects focusing on co-operation between higher education institutions and enterprises; projects addressing the social dimension of higher education; projects on strategies and removal of barriers to mobility in higher education; projects supporting the modernisation of higher education systems, on the curricular, governance and funding reform; projects to foster excellence and innovation in higher education; and academic networks and accompanying measurement activities.
- For Leonardo da Vinci actions: development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition of competences and qualifications; development of the quality and attractiveness of VET systems and practices; development of vocational skills considering the labour market needs in line with the "New Skills for New Jobs" initiative; development of the skills and competences of VET teachers, trainers and tutors.
- For Grundtvig actions: to improve the quality, attractiveness, accessibility and European dimension of adult education as well as the validation of non-formal and informal learning; to promote adult learning for marginalised and disadvantaged citizens and migrants; teaching and learning in later life; inter-generational and family learning; language learning in adult education as well as academic and stakeholder networking in adult education.
- For the transversal actions: to 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 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 for lifelong learning, in

particular for groups at risk of exclusion; reinforcing the links between ICT, creativity and innovation.

- For Jean Monnet actions: priority will be given i.e.. to projects aiming at a multiplier effect reaching large audiences not only from universities but also at larger scale, and involving the creation of new teaching activities; submitted by higher education institutions in non-EU countries, and, in particular, in countries not yet covered by Jean Monnet projects; open to students from other higher education institutions and to students who do not automatically come into contact with European integration studies; involving academic activities which exploit multi-disciplinary resources; involving the creation of transnational activities and structural links with academic institutions in other countries.

2. DISTRIBUTION OF FUNDS AVAILABLE

2.1. 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 requested in the Draft Budget for 2011 (EUR 27), the EFTA contribution, the participation of Turkey and Croatia and an estimated amount of internal assigned revenue (C5 and C4) is shown in the table in [Appendix 1](#).

2.2. Participation in the Lifelong Learning Programme

In accordance with Article 7 of the Basic Act, the Lifelong Learning Programme is, in addition to the Member States of the European Union, open for participation by the EFTA countries, the candidate and Western Balkan countries where the relevant agreements have been concluded with these countries. Furthermore, Key Activity 1 of the Jean Monnet programme is open to higher education institutions in any other third country.

In accordance with Article 8 of the Basic Act, participation of third countries in certain actions under the general call for proposals will be possible (see point 4.1.1 below).

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 FR⁷"). 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 Basic Act:

- 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,

⁷ 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).

- 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.

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 4.4% 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.

After having signed their Memorandum of Understanding for their full participation in the Lifelong Learning Programme, Switzerland and Croatia will take part in the Programme as from 2011. On the other hand, new countries participate in the Comenius pupil mobility action. This annex complements the work programme C(2009)7734 adopted on 14 October 2009, allowing the new participating countries to benefit from flat-rate and lump sum financing. The flat-rates and lump sums proposed under points Table 1a; 1b; 1c; 3a; 5a and 5b will be valid for 2011.

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 3% 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 country⁸. 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% 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. 1.5% 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.

⁸ The provisional amounts of these funds have been calculated in the appendix related to the country allocation of decentralised funds and operating grant on the basis of data currently at hand. It may be relevant to adjust the provisional share to be dedicated to partnership actions on the basis of the experience gained under the 2009 and 2010 selections once the final results are available. The provisional amount of the funds initially withheld may consequently be adapted.

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 new action. It is estimated that 1,565 pupils from 17 countries will participate in 2011. The country distribution is provided in Appendix 2.

4. GRANTS AND PROCUREMENTS

At this stage, it is not foreseen to subdelegate any of these actions to other DGs.

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"⁹). The calls for proposals that will be launched with a view to selecting actions and work programmes to be co-financed in 2011 are specified below.

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

Exclusion criteria

- 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 2011 – Lifelong Learning Programme Guide 2011

Purpose of the general call for proposals

⁹ 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.)

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

Participation of third countries (see point 2.2 above) will be possible in 2011 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 involvement of third countries in the proposed actions.

Priority is given to the inclusion of third country partners from:

- Countries identified in Article 7 of the Basic Act¹⁰ 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;
- Countries addressed by the European Union's Neighbourhood Policy¹¹ 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 multilingualism¹².

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.

¹⁰ 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)

¹¹ 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.

¹² The countries in question are: Australia, Brazil, Canada, China, India, Israel, Japan, Mexico, New Zealand, South Africa, South Korea, USA.

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);
- 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
- Cost-benefit ratio

Multilateral projects, multilateral networks, accompanying measures, transfer of innovation (Leonardo da Vinci) and studies and comparative research (transversal programme) actions will be evaluated on the basis of a combination of the following criteria:

- Relevance
- Quality of the work programme
- Innovative character of the action
- Quality of the consortium
- European added value
- Expected impact on the approaches, target groups and systems concerned
- Cost-benefit ratio of the action
- 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 methodology and work programme
- Quality of the applicants or the consortium
- Impact and relevance of the results
- Innovative character

4.1.1.1. The Comenius Programme

Index references in the table in appendix: 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 2011.
- 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 2011.
- 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 courses 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.
- **Multilateral 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.

4.1.1.2. The Erasmus Programme

Index references in the table in appendix: 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 2012 of at least 3 million individual participants in student mobility, under the Erasmus and its predecessor programmes. The aim is to allow around 210,000 students to take part in Erasmus student mobility actions as well as around 38,000 teachers and teaching staff from higher education institutions to participate in the Erasmus staff mobility actions in 2011.
- 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 4,200 institutions hold an Erasmus University Charter, 60 universities have succeeded in obtaining the European Credit Transfer and Accumulation System label and 150 universities have succeeded in obtaining the Diploma Supplement label by 2011.
- 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 addressing key issues for promoting co-operation between higher education and enterprises, the social dimension of higher education, remove obstacles to mobility (including virtual mobility), developing strategies to modernise a specific aspect of higher education, and fostering excellence and education in higher education.
- **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**).

4.1.1.3. The Leonardo da Vinci Programme

Index references in the table in appendix: 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 about 70,000 in 2011, and at least 80,000 per year by the end of the LLP.
- 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 2011 at least 850 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.
- **Thematic networks** of experts and organisations working on specific issues related to vocational education and training.
- Other initiatives aimed at promoting the objectives of the Leonardo da Vinci Programme (**'accompanying measures'**).

4.1.1.4. *The Grundtvig Programme*

Index references in the table in appendix: 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, and almost 5,500 in 2011.
- Improved quality and increased volume of co-operation between organisations involved in adult education throughout Europe, allowing in 2011 almost 1,800 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.
- **Thematic networks** of experts and organisations ('Grundtvig Networks') working in particular on:
 - Developing adult education in the discipline, subject area or management aspect to which they relate
 - Identifying, improving and disseminating relevant good practice and innovation
 - Providing content support to projects and partnerships set up by others and facilitating interactivity between such projects and partnerships
 - Promoting the development of needs analysis and quality assurance within adult education.
- Other initiatives aimed at promoting the objectives of the Grundtvig Programme (**'accompanying measures'**).

4.1.1.5. The Transversal Programme

Specific objectives

- To promote European co-operation in fields covering two or more sub-programmes (except for KA1 and KA4).
- 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)¹³, as well as the Bologna and Copenhagen processes and their successors.

- 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: 5.01; 5.02; 5.80

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

- **Studies and comparative research** in themes relating to the contribution of lifelong learning to the Lisbon process.
- **Network for transnational co-operation for the promotion of LLP 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.

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.

Co-operation and transfer of good practice should focus on the development and implementation of coherent and comprehensive approaches that cover all sectors and forms of learning. 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:

¹³ Further details on this document can be found at the following Internet page http://ec.europa.eu/education/policies/2010/et_2010_en.html

- Partnerships between the formal and non-formal education and training sectors, business, voluntary and European actors at the regional and local levels linked to employment and social inclusion initiatives.
- Action to widen participation and increase the equality of educational attainment by addressing the specific needs of socio-economic disadvantaged groups and non-traditional learners.

Other measures to make learning attractive, support the motivation of learners and enable more flexible pathways and better transitions (for example through lifelong guidance and counselling; financial incentives and support; national qualifications frameworks and systems for valuing learning; schemes for the validation of prior and experiential learning including non-formal and informal learning).

Eligible applicants

Beneficiaries can be national and regional ministries in charge of education and training, other public bodies and stakeholders' organisations active in the field of lifelong learning (pre-primary, schools, VET, higher education and adult learning).

Expected results

Better transnational co-operation on the identification of critical factors for the implementation of coherent and comprehensive lifelong learning approaches at national/regional/local level and on the development of strategies and instruments to overcome obstacles to the delivery of lifelong learning provision for all citizens.

Better establishment and implementation of national/regional/local lifelong learning strategies and policies promoted by transnational development, testing and exchange of good practice, co-operation projects, studies, analysis, conferences and seminars.

Specific award criteria

- Relevance: the objectives are clear, realistic and address relevant issues and target groups, including a wide range of key stakeholders at all levels. (30%)
- Quality of the plan of actions/methodology. (20%)
- Quality of the Consortium. (20%)
- The Cost-Benefit Ratio. (10%)
- Impact, European Added Value, and Quality of the Valorisation Plan (Dissemination and Exploitation of Results). (20%)

KEY ACTIVITY 2: LANGUAGE LEARNING

Index reference in the table in appendix: 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.

- **Multilateral 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;
 - relating to project co-ordination and management.
- Other initiatives in line with the objectives of key activity including dissemination and exploitation conferences and events bringing together projects and potential (**‘accompanying measures’**).

KEY ACTIVITY 3: ICT

Index references in the table in appendix: 7.10 and 7.20

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.
- **Multilateral 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: 8.10

Actions managed through the Commission procedure

- **Multilateral projects** aimed, inter alia, at:
 - The development of a suitable framework (analysis, mechanisms, methodologies and practical tools) to facilitate the exploitation of project and programme results;
 - Cross-programme actions promoting the exploitation of results at European level (by sector, theme, user group...);
 - The promotion of ‘exploitation’ activities by regional/European/sectoral networks with the aim of promoting a virtuous circle between policy development and practical experiences.

4.1.1.6. The Jean Monnet Programme

Index reference in the table in appendix: 9.10, 9.20, 9.30 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 Information and Research Activities** with the aim of promoting discussion, reflection and knowledge about the process of European integration (through e.g. conferences, seminars and mobility programmes for researchers in European integration).
- **Jean Monnet Multilateral Research Groups** that must lead to an integrated academic network involving joint research between at least three Jean Monnet Chairs.

4.1.2. Call for proposals: Individual pupil mobility action

Index reference in the table in appendix: 1.10

Specific eligibility criteria

19 LLP National Agencies ("NAs") will be participating fully in the second year of this new action launched in 2010. The NAs to which the implementation of the action is delegated and for which a budget allocation is established in Appendix 2 are the following: Belgium, the Czech Republic, Denmark, Estonia, Spain, France, Italy, Latvia, Luxembourg, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, Lichtenstein and Norway.

Eligible to submit an application are schools in the countries listed above that currently are, 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 budget table: 1.80

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

A Framework Partnership Agreement and a Specific Agreement for a Grant will be established in 2010 in order to launch the work of this network.

The overall aim of this network is to develop policy advice for the implementation of the 2006 Recommendation on key competences for lifelong learning¹⁴. It will address the issues raised by the November 2009 Communication "Key competences for a changing world"¹⁵ and stimulate high level co-operation between Member States policy makers responsible for the essential areas of school development.

¹⁴ 2006/962/EC of 18 December 2006.

¹⁵ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

The network will therefore bring together those organisations, researchers and stakeholder groups whose area of interest and expertise on school curriculum development, teacher education, assessment and evaluation, learning support and any other area that is seen crucial for the development of a coherent policy for the promotion of key competences.

The network will examine how these areas policy areas can best contribute to the development of key competences; how these areas are interlocking, and what mix of these specific policies can help schools to ensure the development of key competences by all students.

The network will have to define the functions in detail together with participating countries' representatives; however, it is expected to achieve, within the Specific Agreement for 2011 the following outputs:

- Established the network infrastructure, with clearly defined agreements on roles and responsibilities;
- Identified the specific policy areas in which national developments can best be aided by means of European policy co-operation, and in particular, with a view to implementing the 2006 Recommendation;
- Established a proposal for a rolling programme of work for the following years of action.

The Commission will support the activities of this network under the LLP through a framework partnership agreement for the period 2010-2013 to be signed in December 2010.

(b) for a European School Leadership Policy Network

A Framework Partnership Agreement has been established in 2010 for the European School Leadership Policy Network, as well as a Specific Agreement for a Grant for Actions for the year 2011.

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.

The network should take the form of a consortium of organisations in participating countries, of which one will take the lead and act as consortium manager. All, or almost all, countries participating in the Lifelong Learning Programme should be represented in the network. Within each country, one organisation will coordinate the contributions of all the organisations in that country.

The Commission will support its activities under the Lifelong Learning Programme through a framework partnership agreement for the period 2010-2013. The Commission will support the activities of this network under the LLP through a framework partnership agreement for the period 2010-2013 to be signed in December 2010. The ESLPN is required to submit an annual work programme that takes into account European and national priorities, relevant national and international research and developments, and that builds upon the previous year's progress and achievements.

Within the Specific Agreement for 2011, the network would be expected to have:

- Established the network infrastructure, roles and responsibilities;
- Established and trialled ways of working, including ways of disseminating information about its work to school leaders in each country;
- Identified the specific policy areas on which it will focus its attention first;
- Established a rolling programme of work for the next years.

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

Background

The European Council of 13-14 March 2008 called on Member States to improve the achievement levels of learners with a migrant background. On 3 July 2008 the European Commission published a Green Paper on "Migration and Mobility: Challenges and Opportunities for EU Education Systems"¹⁶. The Green Paper analysed the main aspects of and reasons for educational disadvantage among children from a migrant background, outlined a number of positive national policy responses and explored the opportunities for further action at European level.

Following the Green Paper and its analysis, the Council Conclusions adopted in November 2009¹⁷ identify a number of concrete actions which can be taken in the Member States in order to facilitate integration of the migrant children and in order to develop an integrated policy approach to support migrants' education and training.

Objectives

The overall aim of this call is to establish a network of relevant organisations in Member States to develop policy advice on raising educational achievements for children of migrant background. The network should cover most of the countries participating in the Lifelong Learning Programme, particularly those which have large numbers of migrant students or have experienced recent increases in the numbers of children from migrant background in schools. It should address the issues raised by the November 2009 Council Conclusions on the education of children from a migrant background¹⁸ and stimulate high level co-operation between Member States policy makers responsible for social inclusion through education, including co-operation between authorities in the countries of origin and host countries.

The network should therefore bring together those organisations, researchers and stakeholder groups whose area of interest and expertise is on the education of children from a migrant background, early school leaving, support for disadvantaged students and any other area that is seen crucial for the development of a coherent policy for increasing achievement levels for migrant students.

Taking as a starting point the policy areas identified in the November 2009 Council Conclusions on the education of children from a migrant background, the network should examine which education and related policies can best contribute to narrowing the achievement gap between migrant and native students, as discussed in the Commission Green Paper on Migration and Mobility; the relative effectiveness and coverage of different policies; how these policies influence practice at school level

¹⁶ COM(2008) 423 final of 3 July 2008.

¹⁷ 2009/C 301/07.

¹⁸ COM(2009) 940 final.

and conditions for successful implementation and transfer of good practice. The work of the network should focus on ISCED¹⁹ levels 0-3.

The Commission will support its activities under the Lifelong Learning Programme through a framework partnership agreement for the period 2011-2014.

Activities

The network will be required to submit a work programme for the framework agreement period that builds on the 2008 Green Paper on Migration and Mobility and on the November 2009 Council Conclusions on the education of children from a migrant background. It should also build on other relevant EU-level and national policy documents, participating countries' national priorities, work of other international organisations, and, when available, progress achieved by the network.

Although the network will have to define the functions in detail together with participating countries' representatives, it is likely that they will, over time, include to:

- Develop and manage a platform to facilitate exchange between national and regional policy makers, practitioners, researchers and other stakeholders (e.g. through peer learning, exchanges, and thematic groups working on issues of common interest);
- Develop co-operation between authorities in the countries of origin and host countries, within the area covered by the Lifelong Learning Programme;
- Undertake or commission policy analysis and research, and gather evidence and information on the developments (including the results of relevant projects and studies) in order to support evidence-based recommendations on policy and implementation;
- Disseminate this information in a timely and useable form to policymakers and relevant stakeholders;
- Support coordination at national level of policies and initiatives targeting the needs of students from a migrant background;
- Encourage and assist the development of national networks bringing together the relevant expertise and actors in the education of children from a migrant background;
- On request, provide support for national policy development;
- Report on developments in the policies of Member States;
- Feed into European policy developments towards ensuring equity in education across all sectors of education and training and relevant networks set up for this purpose.

Expected outputs

- By the end of its first stage²⁰ of operation, the European Policy Network on the education of children from a migrant background would be expected to have:
 - Established the network infrastructure, roles and responsibilities;

¹⁹ International Standard Classification of Education.

²⁰ The stages will be defined by Specific Agreements.

- Identified a limited number of priority policies through which national developments can best be aided by means of European policy co-operation;
- Identified and trialled mechanisms of co-operation and dissemination, as well as the relevant selection of policy makers, researchers and stakeholders across the EU working on those areas;
- Established a rolling programme of work for the next two years.
- By the end of its second stage of operation, the Network would be expected to have:
 - Established a mechanism linking a relevant number of policy makers, researchers and stakeholders across the EU working on those areas;
 - Within this mechanism, developed a platform for co-operation between authorities in the countries of origin and host countries;
 - Begun to gather and disseminate policy analysis and research on the effectiveness of policies for increasing educational achievements for children from a migrant background;
 - Brought forward a preliminary framework of evidence-based recommendations on policy development, coordination and implementation;
 - Reported on policy developments in the countries participating;
 - Established a rolling programme of work for the next two years.
- By the end of its third stage of operation the Network would be expected to have:
 - Undertaken policy analysis and research on the preliminary policy recommendations, and gathered evidence and information on the implementation and impact of such policies;
 - Revised and updated the framework of evidence-based recommendations on policy developments and implementation, using the evidence gathered;
 - Disseminated a wide range of information in a timely, accessible and useable form to policymakers and relevant stakeholders, at European, national and regional level;
 - Provided support for the transfer of relevant policy approaches from countries with a long experience in the education of children from a migrant background to countries which have only recently started to register significant numbers of migrant students in their education systems.
 - Provided support for the establishment and development of a significant number of concrete co-operation initiatives between authorities of host countries/regions and countries/regions of origin;
 - Assisted the establishment and development of national networks and policy coordination mechanisms on the education of children from a migrant background;
 - Contributed to a European initiative to improve educational achievements for migrants across all sectors of education and training.

Eligible applicants

This call for proposals is opened to:

- Ministries of education;
- Other public bodies;

- Research centres and Universities;
- Foundations;
- Associations.

Applications must be submitted by a legal person. Applicants must submit a copy of the applicant organisation's articles of association and official certificate of legal registration.

Applications from legal entities established in one of the following countries are eligible:

- EU Member States;
- EFTA countries: Iceland, Liechtenstein, Norway, Switzerland;
- Candidate countries: Turkey, Croatia.

Award criteria

Eligible applications will be assessed on the basis of the following criteria:

- Quality of the consortium: the extent to which the consortium includes relevant organisations; the relevance and extent of geographical coverage; the extent to which it possess the skills, expertise and competences required for carrying out all aspects of the work programme, and there is an appropriate distribution of tasks across the partners (30%).
- Quality of the work programme: the extent, to which the organisation of the work is relevant to the objectives set out here, is clear and appropriate to achieving those objectives; and the work programme clearly defines and distributes tasks / activities among the partners in such a way that the results will be achieved on time and to budget (25%).
- European added value: the extent to which the benefits of and need for European co-operation (as opposed to national, regional or local approaches) are clearly demonstrated (5%).
- The cost-benefit ratio: the extent to which the grant application demonstrates value for money in terms of the activities planned relative to the budget foreseen (15%).
- Impact: the extent to which foreseeable impact on the target groups and systems concerned is clearly defined and measures are proposed to ensure that the impact is achieved (25%).

4.1.4. Call for proposals: Awareness raising of European co-operation in education and training and support to implementation of Lifelong Learning

Index reference in the table in appendix: 5.10

The call for proposals will be divided into two parts: Part A) Raising national awareness of European co-operation in education and training (ET 2020), and Part B) Support for transnational co-operation in the development and implementation of national and regional lifelong learning strategies and policies.

Objectives

The objectives of the call for proposals are:

- To support awareness-raising and institutional commitment, coordination and partnership with all stakeholders to contribute to national implementation of the four strategic priorities 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).

- To support trans-national co-operation and exchange of experiences and good practice in the development and implementation of coherent and comprehensive lifelong learning strategies and policies at both the national and regional level, covering all forms and levels of learning.
- To support the identification of the main critical factors and to jointly experiment, test and transfer innovation in relation to the successful implementation of lifelong learning strategies and policies.

Eligible applicants

Beneficiaries can be national ministries in charge of education and training, other public bodies and stakeholders' organisations active in the field of lifelong learning (pre-primary, schools, VET, higher education and adult learning).

(a) Raising national awareness of European co-operation in education and training

Expected results

- Better awareness and stronger commitment 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 and coordination in the process of establishing and implementing coherent and comprehensive approaches to lifelong learning
- Better dissemination of existing tools or reference material (e.g. information activities, including media campaigns, publicity events, 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 and methodology (receiving a weighting of 20%);
- Cost-Benefit Ratio (receiving a weighting of 10%);
- Impact and Quality of the Valorisation Plan (Dissemination and Exploitation of Results) (receiving a weighting of 30%); and
- 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%).

(b) Support for transnational co-operation in the development and implementation of national and regional lifelong learning strategies

Expected results

- Better identification of the main critical factors and transfer of innovation in relation to the successful implementation of lifelong learning strategies and policies at national/regional/local level.

- Better establishment and implementation of lifelong learning strategies and policies promoted by transnational development, testing and exchange of good practice, co-operation projects, studies, analysis, conferences and seminars.

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 (30%);
- Quality of the plan of actions/methodology (20%);
- Quality of the Consortium (10%);
- Cost-Benefit Ratio (10%); and
- Impact European Added Value, and Quality of the Valorisation Plan (Dissemination and Exploitation of Results) (30%).

4.1.5. Call for proposals: New Skills for New Jobs: a sector skills council for the learning sector

Index reference in the table in appendix: 5.85

Background and objectives

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. One way to do this is through EU sectoral councils. This analysis is based on a study done by Ecorys Nederland BV in co-operation with KBA at the request of the European Commission to study the feasibility and potential impact of setting up sector councils on employment and skills at EU level²¹. The creation of EU sector councils is one of the key actions recommended by the Expert group on "New Skills for New Jobs"²².

In addition, the expert group report suggested developing a sector skills council for the learning sector itself. 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 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.

Expected results

The first phase of the project will be to:

- Identify sectoral observatories/ funds/ councils, at national level;

²¹

<http://ec.europa.eu/social/main.jsp?langId=en&catId=782&newsId=743&furtherNews=yes&preview=CHJldmld0VtcGxQb3J0YWwh>

²²

<http://ec.europa.eu/social/main.jsp?catId=822&langId=en>

- Get their agreement to participate in the European network;
- Agree on the type of information to be exchanged and on other types of actions to be developed by the EU council such as information dissemination to different targets.

The purpose of the EU sectoral councils is for stakeholders to be in possession of more and better information on the evolution of their sector in terms of skills and employment, skills gaps and policy challenges and solutions than if they relied only on national sources. Exchanges of information between EU sector councils' members should lead to the production of reports focussing on:

- The quantitative trend of the sector;
- The qualitative trend in terms of both employment and skills;
- The tools and strategies being used at the national 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).

In addition, the sector should organise:

- A meeting (at least twice a year) with the European representatives of the sector (including European social partners or equivalent), a representative from each national sector council or equivalent, skills providers in that sector and other stakeholders;
- An annual conference to share results with a wider audience.

Eligible applicants

Beneficiaries can be:

- Social partners;
- Sector skills councils or similar organisations at national or regional level;
- Associations and foundations in the field of education and training;
- Ministries of education and/or training.

Award criteria

- Relevance of the activities in relation to the objectives of the call (25%);
- Representativeness of the stakeholders and implications of a wide range of stakeholders at all levels (25%);
- Potential results and consequences on policy and practice (25%);
- Clarity and consistency of the practical approach, the proposed work-plan; clarity and coherence of the proposed budget (25%).

4.1.6. Call for proposals: Thematic Networking Action Grants for LLP National Agencies

Index reference in the table in appendix: 8.20

A call for proposals restricted to Lifelong Learning National Agencies implementing the Lifelong Learning Programme will be launched in order to co-finance thematic monitoring activities at European level on the outcomes and results of "decentralised" (actions managed through the National Agency procedure) and "centralised" (actions managed through the Commission procedure) projects undertaken under the Comenius, Erasmus, Grundtvig and Leonardo da Vinci sub-programmes. Thematic monitoring activities are designed to analyse and disseminate good practices developed in projects implemented under the sub-programmes and may include events (conferences, seminars), reports, web-sites or publications.

Objectives

The call for proposals on Thematic Networking aims to encourage LLP National Agencies to play an active role in the capitalisation on LLP projects with a view to exchanging and disseminating best practices and experience throughout Europe, to promote the mainstreaming of results and findings into national and European education and training structures and to inspire further policy developments and actions. It also aims to heighten the profile of the programme in the 31 participating countries, by drawing attention to the results and achievements of projects funded as part of the "decentralised" and "centralised" actions of the Lifelong Learning Programme. Finally, it aims to support networking between project promoters involved in similar action fields, so as to facilitate the sustainability of projects financed under the LLP.

Eligible beneficiaries

The 39 Lifelong Learning Programme National Agencies designated in accordance with Article 6(2)(b) of the Basic Act are eligible to participate.

The following activities are eligible under this call:

- Analysis, identification and selection of best practice projects for thematic networking;
- Thematic events (such as conferences, seminars and working groups);
- Exchange of good practice (such as web-sites and publications);
- Compilation of contents and outcomes stemming from thematic networking activities (including reports and databases, which need to provide a link to EVE);
- Support for project sustainability (promotion vis-à-vis the target population and potential future partners).

Activities that are required and already supported under the single yearly agreements ("COM-NA agreements") in place between the Commission and the National Agencies are excluded.

Each proposal presented by a lead National Agency shall be supported by a minimum of two National Agencies from different countries so as to constitute a thematic group. A restricted steering Committee comprising National Agencies and the Commission shall be established. This steering committee shall meet regularly (e.g. on a quarterly basis) to review past and future activities and to provide a continuous platform to discuss thematic work at national and European level. The use of CIRCA is also encouraged.

Operational and financial capacity

The National Agencies participating in the project must sign the declaration on their honour (included in the application form) stating that they have the operational and financial capacity to carry out the proposed project.

Award Criteria

The selection of projects will be a competitive process based on the assessment of the quality of the proposals, against the background of eligible activities, as described in the previous paragraph referring to the Eligible beneficiaries.

The proposal must have clear objectives, clearly defined outputs and expected outcomes and, where appropriate, must include a plan to ensure the sustainability of the project and its results beyond the period of funding. The proposal shall contain a detailed work programme and a carefully calculated budget, to be structured in accordance with the application form. The project proposals will be assessed against the following criteria:

- Content, validity and soundness of the proposed activities and expected results: contribution to the dissemination and exploitation of the project results in the themes addressed (20%);
- Methodology proposed for implementation and evaluation of activities (identification and selection of projects, management of the process, etc.) (20%);
- Quality of the proposed organisational structure for achieving the expected results: capacity of the coordinating NA and the group of collaborating NAs for disseminating, exploiting and following-up the results (20%);
- Widening of networks: type and size of target group reached with the activities proposed, type and number of targets/users (real and potential) with regard to the theme (10%);
- European dimension of the activities proposed: country coverage of the projects included in the thematic networking, country distribution of NAs in the thematic networking group and the target population (15%);
- Sustainability of project and network (10%);
- Project management: extent to which the work plan, project calendar, staffing and budget are realistic and coherent (clear and appropriate with regard to the objectives proposed) (5%).

4.1.7. Call for proposals: European associations active at European level in education and training

Index reference in the table in appendix: 11.10

Objectives

- To support the existence of high-quality European associations active in the fields of education and training;
- To support European associations contributing to the implementation of the "Strategic framework for European co-operation in education and training (ET 2020)";
- To support European associations contributing to increasing knowledge and awareness on the European integration process through education and training;

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

- 17 grants that can take the form of (a) annual operating grants for 2011; and (b) specific operating grants for 2011 in the framework of a three year framework partnership agreement for the period 2011-2013.

Award criteria

Eligible applications for the annual operating grants will be assessed on the basis of a detailed 12 month work programme for 2011, 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 probable impact of the activities on education and/or training at European level.

Eligible applications for a three year framework partnership agreement for the period 2011-2013 will be assessed on the basis of a detailed work programme for 2011-2013, with specific attention for:

- The relevance, clarity and coherence of the objectives;
- The quality of the management of the work programme (clarity and coherence of the activities and budgets proposed to achieve the objectives, timetable);
- The probable 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 Decision²³ 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 updated flat-rates are indicated in Appendix 4, table 6.

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. Grants to Presidency events and DG meetings

Index reference in the table in appendix: 5.12

Grants will be awarded to the Hungarian, Polish and Danish 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

²³ C (2008) 4332 of 18 August 2008.

with each Presidency, in due course²⁴. 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 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, to support 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 2011 budget covers a part of the grants to the Hungarian and Polish Presidencies and the grants to the Danish 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. LLP conferences and LLP awards and stakeholders meetings

Index reference in the table in appendix: 5.25

An annual LLP conference will be organised under the Danish presidency. The event will take place during the spring 2012. The awards ceremony may be a separate event. Therefore it is necessary to start the preparation and make the budget available at the end of 2011.

The organisation of the event will be managed by the National Authority and the LLP National Agency of the presidency in close co-operation with the Commission.

4.2.3. Adult Skills Survey (PIAAC)

Index reference in the table in appendix: 5.40

Following up on the Council Conclusions of May 2007 on New Indicators in Education and Training²⁵, 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 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 also permit a better understanding of adult learning processes and the quality of adult education initiatives.

The EU funding is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in 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 real costs incurred. 80% of the total European Union 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.

²⁴ Hungarian Presidency: 1st January to 30 June 2011; Polish Presidency: 1st July to 31 December 2011; Danish Presidency: 1st January to 30 June 2012.

²⁵ 2007/C 311/10 of 25 May 2007.

As the beneficiaries can only be National Authorities/national bodies that have committed to testing the instruments on learning to learn the beneficiaries are considered to be in a *de facto* monopoly situation.

4.2.4. ICILS skills survey

Index reference in the table in appendix: 5.45

Following up on the Council Conclusions of May 2007 on New Indicators in Education and Training, 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.

The EU funding 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 real costs incurred. 80% of the total European Union 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 testing the instruments on learning to learn the beneficiaries are considered to be in a *de facto* monopoly situation.

4.2.5. Teachers professional development survey

Index reference in the table in appendix: 5.50

Following up on the Council Conclusions of May 2005 on New Indicators in Education and Training²⁶, the purpose of this call for proposals is to support EU, Acceding Countries, Candidate Countries, and EEA countries participation in the second round of the OECD survey “Teachers, Teaching and Learning” (TALIS II). This survey will satisfy EU data needs on the professional development of teachers and permit to document trends in the field based on the available data of Talis I.

The EU funding is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in the TALIS II 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 real costs incurred. 80% of the total European Union 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 testing the instruments on learning to learn the beneficiaries are considered to be in a *de facto* monopoly situation.

²⁶ 2007/C 311/10 of 25 May 2007.

4.2.6. Cross curricula competence pilot test

Index reference in the table in appendix: 5.65

The grant is aimed at supporting participation of interested participating countries in a pilot project which would test questionnaires which could be used in a forthcoming Survey on cross curricula competences and especially in the field of creative skills or in case in the field of learning to learn skills.

The grant is intended to cover 80% of the costs of implementing and analysing the teacher questionnaire in participation country.

The target group for this action are Ministries of participating countries responsible for the pilot survey on a national level or bodies designated by the Ministries to carry out the survey. Therefore the beneficiaries are considered to be in a *de facto* monopoly situation.

The European Union financial support will be awarded through grant agreements in the countries where it is possible (EUR 27) and grant decisions elsewhere.

4.3. Grants to bodies identified in the Basic Act 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 European Union 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, Odense; CIFE (Centre International de Formation Européenne), Nice

Index reference in the table in appendix: 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 Basic Act.

4.4. Grants to 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. Bologna National Teams

Index reference in the table in appendix: 2.45

The purpose of this action is to assist in the implementation at national level of the reforms brought about by the Bologna process. To this end every country sets up a team of “Bologna Experts” (formerly called Bologna Promoters) whose tasks are, working at grass-root level, to provide information, advice and assistance to higher education institutions of the country. It is the continuation of an action started in 2004.

Activities at national level may take the form of organisation of national or regional conferences and seminars, visits to institutions, publications, information in general, dissemination activities, etc. At European level, the Experts can participate in activities such as training seminars, general conferences, workshops on specific topics, etc.

Each national team of Bologna Experts should consist of a minimum of 5 persons, depending on the size of the country. Bologna Experts should be professionals active in higher education advising their colleagues on how best to introduce Bologna reforms.

The team must have the knowledge and experience to provide counselling to higher education institutions on the three Bologna priorities:

- Quality Assurance (Internal and External);
- The Three Cycle System (Curricular Reform, Qualification Frameworks, Tuning);
- Recognition (ECTS, Diploma Supplement, EUROPASS, Lisbon Recognition Convention).

The grant is awarded to each LLP National Agency on the basis of an Activity Plan and a budget. The Activity Plan must clearly show how the national team of Bologna 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 total amount of the action is divided between the National Agencies (one agency per country participating in the LLP with the exception of Belgium with regional offices) as follows:

- Each country participating in the LLP receives a minimum contribution of approximately €10.000.
- The remainder of the overall basic amount will be distributed on the basis of each country's relative student population according to the latest figures available by Eurostat.
- Belgium is the only country with regional agencies. The Belgian allocation will be distributed in accordance with the distribution key to be provided by the Belgian authorities.

The National Agencies who will organise the National Teams of Bologna Experts are considered to meet the criteria stipulated in Article 168(1)(f) of the IR for bodies implementing actions with specific characteristics for the following reasons:

- The Commission implements this action through grant agreements with the National Agencies for the Lifelong Learning Programme, on the basis of an Invitation to submit. The National Agencies are designated by the national authorities of each country participating in the LLP to implement the Erasmus programme within their country. They are therefore in a natural and unique position to coordinate the work of the National Teams of Bologna Experts. No other beneficiary could fulfil this need.
- The core tasks of the National Teams of Bologna Experts include advising their peers on the implementation of the Bologna process and the promotion of the Erasmus programme.
- The Decision of the Commission on "The responsibilities of the Member States, the Commission and the National Agencies in implementation of the LLP" 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. Higher education reform and modernisation, which are one of the focal points in the European Union "Education and Training 2010" initiative and to which the Bologna process contributes strongly, fall clearly within this remit.

Up to 2008, this activity was implemented on the basis of an annual invitation to submit. However, the annual cycle implies that the beneficiaries have only a limited time available for implementing the action and that a disproportional amount of time and effort is spent by the beneficiaries and the contracting authority in the application/contractualisation and final reporting process. For this reason, it has been decided to launch the invitation to submit on the basis of a 2 year period, and the amount foreseen has been increased accordingly, as is shown in the table in [Appendix 1](#).

4.4.2. National Teams of ECVET Experts

Index reference in the table in appendix: 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 overall context of the work carried out by the National Team will be:

- 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 will, amongst other activities, provide 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 responsibilities of the Member States, the Commission and the National Agencies in implementation of the LLP" 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 €120,000 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.

4.4.3. European Qualifications Framework national co-ordination points

Index reference in the table in appendix: 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 learning²⁷ (EQF) recommends Member States to designate EQF national coordination points (NCPs), which will coordinate the implementation of the EQF at national level.²⁸

In the years 2006-2009, the Union 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: by the end of 2010 seven or eight countries will have related their national qualifications systems to the EQF and all the others plan to do it during 2011. This should make it possible to meet the 2012 target date, by which all new qualifications issued by the competent authorities should contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

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;

²⁷ 2008/C 111/01 of 23 April 2008.

²⁸ OJ C 111/1, 6.5.2008.

- 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 2010, so that the activities may start in spring 2011. The 2010 grants cover activities until April 2011 and, while these are not operating grants, it is advisable to avoid or minimise the overlap of eligibility periods. As in 2010, the total amount available will be distributed between the countries as follows:

- A €40,000 basis for all countries (total of € 1,240,000), enough to organise basic activities such as a small national event or several technical meetings with stakeholders or international experts;
- The remaining €1,060,000 is distributed based on the demographic size, to some extent also applying weightings (coefficient correcteur).

As 2010 was the first year of financial support to the EQF NCPs, and the implementation of the EQF in a number of countries made it difficult to stick to the target dates, information from the first round of grants has not been taken into account.

It should also 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.
- 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).

4.4.4. European Lifelong Learning Platform – EUCIS

Index reference in the table in appendix: 5.60

The Council conclusions on a "Strategic framework for European co-operation in education and training"²⁹ (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,

²⁹ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

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)".

EUCIS LLL is the only European platform gathering 19 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.

4.4.5. *Prix Europa*

Index reference in the table in appendix: 6.55

Prix Europa is Europe's largest competition for television, radio and the emerging media. It is organised on an annual basis and has no commercial interest. This competition includes a specific category and a prize "Languages through Lenses" exclusively designed for short audiovisual and/or other media productions which promote linguistic diversity. The participants in the "Languages through Lenses" category will be selected through a call for proposals issued by the Commission in 2010.

It is proposed to support Prix Europa with a direct grant to fund the organisation costs related to this specific prize "Languages through Lenses". This would allow EU funds to be directly transferred to the event organisers, avoiding unnecessary intermediaries and thus maximising its cost-effectiveness. Prix Europa is virtually in a de facto monopoly situation in organising the award of the "Languages through Lenses" prize. Its unique status is closely linked to its technical competence and high degree of specialisation and to its exceptional reputation and popularity as the leading TV/radio/media festival in Europe. Its unique status is closely linked to its members and to its exceptional reputation and popularity as the leading TV/radio/media festival in Europe. Participation in Prix Europa gives exceptional visibility to the cause of languages in Europe.

4.5. Grants to National Agencies or 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: 1.60

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 Basic Act. 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: 5.15

Financial support to the specific actions carried out by the National Units of the Eurydice information network on Education in Europe. The network's goal is to foster 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 (ET 2020, Bologna Process, Life Long 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 Base establishing the programme.

The European Union financial support is subject to approval of a work programme and a draft budget prepared on the basis of a common frame of reference established by the Commission on the basis of the Eurydice Network Work Programme.

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

4.5.3. NARICs

Index reference in the table in appendix: 5.17

The aim is to grant financial support, on the basis of a bi-annual invitation to submit requests, for the actions of the network of the National Academic Recognition Information Centres (NARIC), aiming to promote co-operation and mobility in the field of education and employment, in particular by encouraging a better recognition of diplomas and study periods.

Financial support for innovative transnational projects in addition to the usual activities of the centres is to be granted to the following actions:

1. Projects targeting one or more NARIC:

Promoting recognition in the European setting in line with the Lisbon Objectives and the Bologna Process:

- Information and dissemination seminars, workshops;
- Promotion of NARIC activities.

The Thematic Group Visits should deal with persistent recognition problems or particularly innovative practices at the host NARIC. They should:

- Involve visitors from at least three NARIC centres from eligible countries;
- Demonstrate European added value and involve multilateral networking and benchmarking;
- Aim to set up specific dossiers, to exchange relevant experiences, develop common initiatives and allow for contacts not only within the NARIC network but also with other relevant bodies in the host country;
- Result in a clear report with recommendations to the National Authorities, the NARIC Advisory Board and the European Commission, to be distributed to the whole NARIC network and widely disseminated after the event.

As an indication, a NARIC may participate in a maximum of three thematic group visits per year with a maximum of two persons per visit, with two working days at location and two travelling days.

Other actions: In line with the objectives in point 2.1, the Invitation is open for the support of Network meetings, working groups on medium- and long-term issues and prospects, as well as publications. Actions would also include the organisation of the 2012 and 2013 annual ENIC-NARIC meetings, a staff training seminar in conjunction with this meeting and further development of the electronic support, such as the ENIC-NARIC website.

2. Projects for the benefit of all the network members should:

- Be transnational, involving at least three NARIC centres;
- Aim to mobilise the existing expertise and experience of the whole NARIC network;
- Target innovative themes, relevant for the benefit of all the network members, and feed directly into the Lisbon Objectives and the Bologna Process;
- Be in line with the objectives and the priorities of the Invitation to submit.

The actions that will be considered under this category include training seminars and conferences, studies, research activities and reports.

Beneficiaries

The action is addressed to the network of the National Academic Recognition Information Centres (NARIC), acting as instruments to implement the programme at national level, as provided for by the Basic Act. Applicants must be part of the NARIC network. No-NARIC institutions can participate in projects under this activity, but only NARIC centres may benefit from an EU grant. All participating institutions must be legal entities established in one of the countries participating in the Lifelong Learning Programme.

Selection criteria

Applicants will be evaluated as regards the professional competencies and qualifications necessary for carrying out the proposed action. They must submit the CVs of key staff involved in the action showing relevant professional experience. For consortia, this obligation applies to all partners. These documents must be provided in one of the official languages of the European Union (preferably in English, French or German).

Award criteria for projects targeting one or more NARIC

- Quality of the work programme
- The cost-benefit ratio
- Relevance
- Quality of the consortium
- Quality of the organisation of the mobility
- Quality of the valorisation plan (dissemination and exploitation of results)

Award criteria for projects for the benefit of all the network members

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

Up to 2008, this activity was implemented on the basis of an annual invitation to submit. However, the annual cycle implies that the beneficiaries have only a limited time available for implementing the action and that a disproportional amount of time and effort is spent by the beneficiaries and the contracting authority in the application/contractualisation and final reporting process. For this reason, it has been decided to launch the invitation to submit on the basis of a two-year period, and the amount foreseen has been increased accordingly as shown in the table in [Appendix 1](#).

4.5.4. Euroguidance

Index reference in the table in appendix: 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 update of information included in the Ploteus portal, the European portal on education and training opportunities in Europe and may be involved in the interconnection of national data resources with Ploteus.

The objectives for this year 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 tasks related to Ploteus, which vary from one country to another, including in relation to the second phase of Ploteus, which envisages 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 Basic Act. 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 total budget has been slightly amended following some years of not complete use of resources. Together with the inclusion of Croatia (new participating country), this requires a certain reduction for most countries, many of which had however benefited from increases in 2010. Some countries did not ask for the whole amount available in 2010 because the wider crisis did not allow national matching. This is not taken into account.

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

4.5.5. Europass

Index reference in the table in appendix: 5.23

Established by the decision of the European Parliament and of the Council³⁰ 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 Commission 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 of this year 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.

³⁰ Nr 2004/2241/EC of 15 December 2004.

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

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 Basic Act. 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 Appendix 3.

While the 2010 distribution included some significant recalculations based on demographic size, cost of living and previous use of resources, this year very small reductions are proposed concerning countries that had benefited from larger increases in 2010 or with persistent lower use of resources. This allows including amounts for both Malta (not asking grants in the last years) and Croatia (new participating country) in the total 2,100,000 €. Some countries did not ask for the whole amount available in 2010 because the wider crisis didn't allow national matching. This is not taken into account.

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: 1.50

In order to ensure the continuity of the eTwinning CSS within the frame of the lifelong learning programme, a call for tender was launched for the period 2007-2013 (EACEA/13/2007). The 2010 contract foresees the possibility to renew the contract without having recourse to a new call for tender.

4.6.2. *Comenius studies and conferences on school policy*

Index reference in the table in appendix: 1.70

The budget reserved is intended to finance approximately five contracts (studies and conferences). Calls for tender are foreseen to contract three studies on relevant policy issues such as the recruitment and competence requirements of teacher trainers and mapping the ways Member States promote the use of formative assessment in schools. Existing framework contracts will be used to finance two conferences on school education and launch of pupil mobility or Partnerships.

4.6.3. *Comenius pupil mobility insurance*

Index reference in the table in appendix: 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 planned 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 on higher education mobility and policy*

Index reference in the table in appendix: 2.50

The budget is intended to finance approximately five contracts in the field of higher education to follow-up on priority areas identified by the Bologna Communiqué agreed in Leuven/Louvain-la-Neuve in relation to higher education and to prepare for the Erasmus programme post 2013. The contracts will primarily be awarded following calls for tender.

4.6.5. *University-business co-operation*

Index reference in the table in appendix: 2.70

The intervention envisages funding the organisation of a plenary forum, 2-3 thematic forums and 2-3 workshops on the co-operation between university and business. These events will bring together representatives and experts from relevant European organisations and associations (University and Business), representatives from a number of 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 a framework contract.

4.6.6. *Study / event in the field of vocational education and training*

Index reference in the table in appendix: 3.50

The intention is to finance a study, a Eurobarometer survey or a conference (or two relatively smaller interventions) on a priority topic in vocational education and training in 2011, following a call for tender or by using an existing framework contract.

4.6.7. *ECVET and EQAVET co-ordinating bodies*

Index reference in the table in appendix: 3.60

The LLP Work Programme 2010 included among others provisions for calls for proposals in the fields of European Credit System for Vocational Education and Training (ECVET) and European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) as well as contracts to support these projects.

The general objectives of the contracts were: to reinforce the synergy and ensure the exchange of information and co-operation between the projects undertaken in the context of the specific calls for proposals; to contribute to the technical monitoring of the projects; to maintain high methodological and technical standards as well as quality of the projects, their compliance with the principles of ECVET and EQAVET and the relevance and credibility of the solutions developed by each of them; as well as to contribute to the popularisation of the concepts and principles of ECVET and EQAVET as set out in the recommendations of the European Parliament and the Council on the establishment of

a European Credit System for Vocational Education and Training (ECVET)³¹ and on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training³², to the dissemination of research and practices and to the adoption of solutions developed through experimentation by a wide range of parties.

The tasks of the co-ordinating bodies are limited to the provision of technical support to the Commission. The administrative, financial and operational management of the selected proposals under this call for proposals will be ensured by the Education, Audiovisual and Culture Executive Agency (EACEA).

The contracts awarded following calls for tenders should be renewed in 2011.

4.6.8. Grundtvig studies and events related to adult education

Index reference in the table in appendix 4.50

The budget reserved is intended to finance an indicative number of five contracts. The aim is to contract following calls for tender, three studies /consultancies on subjects such as national and transnational practices in Europe on intergenerational learning, Grundtvig Learning Partnerships and the new Grundtvig actions. The intention is further to finance through existing framework contract a conference to demonstrate the final results of the implementation of the three years on Adult Learning (2008-2010), and an event to disseminate the results achieved by centralised Grundtvig actions to follow up the study launched in 2009 with a view to promote good practice in Adult learning.

4.6.9. Internet information systems on learning opportunities and qualifications (Ploteus and EQF portals)

Index reference in the table in appendix: 5.20

Resources are required for closely related internet based instruments (managed in a single contract):

- The Ploteus portal on the learning opportunities throughout Europe, in operation since 2003 but undergoing major developments. In particular, since 2008 an additional feature provides citizens with the opportunity to search the primary information sources through the networking of national databases. Five national databases are currently accessible, a further dozen is being connected;
- The EQF website on national qualifications frameworks and their relation to the European Qualifications Framework, developed with a view of becoming operational at the end of 2011/early 2012.

The development phase of the EQF portal is covered through the IDABC programme. In 2011 the lifelong learning programme, within its transversal sub-programme, should cover:

- The interconnection of further national databases with Ploteus and the first cases of interconnection with the EQF portal, as well as the maintenance and day-to-day administration of the portals, provided by a specialised contractor on the basis of an existing framework contract;
- Highly specialised expert support, provided by a different contractor, to ensure the technical coordination of all developments and maintenance activities related to both systems.

³¹ 2009/C 155/02 of 18 June 2009.

³² 2009/C 155/01.

4.6.10. Administrative arrangements with the Commission's Joint Research Centre – CRELL and IPTS

Index reference in the table in appendix: 5.27 and 5.28

The co-operation with the Commission's Joint Research Centre (JRC), and particularly its Centre for Research on Education and Lifelong Learning (CRELL) and its Institute for Prospective Technological Studies (IPTS), will be continued in 2011.

Since 2005 the aim of CRELL is to monitor the contribution of European education and training systems to the achievement of the Union objectives specified in the Lisbon Agenda and more recently in the EU2020 agenda and to carry out research on lifelong learning based on indicators and benchmarks. Objectives for 2011 are the strengthening of the following research areas: language skills and literacy assessment; benefits, outcomes and returns to education and training including school-to-work transition, higher education, educational outcomes for migrants students; early school leaving, and early childhood education; adult participation in lifelong learning; performance assessment in education. Furthermore, CRELL will support the Commission in the areas of education for employability and mobility and in the development of new indicators such as civic skills, teachers' professional development, measurement of ICT skills, and learning to learn competences. CRELL research team also contributes to the writing of the annual progress report on Lisbon objectives.

The Memorandum of Understanding with the IPTS was signed in 2006 with the objective of providing DG EAC with policy support to ICT use in education and training. The objective of 2011 is to connect the ongoing work of IPTS on the 'Foresight on a creative and innovative European Learning Society in 2020' to ongoing policies as 'New Skills for New Jobs' and the 'Updated framework for co-operation in education and training in 2010 and beyond'. Particular emphasis will be given to emerging skills and competencies in a digitised knowledge society, to innovative learning through the support of ICT and the implications for learning practices and institutions. In addition a specific study will explore the building up of a digital competence framework based on the reference levels of the EQF and looking into all levels E&T as being specified under the NSNJ agenda and the Digital agenda. This competence framework will build further on past work on an e-competence framework for ICT professionals but orient itself to all users and thus learners at all levels lifelong and life-wide.

4.6.11. Network renewals – EENEE, NESET

Index reference in the table in appendix: 5.30

EENEE works under a two-year contract (2010-2011) with commitment end of 2009. At the end of 2011, a new commitment will be needed for an extension of the contract.

NESET contract is renewable every year.

4.6.12. Education and Training expert framework contract

Index reference in the table in appendix: 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 2020³³ set for 2009-2011 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.

4.6.13. Secondary analysis TALIS I (Teachers)

Index reference in the table in appendix: 5.55

The study would look into how new teachers perceive their working environment compared with more experienced teachers. Based on the results of TALIS 1, the study would look into questions like:

How well supported are new teachers? What does this say about what school systems should do to effectively support new teachers and retain them in the profession? What does the profile of participation in professional development of new teachers compared to more experienced teachers tell us about the additional training that is provided to new teachers? How well are new teachers supported through feedback and support from their school principal and school colleagues?

4.6.14. Cross curricula competence co-ordination

Index reference in the table in appendix: 5.70

To co-ordinate the European pilot survey on cross curricula competences in the fields of creative skills and, in case on learning to learn skills a scientific coordinating body will be contracted to prepare for the survey, evaluate and analyse the result and provide expertise advice to the Commission.

4.6.15. Information campaign and awareness-raising activities and studies and conferences in the field of multilingualism

Index reference in the table in appendix: 6.40 and 6.60

A European wide information campaign and other related events about the benefits and advantages of learning languages and linguistic diversity and its links to intercultural dialogue, will contribute to achieving the objective of 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. Calls for tender will be launched to engage the services of an organisation or a consortium to carry out these initiatives.

4.6.16. Immersion languages courses

Index reference in the table in appendix: 6.50

³³ OJ C 119/2, 28.5.2009.

In the framework of the future "Youth on the Move" initiative it is proposed to introduce a new language mobility action. The aim of "Languages for mobility" will be to create easy-to-use, transversal, intensive immersion language courses that will simultaneously enhance language learning, mobility, intercultural skills and European citizenship. The aim of the call for tenders "Immersion language courses" is to carry out a trial run of an initiative along these lines involving a limited number of language schools in a limited number of countries. Its results should be steered towards a practical and realistic full language immersion scheme, which can be integrated in the new programme.

4.6.17. *Matching and anticipating skills needs through co-operation between worlds of education and work*

Index reference in the table in appendix: 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 as key competences, transitions or methodological questions), communication and dissemination of the information produced.

Framework contract(s) may be used for this intervention.

PROGRAMMING TABLE FOR 2011

Appendix 1

Budget line 15.02.22
Title: Lifelong Learning Programme

Available funds
 EUR-27 1.009.685.000
 EFTA 24.030.000
 Third countries 91.515.000
 Recoveries (**) 11.300.000
Total EUR-33 (*) 1.136.530.000**

WPI (*)	Lifelong Learning Programme	Total Budget	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 (****)
	Programme Comenius							
1.10	Comenius decentralised funds	1 71.5 62.901	ANA	**	**	-	oct-10	
1.20	Multilateral projects	9.700.000	APEA	37	262.162	75%	oct-10	AGR
1.30	Networks	3.150.000	APEA	7	450.000	75%	oct-10	AGR
1.40	Accompanying measures	550.000	APEA	4	137.500	75%	oct-10	AGR
1.50	eTwinning CSS (12 months)	1.227.000	PP-EA	1	1.227.000	100%		
1.60	eTwinning NSS	9.063.000	Art.54.2.c-EA	33	274.636	80%	N/A	
1.70	Studies and conferences	1.200.000	PP	5	240.000	100%	mai-11	
1.80	Policy networks	2.250.000	APC	3	750.000	75%	juin-11	AGR
1.90	Comenius pupil mobility insurance	400.000	PP	1	400.000	100%	N/A	
	Subtotal	199.102.901						
	Programme Erasmus							
2.10	Erasmus decentralised funds	4 63.9 62.362	ANA	**	**	-	oct-10	
2.20	Multilateral projects	13.870.000	APEA	50	277.400	75%	oct-10	AGR
2.30	Networks	5.000.000	APEA	10	500.000	75%	oct-10	AGR
2.40	Accompanying measures	870.000	APEA	6	145.000	75%	oct-10	AGR
2.45	Bologna National Teams	3.500.000	MON-EA	50	70.000	90%	N/A	AGR/DEC
2.50	Studies and others	2.050.000	PP	5	410.000	100%	avr-11	
2.70	University-business cooperation	400.000	PP	4	100.000	100%	avr-11	
	Subtotal	489.652.362						
	Programme Leonardo da Vinci							
3.10	Leonardo da Vinci decentralised funds	2 78.1 59.595	ANA	**	**	-	oct-10	
3.20	Multilateral projects	14.275.000	APEA	40	356.875	75%	oct-10	AGR
3.30	Networks	3.000.000	APEA	7	428.571	75%	oct-10	AGR
3.40	Accompanying measures	550.000	APEA	3	183.333	75%	oct-10	AGR
3.50	Studies and conferences	500.000	PP	2	250.000	100%	mai-11	
3.60	ECVET & EQAVET coordinating bodies	400.000	PP-EA	2	200.000	100%	N/A	
3.70	ECVET National Teams	1.295.000	MON-EA	30	43.167	90%	févr-11	AGR
	Subtotal	298.179.595						

	Programme Grundtvig							
4.10	Grundtvig decentralised funds	46.831.882	ANA	**	**	-	oct-10	
4.20	Multilateral projects: transfer and development of innovation	15.570.000	APEA	52	299.423	75%	oct-10	AGR
4.30	Networks	2.300.000	APEA	4	575.000	75%	oct-10	AGR
4.40	Accompanying measures	550.000	APEA	4	137.500	75%	oct-10	AGR
4.50	Studies and events	1.140.000	PP	5	228.000	100%		
	Subtotal	66.391.882						
	Programme transversal							
	Key Activity 1: Policy Cooperation and Innovation							
5.01	Mobility: education decision makers	4.247.543	ANA	**	**	-	oct-10	
5.02	Studies and comparative research	2.500.000	APEA	5	500.000	75%	oct-10	AGR
5.05	EQF National coordination points	2.300.000	MON	30	76.667	75%	N/A	AGR
5.10	E&T 2020 awereness raising + LLL implementation	2.800.000	APEA	24	116.667	75%	m ars-1 1	AGR/DEC
5.12	Grants to Presidency conferences and DG meetings	1.100.000	MON	10	110.000	75%	N/A	AGR
5.15	Eurydice	1.600.000	Art.54.2.c-EA	35	45.714	75%	N/A	
5.17	NARIC S	500.000	Art.54.2.c-EA	6	83.333	75%	N/A	
5.20	Ploteus + EQF webtool	720.000	PP	1	720.000	100%	N/A	
5.22	Euroguidance	2.100.000	Art.54.2.c-EA	30	70.000	50%	N/A	AGR
5.23	Europass	2.100.000	Art.54.2.c-EA	31	67.742	50%	N/A	AGR
5.25	LLP conference and awards and stakeholders meetings	475.000	MON	2	237.500	75%	jan v-1 1	AGR
5.27	Administrative arrangement CRELL	1.000.000	PP	1	1.000.000	100%	N/A	
5.28	Administrative arrangement IPTS	300.000	PP	1	300.000	100%	N/A	
5.30	Network renewals (EENNEE, NESET)	400.000	PP	2	200.000	100%		
5.35	Education and Training experts framework contract	4.000.000	PP	60	66.667	100%	m ars-1 1	
5.40	Adult skills survey (PIAAC)	1.350.000	MON-EA	20	67.500	75%	N/A	AGR/DEC
5.45	ICILS skills survey	580.000	MON-EA	20	29.000	75%	N/A	AGR/DEC
5.50	Teachers professional development survey (Talis II)	800.000	MON-EA	20	40.000	75%	N/A	AGR/DEC
5.55	Secondary analysis TALIS I (Teachers)	60.000	PP	1	60.000	100%	avr-11	
5.60	European Lifelong Learning Platform EUCIS	200.000	MON	1	200.000	90%	N/A	AGR
5.65	Cross curricula competence pilot test	300.000	MON-EA	8	37.500	80%	N/A	AGR/DEC
5.70	Cross curricula competence coordination	150.000	PP	1	150.000	100%	mai-11	
5.75	Matching and anticipating skill needs through cooperation between world of education and work	800.000	PP	1	800.000	100%		
5.80	LLL policies and partnerships at national, regional and local level	800.000	APEA	3	266.667	75%	oct-10	AGR/DEC
5.85	New skills for new jobs	500.000	APEA	3	166.667	75%	oct-10	AGR
	Subtotal	31.682.543						

WPI (*)	Lifelong Learning Programme	Total Budget	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 (****)
	Key Activity 2: Language Learning							
6.10	Multilateral projects: new language materials / online courses / awareness raising	7.100.000	APEA	20	355.000	75%	oct-10	AGR
6.20	Networks	2.068.000	APEA	5	413.600	75%	oct-10	AGR
6.30	Accompanying measures	350.000	APEA	3	116.667	75%	oct-10	AGR
6.40	Information campaigns and awareness-raising activities	1.865.000	PP	30	62.167	100%	mars-11	
6.50	Immersion language courses	1.000.000	PP-EA	1	1.000.000	100%	janv-11	
6.55	Prix Europa	85.000	MON	1	85.000	75%	N/A	AGR
6.60	Studies and conferences	150.000	PP-EA	1	150.000	100%	mars-11	
	Subtotal	12.618.000						
	Key Activity 3: ICT							
7.10	Multilateral projects	7.100.000	APEA	16	443.750	75%	oct-10	AGR
7.20	Networks	2.550.000	APEA	6	425.000	75%	oct-10	AGR
	Subtotal	9.650.000						
	Key Activity 4: Dissemination and Exploitation of Results							
8.10	Multilateral projects	1.500.000	APAE	5	300.000	75%	oct-10	AGR
8.20	Thematic networking	1.600.000	APC	4	400.000	85%	juin-11	AGR
	Subtotal	3.100.000						

Programme Jean Monnet								
Key Activity 1: Jean Monnet Action - Art. 3.3(a)								
9.10	Unilateral projects: Jean Monnet Chairs, Centres of Excellence and Modules	4.000.000	APEA	120	33.333	75%	oct-10	AGR/DEC
9.20	Unilateral projects: Associations of Professors and Researchers	66.000	APEA	3	22.000	75%	oct-10	AGR/DEC
9.30	Unilateral projects: Information and research activities	1.104.000	APEA	35	31.543	75%	oct-10	AGR/DEC
9.40	Multilateral projects: Research groups	225.000	APEA	3	75.000	75%	oct-10	AGR/DEC
Sub total		5.395.000						
Key Activity 2: operating grants to support specified institutions - Art. 3.3(b)								
10.10	College of Europe, Bruges & Natolin	5.355.000	D	2	2.677.500	80%	N/A	AGR
10.20	European University Institute, Florence	7.784.000	D	1	7.784.000	80%	N/A	AGR
10.30	Academy of European Law, Trier	1.790.000	D	1	1.790.000	80%	N/A	AGR
10.40	Institute of Public Administration, Maastricht	949.000	D	1	949.000	80%	N/A	AGR
10.50	Special Needs Agency, Middelfart	868.000	D	1	868.000	80%	N/A	AGR
10.60	CIFE, Nice	2.306.000	D	1	2.306.000	80%	N/A	AGR
Sub total		19.052.000						
Key Activity 3: operating grants to support other institutions and associations - Art. 3.3(c)								
11.10	Associations active in the field of education and training	1.700.000	APEA	17	100.000	75%	oct-10	AGR
Sub total		1.700.000						
Reserve		5.717						
Total		1.136.530.000						

Decentralised funds	964.764.283	84,89%
Centralised funds - general call	100.048.000	8,80%
Operating grants	37.915.000	3,34%
Other specific calls and procurements	33.802.717	2,97%
Total	1.136.530.000	

(*) WPI: Work Programme Index
(**) Estimate
(***) 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

Appendix 3

Country	E-Twinning National Support Services	Eurydice National Units	Euroguidance	Europass	EQF National Coordination Points
Belgique/Belgie – BE	224.000		81.000	81.000	80.000
Bulgaria – BG	126.000		45.000	48.000	65.000
Ceska Republika – CZ	249.000		77.000	81.000	80.000
Danmark – DK	152.000		73.000	72.000	70.000
Deutschland – DE	920.000		160.000	136.000	112.000
Eesti – EE	93.000		45.000	54.000	60.000
Ellas – EL	245.000		81.000	65.000	70.000
Espana –ES	630.000		100.000	85.000	80.000
France – FR	952.000		112.000	119.000	90.000
Ireland – IE	133.000		45.000	60.000	105.000
Italia – IT	835.000		100.000	113.000	105.000
Kypros – CY	86.000		27.000	44.000	45.000
Latvija – LV	115.000		45.000	54.000	60.000
Lietuva – LT	123.000		45.000	61.000	60.000
Luxembourg – LU	79.000		27.000	30.000	45.000
Magyarország – HU	183.000		81.000	81.000	75.000
Malta – MT	79.000		27.000	25.000	50.000
Nederland – NL	249.000		81.000	80.000	90.000
Oesterreich – AT	168.000		81.000	82.000	80.000
Polska – PL	529.000		88.000	98.000	90.000
Portugal – PT	232.000		70.000	44.000	80.000
Romania – RO	312.000		40.000	50.000	65.000
Slovenija –SI	99.000		54.000	34.000	58.000
Slovensko –SK	159.000		40.000	40.000	60.000
Suomi – FI	152.000		76.000	72.000	70.000
Sverige – SE	212.000		81.000	55.000	80.000
United Kingdom – UK	999.000		140.000	129.000	105.000
Island – IS	84.000		36.000	47.000	50.000
Liechtenstein – LI	0			0	
Norway – NO	145.000		54.000	55.000	70.000
Turkey - TK	300.000		43.000	60.000	85.000
Switzerland - CH	120.000				
Croatia - HR	80.000		45.000	45.000	65.000
Total	9.064.000	0	2.100.000	2.100.000	2.300.000

APPENDIX 4

LUMP SUMS AND FLAT-RATE FINANCING AUTHORISED FOR 2011 AND 2012 FOR THE LIFELONG LEARNING PROGRAMME (LLP)

1. JUSTIFICATION FOR HAVING RECOURSE TO LUMP SUMS AND FLAT-RATE FINANCING UNDER 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 (LLP) are particularly well suited to this approach, involving a large number of low-value grants of a recurring nature.

The mobility and partnership actions are similar in nature across the LLP, involving a homogenous structure and level of costs. Moreover, the Union 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.

Having signed their Memorandum of Understanding for their full participation in the Lifelong Learning Programme, Switzerland and Croatia will take part in the Programme as from 2011. On the other hand, new countries participate in the Comenius pupil mobility action. This Appendix complements the work programme C(2009)7734 adopted on 14 October 2009, allowing the new participating countries to benefit from flat-rate and lump sum financing. Both the method of calculation and the justification of the amounts remain unchanged, and are explained in the 2010 annual work programme. The flat-rates and lump sums proposed under points Table 1a; 1b; 1c; 3a; 5a and 5b will be valid during 2011.

Table 1a: Lifelong Learning Programme - Mobility - Subsistence - Maximum rates (in €) per host country and duration of stay. (For Erasmus student mobility see Table 1b)

	Excluding travel and visa costs									Including travel and visa costs	
	Total amount first week						Total amount		Additional amount per week (wks 3 - 12)*	Total amount for 13 full weeks **	Additional amount per week (wks 14 - 45)*
	1 day	2 days	3 days	4 days	5 days	6 days	One week (7 days)	Two weeks			
BE	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
BG	120	240	360	480	600	720	840	1.176	134	2.986	134
CZ	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
DK	240	480	720	960	1.200	1.440	1.680	2.352	269	5.983	269
DE	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
EE	150	300	450	600	750	900	1.050	1.470	168	3.738	168
EL	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
ES	180	360	540	720	900	1.080	1.260	1.764	202	4.490	202
FR	200	400	600	800	1.000	1.200	1.400	1.960	224	4.984	224
IE	210	420	630	840	1.050	1.260	1.470	2.058	235	5.231	235
IT	190	380	570	760	950	1.140	1.330	1.862	213	4.737	213
CY	150	300	450	600	750	900	1.050	1.470	168	3.738	168
LV	150	300	450	600	750	900	1.050	1.470	168	3.738	168
LT	130	260	390	520	650	780	910	1.274	146	3.244	146
LU	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
HU	160	320	480	640	800	960	1.120	1.568	179	3.985	179
MT	150	300	450	600	750	900	1.050	1.470	168	3.738	168
NL	190	380	570	760	950	1.140	1.330	1.862	213	4.737	213
AT	190	380	570	760	950	1.140	1.330	1.862	213	4.737	213
PL	160	320	480	640	800	960	1.120	1.568	179	3.985	179
PT	160	320	480	640	800	960	1.120	1.568	179	3.985	179
RO	130	260	390	520	650	780	910	1.274	146	3.244	146

	Excluding travel and visa costs									Including travel and visa costs	
	Total amount first week						Total amount		Additional amount per week (wks 3 - 12)*	Total amount for 13 full weeks **	Additional amount per week (wks 14 - 45)*
SI	160	320	480	640	800	960	1.120	1.568	179	3.985	179
SK	150	300	450	600	750	900	1.050	1.470	168	3.738	168
FI	210	420	630	840	1.050	1.260	1.470	2.058	235	5.231	235
SE	200	400	600	800	1.000	1.200	1.400	1.960	224	4.984	224
UK	220	440	660	880	1.100	1.320	1.540	2.156	246	5.478	246
IS	170	340	510	680	850	1.020	1.190	1.666	190	4.232	190
LI	220	440	660	880	1.100	1.320	1.540	2.156	246	5.478	246
NO	250	500	750	1.000	1.250	1.500	1.750	2.450	280	6.230	280
CH	220	440	660	880	1.100	1.320	1.540	2.156	246	5.478	246
HR	160	320	480	640	800	960	1.120	1.568	181	4.033	181
TR	140	280	420	560	700	840	980	1.372	157	3.491	157

* For weeks 3-12 and 14-45, additional full weeks are counted on the basis of the amount indicated in the columns 'Additional amount for weeks 3-12 and 14-45'.

** This includes a special amount covering travel and visa costs as they are included from week 13 onwards.

The calculation method for an "incomplete" week is the number of additional days multiplied with 1/7 of the amount indicated in the columns 'Additional amount per week' for weeks 3-12 and 14-45. An exception is made for the second incomplete week for which the basis for calculation is the number of additional days multiplied by 1/7 of the difference between the amounts for one week and two weeks.

In the case of a stay with duration between 12 and 13 weeks (i.e. an incomplete 13th week) the basis for calculation will be the amount due for 12 weeks increased by 1/7 of the amount indicated in the columns 'Additional amount per week' for each additional day. The total amount thus obtained will be considered excluding travel and visa costs.

Table 1b: Lifelong Learning Programme - Erasmus – Student Mobility Subsistence - Maximum rates (in €) per host country including travel³⁴

HOST COUNTRY	Monthly rate
Belgique/Belgie – BE	640
Balgarija – BG	448
Česká republika – CZ	627
Danemark – DK	890
Deutschland – DE	634
Eesti – EE	544
Ellas – EL	608
España – ES	653
France – FR	742
Eire/Ireland – IE	781
Italia – IT	717
Kypros – CY	570
Latvija – LV	544
Lietuva – LT	486

³⁴ For Erasmus Intensive Programmes, these rates do not include travel cost which can be (partially) reimbursed based on real cost.

Luxembourg – LU	640
Magyarország – HU	602
Malta – MT	544
Nederland – NL	698
Österreich – AT	691
Polska – PL	602
Portugal – PT	589

HOST COUNTRY	Monthly rate
Romania – RO	480
Slovenija – SI	576
Slovensko – SK	557
Suomi/Finland – FI	768
Sverige – SE	736
United Kingdom – UK	806
Island – IS	621
Liechtenstein – LI	826
Norge – NO	909
Schweiz/Suisse/Svizzera /Svizra – CH	826
Hrvatska – HR	595
Türkiye – TR	499

Table 1c: Monthly allowances for Comenius pupil mobility action (per hosting country)

Country	1st month	Further months
Belgium - BE	175	105
Ceska republika - CZ	172	103
Danmark - DK	243	146
Eesti – EE	149	89
España - ES	179	107
France - FR	203	122
Italia – IT	196	118
Latvija - LV	149	89
Luxembourg - LU	175	105
Oesterreich - AT	189	113
Poland	165	99
Slovakia	152	91
Slovenia	158	95
Suomi/Finland - FI	210	126
Sverige - SE	201	121
Liechtenstein – LI	226	135
Norge - NO	249	149

Table 3a: Erasmus and Grundtvig - Maximum lump sum amounts (in €) for organising Erasmus Intensive Language Courses (EILC) and Intensive Programmes (IP) and Grundtvig Workshops

Country			Erasmus EILC	Erasmus IP and Grundtvig Workshops
Belgique/Belgie	BE	Belgium	6.160	7.180
Balgarija	BG	Bulgaria	4.310	5.030
Česká republika	CZ	Czech Republic	6.040	7.040
Danemark	DK	Denmark	8.560	9.980
Deutschland	DE	Germany	6.100	7.110
Eesti	EE	Estonia	5.240	6.100
Ellas	EL	Greece	5.850	6.820
España	ES	Spain	6.280	7.320
France	FR	France	7.150	8.330
Eire	IE	Ireland	7.520	8.760
Italia	IT	Italy	6.900	8.040
Kypros	CY	Cyprus	5.480	6.390
Latvija	LV	Latvia	5.240	6.100
Lietuva	LT	Lithuania	4.680	5.460
Luxembourg	LU	Luxembourg	6.160	7.180
Magyarország	HU	Hungary	5.790	6.750
Malta	MT	Malta	5.240	6.100
Nederland	NL	Netherlands	6.710	7.830
Österreich	AT	Austria	6.650	7.750
Polska	PL	Poland	5.790	6.750
Portugal	PT	Portugal	5.670	6.610

Country			Erasmus EILC	Erasmus IP and Grundtvig Workshops
Romania	RO	Romania	4.620	5.380
Slovenia	SI	Slovenia	5.540	6.460
Slovensko	SK	Slovakia	5.360	6.250
Suomi/Finland	FI	Finland	7.390	8.620
Sverige	SE	Sweden	7.080	8.260
United Kingdom	GB	United Kingdom	7.760	9.050
Island	IS	Iceland	5.970	6.960
Liechtenstein	LI	Liechtenstein	7.950	9.260
Norge	NO	Norway	8.750	10.200
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	7.950	9.260
Hrvatska	HR	Croatia	5.750	6.700
Türkiye	TR	Turkey	4.800	5.600

Table 5a: Maximum eligible daily rates (in €) for Staff costs – Multilateral Projects, Networks, Accompanying measures, Studies and Comparative Research

Country			Manager	Researcher Teacher Trainer	Technical	Administrative
Belgique/Belgie	BE	Belgium	380	325	263	205
Balgarija	BG	Bulgaria	84	75	58	39
Česká republika	CZ	Czech Republic	138	138	100	72
Danemark	DK	Denmark	497	425	346	271
Deutschland	DE	Germany	356	309	248	191
Eesti	EE	Estonia	102	94	66	46
Ellas	EL	Greece	280	239	196	152
España	ES	Spain	287	258	198	139
France	FR	France	423	358	234	179
Eire	IE	Ireland	386	336	280	205
Italia	IT	Italy	568	332	225	187
Kypros	CY	Cyprus	335	294	182	124
Latvija	LV	Latvia	101	82	65	44
Lietuva	LT	Lithuania	90	77	59	41
Luxembourg	LU	Luxembourg	508	436	353	275
Magyarország	HU	Hungary	123	108	81	46
Malta	MT	Malta	136	123	96	68
Nederland	NL	Netherlands	388	339	269	211
Österreich	AT	Austria	420	324	241	199
Polska	PL	Poland	130	107	83	61
Portugal	PT	Portugal	182	160	118	78
Romania	RO	Romania	155	119	93	59
Slovenia	SI	Slovenia	252	227	183	115
Slovenská republika	SK	Slovakia	151	122	108	88

Country			Manager	Researcher Teacher Trainer	Technical	Administrative
Suomi/Finland	FI	Finland	374	268	221	185
Sverige	SE	Sweden	443	379	312	240
United Kingdom	GB	United Kingdom	412	389	273	197
Island	IS	Iceland	460	419	361	232
Liechtenstein	LI	Liechtenstein	414	339	263	208
Norge	NO	Norway	529	459	375	283
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	392	322	249	198
Hrvatska	HR	Croatia	266	240	193	121
Türkiye	TR	Turkey	176	112	74	47

Table 5b: Maximum eligible daily rates (in €) for Subsistence costs for Multilateral Projects, Networks, Accompanying measures, Studies and Comparative Research

Country			Daily rates (€)
Belgique/Belgie	BE	Belgium	232
Balgarija	BG	Bulgaria	227
Česká republika	CZ	Czech Republic	230
Danemark	DK	Denmark	270
Deutschland	DE	Germany	208
Eesti	EE	Estonia	181
Ellas	EL	Greece	222
España	ES	Spain	212
France	FR	France	245
Eire	IE	Ireland	254
Italia	IT	Italy	230
Kypros	CY	Cyprus	238
Latvija	LV	Latvia	211
Lietuva	LT	Lithuania	183
Luxembourg	LU	Luxembourg	237
Magyarország	HU	Hungary	222
Malta	MT	Malta	205
Nederland	NL	Netherlands	263
Österreich	AT	Austria	225
Polska	PL	Poland	217
Portugal	PT	Portugal	204
Romania	RO	Romania	222

Country			Daily rates (€)
Slovenia	SI	Slovenia	180
Slovenská republika	SK	Slovakia	205
Suomi/Finland	FI	Finland	244
Sverige	SE	Sweden	257
United Kingdom	GB	United Kingdom	276
Island	IS	Iceland	245
Liechtenstein	LI	Liechtenstein	175
Norge	NO	Norway	220
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	254
Hrvatska - HR	HR	Croatia	222
Türkiye	TR	Turkey	220

Table 6: Flat rate financing for the 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, flat-rate financing has been introduced in 2009, which has to be updated for years 2011 and 2012 (see below).

Country	Flat-rate (€)
Belgique/Belgie - BE	38.627
Bulgaria- BG	11.186
Ceska Republika - CZ	24.890
Danmark - DK	40.033
Deutschland - DE	36.043
Eesti - EE	21.260
Ellas - EL	27.768

Espana -ES	32.053
France - FR	35.095
Ireland - IE	45.528
Italia - IT	32.511
Kypros - CY	28.880
Latvija - LV	17.106
Lithuania - LT	17.989
Luxembourg - LU	45.855
Magyarország - HU	20.802
Malta - MT	22.797
Nederland - NL	41.244
Oesterreich - AT	40.295
Polska - PL	16.713
Portugal - PT	22.829
Rumania- RO	11.709

Country	Flat-rate (€)
Slovenija -SI	27.343
Slovensko -SK	19.428
Suomi - FI	36.992
Sverige - SE	37.940
United Kingdom - UK	38.333
Island - IS	42.650
Liechtenstein - LI**	42.225
Norge - NO	45.855
Turkey - TR	9.223
Switzerland - CH	42.225
Croatia - HR	16.026
FYR Macedonia - FYROM	8.569

Calculation method:

The amount of € 32.707 (basis for calculating the flat-rate of each country for the period 2009-2010) has been indexed by 6% (2x3%), taking into account the average inflation rate of the last 2 years available (2007: 2,3% and 2008: 3,7%) = € 34.669

The new basis amount for 2011 and 2012 is indexed with GDP per capita in PPS (Purchasing Power Standards) applicable to the countries concerned.

Specific arrangements for some countries: Luxembourg; Norway, Switzerland and Lichtenstein.

Due to the specific economic structure of the mentioned countries, the index has been adjusted in the following way: The rate that has been applied is that of Ireland -the country with the highest rate and not characterised by a preponderant financial sector -plus one percent point (1%) The same principle was applied at the time that flat-rates currently in use were calculated.