



European
Commission

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

C(2013)1787 of 27 March 2013

SUMMARY

Commission Implementing Decision on amending Commission Implementing Decision C(2012) 5363 of 2 August 2012 on the 2013 annual work programme on grants and contracts for the “Lifelong Learning Programme”

Under Article 84 of the Financial Regulation, the commitment of the expenditure shall be preceded by a financing decision adopted by the Commission. Under Article 128.1 of the Financial Regulation, grants are subject to an annual programme. The annual work programme on grants and contracts for the "Lifelong Learning Programme" for 2013 has been adopted by Decision C (2012)5363 of 2 August 2012.

The attached Commission Implementing Decision amends Decision C (2012)5363 in order to modify existing actions and to cover additional actions of the "Lifelong Learning Programme" for 2013. The total expenditure foreseen under the 2013 amended work programme on budget line 15.02.22 has been increased to € 1,395,926,941.

The changes include in particular:

A) Revision of centralised actions

- The budget for *eTwinning CSS* (point 1.50), *Studies and conferences for: Comenius programme* (point 1.70), *Leonardo da Vinci programme* (point 3.50), *Grundtvig programme* (point 4.50), *Transversal programme KA 1* (point 5.96), as well as for *Education and training experts framework contract* ((point 5.35) and *Preparation for implementation of the Erasmus for All Programme* (point 12.30) has been decreased.
- The budget proposed for *National Teams of ECVET Experts* has been reduced (point 3.70) - and the period covered by this action, from two years to one year - given that support for these experts should be integrated in National Agency grant agreements in the "Erasmus for All" programme.
- Within *the transversal programme KA1*, the amount of €200,000 is moved from the *PIAAC survey* (point 5.40) to the *Co-operation with OECD on PIAAC portal* (point 5.41).
- The budget for *Erasmus Multilateral projects* (point 2.20), *Comenius Pupil mobility insurance* (point 1.90) and *Jean Monnet institutions* (points 10.10 to 10.60) has been increased.

Furthermore, the following actions have been deleted:

- *Multidimensional ranking framework* (point 2.65);
- *A European Qualifications Framework national coordination points* (point 5.05 and the EQF country distribution in Appendix 3);
- *Sector skills council for the learning sector* (point 5.85);

- *Studies and comparative research* for Transversal programme (point 5.02);
- *Studies and conferences for KA3: ICT* (point 7.30);
- *Pilot survey on mobility in initial vocational education and training* (point 5.65),

and the following new actions are introduced:

- *A Call for proposals on a European network of national literacy organisations* for Comenius programme, postponed from the 2012 LLP Work Programme – revision 2 to 2013 (point 1.85);
- The *ECVET experts meeting* for Leonardo da Vinci programme (point 3.51),

and under the Transversal programme:

- *Support to development activities related to the European Qualifications Network (EQF)* (point 5.06);
- *New activities relating to setting up or developing national databases for learning opportunities* (point 5.22);
- The *International Civic and Citizenship Education Study (ICCS 2016)*(point 5.46);
- A new *European-wide OER Graduate Network* (point 5.66);
- *Testing of administrative data collection on credit mobility in higher education* within the existing action *Learning mobility module in household surveys for transversal programme* (point 5.67);
- The actions on *Co-operation with the Council of Europe on educational aspects of "Human Rights and Democracy in Action"*(point 5.94) and on *Co-operation with OECD on a framework for entrepreneurship education in VET and school* (point 5.43), both implemented as "joint management" actions;
- *Preparation of report on progress in the post Bologna Process: Data collection and computation of indicators* (point 5.68);
- *Methodological development for collecting data on completion rate and average duration of higher education* (point 5.69);
- The supplements were added to the budget of the European Agency for Development in Special Needs Education (Middelfart) (point 10.50) and to the Multilateral Projects and Networks: Promoting the integration of Roma in and through education(point 5.90),

and, under the Key Activity 4:

- A new Call for proposals, restricted to Lifelong Learning National Agencies, will be launched on Thematic Networking on work based learning and apprenticeships undertaken under the Leonardo da Vinci and Erasmus programmes (point 8.20).

B) Revision of decentralised funds

The increase of budget for the Comenius Individual Pupil Mobility action (point 1.10), Erasmus: 10m€ (point 2.10), Leonardo da Vinci: 20m€ (point 3.10). The country distribution is provided in Appendix 2 is modified accordingly.

C) Other modifications

Other minor modifications include:

- The description of: Priorities of the Programme (point 1.2. of Annex 1);
- Scope of cross-sub delegation given to EUROSTAT (point 4.);
- KA2: Language Learning (4.1.1.);
- PIAAC survey (4.2.2.);
- Studies, conferences and other activities on higher education mobility and policy (point 4.6.4.);
- Administrative arrangement with the IPTS (point 4.6.13.);
- Information and awareness-raising activities, studies and conferences in the field of multilingualism (point 4.6.18.) have been amended.

RÉSUMÉ

Décision d'exécution de la Commission modifiant la décision d'exécution C(2012) 5363 de la Commission du 2 août 2012 relative au programme de travail annuel pour 2013 en matière de subventions et de marchés au titre du «Programme pour l'éducation et la formation tout au long de la vie»

L'article 84 du règlement financier prévoit que l'engagement de toute dépense est précédé d'une décision de financement adoptée par la Commission. L'article 128, paragraphe 1, dudit règlement dispose que les subventions font l'objet d'une programmation annuelle. Le 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 l'année 2013 a été adopté par la décision C(2012) 5363 du 2 août 2012.

La décision d'exécution ci-jointe de la Commission modifie la décision C(2012) 5363 afin d'apporter des modifications aux actions existantes et de couvrir des actions supplémentaires du «Programme pour l'éducation et la formation tout au long de la vie» en 2013. Le total des dépenses prévues dans le cadre du programme de travail 2013 modifié concernant la ligne budgétaire 15.02.22 a été porté à 1 395 926 941 euros.

Ces modifications comprennent notamment:

A) Révision des actions centralisées

- Le budget alloué à *eTwinning CSS* (point 1.50), aux *études et conférences* des programmes *Comenius* (point 1.70), *Leonardo da Vinci* (point 3.50) et *Grundtvig* (point 4.50), à l'*activité clé n° 1* du *programme transversal*, (point 5.96), ainsi qu'au *contrat-cadre des experts en éducation et en formation* (point 5.35) et à la *préparation de la mise en œuvre du programme Erasmus pour tous* (point 12.30) a été revu à la baisse.
- Le budget proposé pour les *équipes nationales d'experts ECVET* a été réduit (point 3.70), tout comme la période couverte par cette action (qui passe de deux années à un an), étant donné que l'aide accordée à ces experts devrait être intégrée aux conventions de subvention conclues avec les agences nationales au titre du programme «Erasmus pour tous».
- Dans le cadre de l'*activité clé n° 1* du *programme transversal*, un montant de 200 000 EUR est transféré de l'*étude PIACC* (point 5.40) vers la *coopération avec l'OCDE concernant le portail PIACC* (point 5.41).
- Le budget alloué aux *projets multilatéraux Erasmus* (point 2.20), à l'assurance mobilité destinée aux *élèves participant à l'action Comenius* (point 1.90) et aux *institutions Jean Monnet* (points 10.10 à 10.60) a été revu à la hausse.

Par ailleurs, les actions suivantes ont été supprimées:

- le *cadre pour un classement multidimensionnel* (point 2.65);

- les *points de coordination nationaux du cadre européen commun des certifications (CEC)* (point 5.05 et répartition du CEC par pays à l'appendice 3);
- le *Conseil des qualifications pour le secteur de l'éducation et de la formation* (point 5.85);
- les *études et recherches comparatives* du programme transversal (point 5.02);
- les *études et conférences pour l'activité clé n° 3: TIC* (point 7.30);
- l'*étude pilote sur la mobilité dans l'enseignement et la formation professionnels* (point 5.65).

En revanche, de nouvelles actions ont été introduites:

- dans le cadre du programme Comenius, un *appel à propositions pour un réseau européen des organismes nationaux œuvrant contre l'illettrisme*, initialement prévu dans le programme de travail EFTLV (révision 2) et reporté à 2013 (point 1.85);
- les *réunions des experts ECVET* dans le cadre du programme Leonardo da Vinci (point 3.51);

et, au titre du programme transversal:

- le *soutien aux activités de développement liées au cadre européen des certifications (CEC)* (point 5.06);
- les *nouvelles activités liées à la création et au développement de bases de données nationales sur les possibilités d'apprentissage* (point 5.22);
- l'*étude internationale sur l'éducation civique et à la citoyenneté (ICCS 2016)* (point 5.46);
- un *nouveau réseau européen de chercheurs spécialisés dans les ressources éducatives libres (OER Graduate Network)* (point 5.66);
- l'*expérimentation de la collecte de données administratives sur la mobilité des crédits dans l'enseignement supérieur*, dans le cadre de l'action actuelle en faveur du *module de mobilité dans l'enseignement dans les enquêtes auprès des ménages, pour le programme transversal* (point 5.67);
- des actions de *coopération avec le Conseil de l'Europe sur le thème de l'éducation aux droits de l'homme et à la démocratie en action* (point 5.94) et avec l'*OCDE sur un cadre pour l'éducation à l'esprit d'entreprise dans l'enseignement et la formation professionnels et les écoles* (point 5.43), menées dans les deux cas en tant qu'actions de «gestion conjointe»;
- l'*élaboration d'un rapport sur l'état d'avancement du processus post-Bologne: collecte des données et calcul des indicateurs* (point 5.68);
- le *développement de méthodes de collecte des données sur les taux de réussite et la durée moyenne des études supérieures* (point 5.69);

- des suppléments ont été ajoutés au budget de l'Agence européenne pour le développement de l'éducation des personnes à besoins spécifiques (Middelfart) (point 10.50), ainsi qu'aux projets et réseaux multilatéraux: promotion de l'intégration des Roms par et dans l'éducation (point 5.90),

et, au titre de l'activité clé n° 4:

- un nouvel appel à propositions, restreint aux agences nationales du «Programme pour l'éducation et la formation tout au long de la vie» sera lancé dans le domaine de la mise en réseau thématique sur l'éducation et l'apprentissage en milieu professionnel dans le cadre des programmes Leonardo da Vinci et Erasmus (point 8.20).

B) Révision des fonds décentralisés

Augmentation du budget de l'action Comenius en faveur de la mobilité individuelle des élèves (point 1.10), du programme Erasmus (10 millions d'euros, point 2.10) et du programme Leonardo da Vinci (20 millions d'euros, point 3.10). La répartition par pays, précisée à l'appendice 2, est modifiée en conséquence.

C) Autres modifications

Parmi les autres modifications mineures, il convient de citer:

- la description des priorités du programme (point 1.2 de l'annexe 1);
- la portée de la subdélégation croisée à EUROSTAT (point 4);
- l'activité clé n° 2: l'apprentissage des langues (4.1.1);
- l'étude PEICA (4.2.2);
- les études, conférences et autres activités concernant la mobilité et les politiques dans le domaine de l'enseignement supérieur (point 4.6.4);
- les arrangements administratifs concernant l'IPTS (point 4.6.13);
- les activités d'information et de sensibilisation, les études et les conférences dans le domaine du multilinguisme (point 4.6.18).

ZUSAMMENFASSUNG

Durchführungsbeschluss der Kommission zur Änderung des Durchführungsbeschlusses C(2012) 5363 der Kommission vom 2. August 2012 zur Annahme des Jahresarbeitsprogramms 2013 für Finanzhilfen und öffentliche Aufträge im Rahmen des „Programms für lebenslanges Lernen“

Gemäß Artikel 84 der Haushaltsordnung geht jeder Ausgabe ein Finanzierungsbeschluss der Kommission voraus. Gemäß Artikel 128 Absatz 1 der Haushaltsordnung werden Finanzhilfen in ein Jahresarbeitsprogramm aufgenommen. Das Jahresarbeitsprogramm 2013 für Finanzhilfen und öffentliche Aufträge im Rahmen des „Programms für lebenslanges Lernen“ wurde mit dem Beschluss C(2012) 5363 vom 2. August 2012 angenommen.

Mit dem beigegeführten Durchführungsbeschluss der Kommission wird der Beschluss C(2012) 5363 geändert, um bereits im „Programm für lebenslanges Lernen“ für 2013 vorgesehene Maßnahmen anzupassen und um zusätzliche Maßnahmen aufzunehmen. Die im Rahmen des geänderten Arbeitsprogramms 2013 auf Grundlage der Haushaltslinie 15 02 22 für 2013 insgesamt vorgesehenen Mittel werden auf 1 395 926 941 EUR aufgestockt.

Die Änderungen betreffen insbesondere Folgendes:

A) Anpassung der zentral verwalteten Maßnahmen

- Der Haushalt für *eTwinning CSS* (Nummer 1.50), für *Studien und Konferenzen* im Rahmen der *Programme Comenius* (Nummer 1.70), *Leonardo da Vinci* (Nummer 3.50), *Grundtvig* (Nummer 4.50), und des *Querschnittsprogramms/Schwerpunktaktivität 1* (Nummer 5.96), für den Rahmenvertrag für Experten im Bereich der allgemeinen und beruflichen Bildung (Nummer 5.35) sowie für die *Vorbereitung der Durchführung des Programms „Erasmus für alle“* (Nummer 12.30) wurde gekürzt.
- Die für die *Nationalen Teams von ECVET-Experten* veranschlagten Mittel wurden gesenkt (Nummer 3.70) – und der Zeitraum der Maßnahme von zwei Jahren auf ein Jahr gekürzt –, da die Unterstützung dieser Experten während der Laufzeit des Programms „Erasmus für alle“ in die mit den nationalen Agenturen geschlossenen Finanzhilfvereinbarungen aufgenommen werden sollte.
- Im Rahmen des *Querschnittsprogramms/Schwerpunktaktivität 1* wurde ein Betrag von 200 000 EUR von der *PIAAC-Erhebung* (Nummer 5.40) auf die *Zusammenarbeit mit der OECD beim PIAAC-Portal* (Nummer 5.41) übertragen.
- Der Haushalt für *multilaterale Erasmus-Projekte* (Nummer 2.20), die Versicherung der Schülermobilität im Rahmen von *Comenius* (Nummer 1.90) und die *Jean-Monnet*-Einrichtungen (Nummer 10.10 bis 10.60) wurde erhöht.

Darüber hinaus wurden folgende Maßnahmen gestrichen:

- *mehrdimensionales Ranking* (Nummer 2.65);

- *nationale Koordinierungsstellen des Europäischen Qualifikationsrahmens* (Nummer 5.05 und länderbezogene Zuweisung im Zusammenhang mit dem EQR in Anhang 3);
- *Qualifikationsrat für den Bildungssektor* (Nummer 5.85);
- *Studien und vergleichende Untersuchungen* im Zusammenhang mit dem Querschnittsprogramm (Nummer 5.02);
- *Studien und Konferenzen zu Schwerpunktaktivität 3: IKT* (Nummer 7.30);
- *Piloterhebung zur Mobilität in der beruflichen Erstausbildung und Weiterbildung* (Nummer 5.65);

und folgende neue Maßnahmen werden eingeführt:

- *Aufforderung zur Einreichung von Vorschlägen für ein „europäisches Netz nationaler Alphabetisierungsorganisationen“* im Rahmen des Programms Comenius, die vom Arbeitsprogramm 2012 für lebenslanges Lernen (2. geänderte Fassung) in das Arbeitsprogramm 2013 verlegt wird (Nummer 1.85);
- *Sitzung der ECVET-Experten* zum Programm Leonardo da Vinci (Nummer 3.51.);

sowie im Rahmen des Querschnittsprogramms:

- *Förderung von Entwicklungsmaßnahmen im Zusammenhang mit dem europäischen Qualifikationsrahmen (EQR)* (Nummer 5.06);
- *neue Maßnahmen zur Einrichtung oder zum Ausbau nationaler Datenbanken für Lernangebote* (Nummer 5.22);
- *International Civic and Citizenship Education Study (ICCS 2016)* (internationale Studie zu staatsbürgerlicher Bildung) (Nummer 5.46);
- *neues europaweites OER-Graduiertennetz (OER: freie Lern- und Lehrmaterialien)* (Nummer 5.66);
- *Tests der Erhebung von Verwaltungsdaten über die Mobilität beim Erwerb von Leistungspunkten in der Hochschulbildung* im Rahmen der bestehenden Maßnahme *Unterstützung des Lernmobilitätsmoduls in Haushaltsumfragen im Zusammenhang mit dem Querschnittsprogramm* (Nummer 5.67);
- *Maßnahmen zur Zusammenarbeit mit dem Europarat über Bildungsaspekte in Bezug auf „Menschenrechte und Demokratie in Aktion“* (Nummer 5.94) und zur *Zusammenarbeit mit der OECD im Hinblick auf einen Rahmen für Bildungsmaßnahmen zur Entwicklung des Unternehmergeists in der Schule und in der beruflichen Aus- und Weiterbildung* (Nummer 5.43), die beide als Maßnahmen mit „gemeinsamer Verwaltung“ geplant sind;
- *Bericht über die Fortschritte im Anschluss an die Bologna-Reformen: Datenerhebung und Ermittlung von Indikatoren* (Nummer 5.68);

- *Entwicklung einer Methode zur Erhebung von Daten über die Abschlussquote und die durchschnittliche Dauer der Hochschulbildung* (Nummer 5.69);
- die zusätzlichen Mittel wurden zum Haushalt der europäischen Agentur für Entwicklungen in der sonderpädagogischen Förderung (Middelfart) (Nummer 10.50) und zu den multilateralen Projekte und Netzen hinzugefügt: Förderung der Eingliederung von Roma in die und durch die Bildung (Nummer 5.90);

und unter Schwerpunktaktivität 4:

- neue auf die nationalen Agenturen des Programms für lebenslanges Lernen beschränkte Aufforderung zur Einreichung von Vorschlägen zu Thematischen Netzen zu berufspraktischem Lernen und Ausbildungen im Rahmen der Programme Leonardo da Vinci und Erasmus (Nummer 8.20).

B) Anpassung der dezentralen Mittel

Erhöhung der Mittel für die Comenius-Maßnahme „Individuelle Schülermobilität“ (Nummer 1.10), Erasmus: 10 Mio. EUR (Nummer 2.10), Leonardo da Vinci: 20 Mio. EUR (Nummer 3.10). Die Aufteilung auf die Länder in Anhang 2 wurde entsprechend geändert.

C) Sonstige Änderungen

Weitere geringfügige Änderungen:

- Beschreibung der Prioritäten des Programms (Nummer 1.2 von Anhang 1);
- Umfang der Weiterübertragung von Befugnissen an EUROSTAT (Nummer 4);
- Schwerpunktaktivität 2: Sprachenlernen (Nummer 4.1.1.);
- PIAAC-Erhebung (Nummer 4.2.2.);
- Studien, Konferenzen und sonstige Maßnahmen bezüglich Hochschulmobilität und -politik (Nummer 4.6.4);
- Verwaltungsvereinbarungen mit dem Institut für technologische Zukunftsforschung (IPTF) (Nummer 4.6.13.);
- Informations- und Sensibilisierungsmaßnahmen sowie Studien und Konferenzen im Bereich Mehrsprachigkeit (Nummer 4.6.18.).

Durchführungsbeschluss C(2012) 5363 der Kommission vom 2. August 2012 angenommen.

- (4) Der genannte Durchführungsbeschluss der Kommission muss geändert werden, um
 - die zentral verwalteten Maßnahmen anzupassen und neue Maßnahmen einzuführen
 - die dezentral verwalteten Mittel zu erhöhen,
 - die im Haushalt für 2013 beschlossenen zusätzlichen Mittel aufzuteilen.
- (5) Nach Artikel 190 Absatz 1 Buchstaben c, d und f der Anwendungsbestimmungen kann die Kommission Finanzhilfen ohne Aufforderung zur Einreichung von Vorschlägen gewähren, wenn die begünstigten Einrichtungen de jure oder de facto eine Monopolstellung innehaben, wenn die begünstigten Einrichtungen in einem Basisrechtsakt als Empfänger genannt werden oder wenn die Finanzhilfen für Maßnahmen mit besonderen Merkmalen bestimmt sind, für die spezifisches Fachwissen und hochgradige Spezialisierung oder besondere Verwaltungskapazitäten erforderlich sind.
- (6) Der vorliegende Durchführungsbeschluss der Kommission stellt auch einen Finanzierungsbeschluss für die Ausgaben im Rahmen der indirekten zentralen Mittelverwaltung und der gemeinsamen Verwaltung zulasten des EU-Haushalts dar.
- (7) Gemäß Artikel 53d der Haushaltsordnung von 2002 wurde der Nachweis erbracht, dass die internationalen Organisationen, denen die Kommission im Rahmen der gemeinsamen Mittelverwaltung den Vollzug von EU-Haushaltsmitteln übertragen soll, Vorschriften anwenden, die im Hinblick auf Rechnungsführung, Rechnungsprüfung, interne Kontrolle und Auftragsvergabe Garantien bieten, die den durch die international anerkannten Normen gebotenen Garantien gleichwertig sind.
- (8) Der vorliegende Finanzierungsbeschluss deckt auch die etwaige Zahlung von Verzugszinsen auf der Grundlage des Artikels 92 Absatz 6 der Haushaltsordnung und des Artikels 111 Absatz 4 der Anwendungsbestimmungen ab.
- (9) Um bei der Durchführung bestimmter Maßnahmen, die unter diesen Beschluss fallen, ein gewisses Maß an Flexibilität zu gewährleisten, muss der/dem Anweisungsbefugten die Möglichkeit eingeräumt werden, nicht substanzielle Änderungen bezüglich einzelner Maßnahmen vorzunehmen. Solche Änderungen sollten jedoch keine unverhältnismäßigen Auswirkungen auf die betreffende Haushaltlinie haben und Art und Ziele der Maßnahmen nicht erheblich beeinflussen.
- (10) Dieser Durchführungsbeschluss der Kommission stimmt mit der Stellungnahme des Programmausschusses überein, der gemäß Artikel 10 des Beschlusses Nr. 1720/2006/EG des Europäischen Parlaments und des Rates vom 15. November 2006 über ein Aktionsprogramm im Bereich des lebenslangen Lernens eingesetzt wurde –

BESCHLIESST:

ANNEX

Amendment to the 2013 annual work programme on grants and contracts for the "Lifelong Learning Programme" (1st amendment)

Budget lines: **15.02.22 and 15.01.04.22¹**

Title: **The Lifelong Learning Programme**

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

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1. OBJECTIVES AND PRIORITIES OF THE PROGRAMME IN 2013

1.1. General objectives of the Programme

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

The overarching priority of the Lifelong Learning Programme is to reinforce the contribution of education and training to the priorities and headline targets of the Europe 2020 Strategy², the EU's growth strategy for the next decade, thus creating value by basing growth on knowledge, empowering people in inclusive societies and ensuring that citizens can access lifelong learning and up-skilling throughout their lives. In this context, country specific recommendations have been agreed in the field of education and training.

In December 2011, the Commission adopted the "Youth Opportunities Initiative"³ to support countries with the highest youth unemployment rates and, in December 2012, it adopted a Communication on a "Youth Employment Package"⁴ to help combat youth unemployment in the EU Member States through i.e. education and training. The "Youth Employment Initiative" announced in the Conclusions on European Council of 7-8 February 2013, with a total budget of € 6000 M, will support the measures announced by the Commission in the "Youth Employment Package", in particular the Youth Guarantees, in regions with a youth unemployment rate above 25%.

In November 2012, the Commission has adopted a new Communication on "Rethinking Education: Investing in skills for better socio-economic outcomes"⁵, an initiative to stimulate investment in skills for better socio-economic outcomes. More particularly, the "Rethinking Education" initiative calls on the EU Member States to prioritise reforms which raise the quality and quantity of skills acquired through education and training and support young people's employability. It is in this context that the LLP supports the implementation of European policy in education and training as set out in the "Strategic framework for European cooperation in education and training (ET 2020)", adopted in May 2009⁶. Via the Open Method of Coordination, Member States are aiming at:

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

1.2. Priorities of the Programme

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

Develop strategies for lifelong learning and mobility

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

³ COM(2011) 933 of 20.12.2011.

⁴ COM(2012) 727 of 05.12.2012.

⁵ COM(2012) 669 of 20.11.2012.

⁶ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), (2009/C119/02): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

- This priority is in line with the Conclusions of the Council on the youth mobility⁷, the Green Paper on Promoting the learning mobility of young people⁸ and with the Europe 2020 flagship initiative "Youth on the Move"⁹. In order to promote an expansion of learning mobility the priority will be to encourage initiatives to develop mobility strategies and to remove obstacles to mobility.
- In this context, initiatives between regions from different Member States will be particularly encouraged. Mobility strategies, however, could also be developed at sectoral level (e.g. an industrial branch) or between educational institutions.
- The shift towards learning outcomes, effective lifelong guidance, the implementation of such tools as EQF (European Qualifications Framework) and NQFs (National Qualifications Frameworks), Europass and ECVET (European Credit System for Vocational Education and Training) that enhance lifelong learning and mobility, and promote the validation and recognition of non-formal and informal learning should also be explored and developed.
- The role of transnational work placements will also be particularly important. The "Youth Opportunities Initiative" foresees an increase of Leonardo da Vinci and Erasmus placements of 30% to 130,000 already in 2012.

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

In line with the 2009 Communication on University/business co-operation¹⁰, the aim is to encourage co-operation between all sectors of education, training and the world of work, including partnerships. The contribution of social partners in making education and training more relevant to the world of work is vital for labour market, for people's employability and entrepreneurial potential. Co-operation between education and the world of work can also contribute to improve study and career guidance.

The recent Commission Communication on Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems¹¹ sets out a detailed reform agenda for the higher education sector in the coming decade. It focuses on the need to increase graduate numbers, enhance the quality and relevance of teaching and training, promote mobility and transnational cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. In line with the EU's reform agenda, higher education institutions (HEIs) are invited to play a full part in the knowledge triangle (higher education, research and innovation) and to engage in projects focusing on reinforced cooperation with enterprises. The Communication makes specific reference to the "Knowledge Alliances", and specifies that the Commission will "Build on the pilot project recently launched to strengthen the interaction between universities and business through the knowledge alliances".

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

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

The "Knowledge Alliances" aim at bringing together businesses and higher education institutions and should facilitate the sharing of knowledge between higher education and companies and embody a truly two-way process: universities and business joining forces to boost their innovation potential. The "Knowledge Alliances" are a follow-up of the pilot action on the development of "Knowledge Partnerships", which had received some specific budget in 2011 and 2012

⁷ Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 21.11.2008 on youth mobility (2008/C320/03): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

⁸ COM(2009) 329 final: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

⁹ Ibid 3.

¹⁰ COM(2009) 158 final of 02.04.2009.

¹¹ COM(2011) 567 final of 20.09.2011.

(€1,000,000 per year) from the Budgetary Authority (budget line: 15.07.79). Following the success of the first 2 calls, it is proposed to scale-up the pilot action in 2013 in the framework of the Lifelong Learning Programme with an increased budget of €6,000,000.

"Sector Skills Alliances" are partnerships between education and training providers and businesses to promote employability and economic competitiveness by developing new sector-specific curricula which closely match identified skills needs. The first Alliances will be funded through a specific call in 2012 with a budget of €2,000,000. Further Alliances should be supported under the 2013 Call for Leonardo da Vinci Development of Innovation projects, bringing together partnerships of VET (Vocational Education and Training) providers, world of work representatives and VET policy makers in a specific economic sector. Sector Skills Alliances are one of the new actions proposed in the future "Erasmus for All" programme¹² (2014-2020). There is already extensive experience of sectoral cooperation within Leonardo da Vinci programme which can be built upon through the Alliances to address the specific issue of skills supply.

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

As reflected in the September 2009 Informal Ministerial meeting, there is a strong link between the quality of education and the quality of teachers and those managing and leading educational institutions. In the November 2009 Council Conclusions on this issue¹³, the Commission was asked to support cooperation and exchanges of good practice in related areas¹⁴. Quality assurance mechanisms at all levels of education and training strengthen these developments.

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

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

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

In this context, multilingualism will be specifically promoted.

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

Following the European Year for Combating Poverty and Social Inclusion (2010), the adoption of a headline target under the Europe 2020 Strategy¹⁵ on the reduction of early school leaving and the 2010 Council conclusions on the education of migrants and on the social dimension of education and training¹⁶ projects will be called to promote social

¹² COM(2011) 933 of 20.12.2011.

¹³ Council conclusions of 26 November 2009 on the professional development of teachers and school leaders (2009/C 302/04): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:302:0006:0009:EN:PDF>

¹⁴ A handbook for policy makers on the induction of beginning teachers was published in April 2010: Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers (SEC (2010) 538 final) http://ec.europa.eu/education/school-education/doc2254_en.htm

¹⁵ Ibid 2.

¹⁶ Council Conclusions of May 2010. 3013th Education, Youth and Culture Council meeting Brussels, 11 May 2010 http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/114393.pdf

inclusion through education. For the school sector, the issues of early school leaving and special needs will be particularly important. For higher education, the focus will be on widening access to new types of learners.

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

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

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

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

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

- For Comenius actions: school development, leadership and teacher competence, links with the world of work and culture; development of approaches to teaching and learning; support to basic skills¹⁷ and "transversal key competences"; Reducing early school leaving, improving the learning of students with migrant background and Roma pupils as well as promoting gender equality and inclusive approaches to learning; support to entrepreneurship and links with the world of work; support to making science education more attractive; development of pre-school and Early Childhood Education and Care (ECEC) provision; development of Special Needs education (SEN) towards inclusion of all young people, in particular those with disabilities.
- For Erasmus actions: mobility of students, including student placements in enterprises, and of teaching and other staff; intensive programmes and intensive language courses; projects to increase attainment levels and strengthening the social dimension of higher education; projects to improve the quality and relevance of higher education, including through cooperation between higher education institutions (HEI) and the labour market; projects to strengthen quality through mobility and cross-border cooperation; "Knowledge Alliances" to foster innovation through partnerships between higher education institutions and businesses; projects to improve governance and funding; and academic networks and accompanying measurement activities.
- For Leonardo da Vinci actions: development of national and sectoral qualifications and/or qualifications systems by incorporating ECVET, according to the Recommendation of the European Parliament and of the Council establishing the ECVET System; use and development of the European quality assurance reference framework to further improve and develop the VET systems and promote a culture of quality improvement and innovation at all levels; close links to working life in order to make VET more responsive to labour market needs, in line with the "New Skills and Jobs" initiative and including "Sector Skills Alliances"; cooperation between the VET and world of work; cooperation between regional/local authorities and/or competent bodies and/or the business world on enhancing mobility in VET.
- For Grundtvig actions: to develop the European dimension of adult education and support implementation of the European Agenda for Adult Learning¹⁸ by improving quality, attractiveness, and accessibility; promoting outreach, learning and validation, in particular basic skills and literacy for low skilled adults, marginalised and disadvantaged citizens, migrants and Roma; analysing viable ways of funding adult learning and producing evidence on the cost-benefits of adult learning provision; teaching and learning in later life; inter-generational and family learning; promoting social cohesion through improved learning opportunities incorporating IT, cooperation with stakeholders, civil society and cultural organisations, especially at local level, transnational networking on the priority themes.

¹⁷ The Council adopted, in May 2009, a European benchmark on reducing the low-performers in reading, maths and science down to 15 %: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

¹⁸ OJ C 372, 20.12.2011, p. 1.

- For Transversal actions: to support education and training policies; promote coherence between all forms and stages of lifelong education and training, starting from an early age, and improving flexible learning pathways, for example through a stronger emphasis on ensuring the right skills and competences for young people, better involvement of stakeholders and practitioners beyond the formal sectors of education and training, and the implementation of the European Qualifications Framework and systems for the validation of non-formal and informal learning, and lifelong guidance; reinforcing language competences relevant to the workplace in order to improve the integration of individuals in enterprises and enhance European competitiveness; reinforcing language competences in neighbouring languages; reinforcing good practices enabling immigrants to learn the language of the host country; identifying and implementing innovative uses of ICT (Information and Communication Technologies) for lifelong learning, in particular for access and use of Open Educational Resources (OER), for innovative pedagogy and assessment methods for diverse learning pathways; reinforcing digital competence, bridging the worlds of education and work.
- For Jean Monnet actions: priority will be given to teaching projects open to students who do not automatically come into contact with European integration studies (in such fields as science, engineering, medicine, education, arts and languages, etc.); dealing with specific themes related to European integration such as the European Neighbourhood policy. Priority will be also given to other academic and research projects involving academic activities which exploit multi-disciplinary resources; young teachers and researchers; creating joint transnational activities and structural links between academic institutions (this priority only applies to Information and Research Activities and Multilateral Research Groups); national or transnational associations of professors and researchers specialising in European integration studies; contributing to European integration teaching for primary and secondary school education, and initial vocational education and training; and developing transnational European projects on the writing of the history of the European integration process from a European perspective.

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

This revision covers the modifications proposed in the actions and activities envisaged for 2013. The justification and the description of the proposed changes are developed, in details, in the relevant paragraphs of this Annex. Parts of these modifications are due to budgetary changes or adjustments. Indeed, the additional funds made available in December 2012 with the adoption of the 2013 EU final budget asked for a substantial increase of the decentralised funds for mobility especially in view of enhancing mobility in VET and Erasmus, whilst coping with the growing demand in the LLP participating countries. On the other hand, parts of the proposed changes are linked to the new political priorities, including the preparation of the "Erasmus for All" programme.

2. DISTRIBUTION OF FUNDS AVAILABLE

2.1. Countries participating in the Lifelong Learning Programme

In accordance with Article 7 of the Legal Basis, the Lifelong Learning Programme is, in addition to the Member States of the European Union, open for participation by the EFTA-EEA countries¹⁹, the candidate and potential candidate countries and Switzerland, which all contribute to the programme budget as provided in the relevant agreements concluded with these countries.

On the basis of such agreements:

- Iceland, Liechtenstein, Norway, Turkey, Croatia²⁰ and Switzerland will participate in 2013 in all the programme actions;
- Serbia, the former Yugoslav Republic of Macedonia, Albania, Bosnia and Herzegovina and Montenegro²¹ will participate in 2013 in the actions which are managed through the Commission procedure, except eTwinning.

¹⁹ Norway, Iceland and Liechtenstein.

²⁰ The accession Treaty signed with Croatia provides that Croatia will become a Member State as of 1 July 2013.

²¹ Participation of Albania, Bosnia and Herzegovina and Montenegro is subject to the signature of the Memoranda of Understanding between the European Commission and the competent authorities of the countries concerned.

2.2. Distribution of funds available between the different strands

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

The estimated internal and external assigned revenues from completion of the previous programmes in the field of education are, respectively, €58,000,000 and €34,500,000. The funds resulting from the estimated financial contribution of Albania, Bosnia and Herzegovina and Montenegro (€243,471) are subject to the signature of the Memoranda of Understanding between the European Commission and the competent authorities of the countries concerned.

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

The funds implemented by the National Agencies are managed according to the centralised indirect management mode as provided for by Article 54.2(c) of the 2002 Financial Regulation²². These funds are indicated in the table in [Appendix 1](#) by the abbreviation "ANA". The actions managed through this implementation mode encompass mobility, partnerships and preparatory visits, as well as multilateral projects of transfer of innovation under the Leonardo da Vinci programme.

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

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

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

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

Following the adoption of the 2013 EU budget by the budgetary authority and the additional funds made available, the decentralised funds for Erasmus and Leonardo da Vinci Programmes are increased by €10,000,000 and €20,000,000 respectively, to increase the number of funded placements in enterprises where the demand is very high. Indeed, this type of learning mobility can significantly ease young people's transition from education and training to employment and help tackle the high rates of youth unemployment following the crisis, in support to the "Youth Opportunities Initiative". The revised country distribution of the decentralised funds is provided in [Appendix 2](#).

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

It is foreseen to continue the method introduced in 2009 in which an amount corresponding to around 16% of the National Agency budget allocated to partnership actions under the Comenius, Leonardo da Vinci and Grundtvig sub-

²² 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

programmes will be withheld in order to be distributed according to the level of demand in relation to the budget available per country²³. The funds withheld will be allocated during the partnership selection process, based on the real demand in each country (eligible applications rejected due to lack of budget). As a first step countries with partners rejected due to a lack of funds are allocated the amount necessary within the funds withheld from their budget. As a second step, any amount remaining will be redistributed between countries in proportion to the number of partners rejected due to a lack of funds.

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

3.2. Erasmus Intensive Programmes and Language Courses

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

3.3. Comenius Individual Pupil Mobility

The country allocation of funds to the individual pupil mobility action, launched in 2010, is based on the estimated number of pupils participating in this action. It is estimated that 2,340 pupils from all LLP countries, except for Cyprus, Germany, Ireland and the UK, will participate in 2013. The country distribution is provided in [Appendix 2](#).

4. GRANTS AND PROCUREMENTS

For 2013, it is foreseen to sub delegate the action on "Juvenes translators", the "European Master's in Translation Network" and the "Language Industry Web Platform" in the field of multilingualism, to DGT (see point 4.6.19).

It is also proposed to sub delegate the actions on "Learning Mobility Module in household surveys and testing of administrative data collection on credit mobility in higher education", on "Preparation of report on progress in the post Bologna Process: Data collection and computation of indicators" and on "Methodological development for collecting data on completion rates and average duration of higher education" to EUROSTAT (see points 4.4.4., 4.6.16. and 4.6.17.).

4.1. Calls for proposals

Each year, after adoption of the financing decision, based on Article 84 of the Financial Regulation²⁴, calls for proposals shall be published in accordance with Article 128(1) of the Financial Regulation and Article 189 of the Rules of Application²⁵. The calls for proposals that will be launched with a view to selecting actions and work programmes to be co-financed in 2013 are specified below.

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

Exclusion criteria

- Applicants must certify that they are not in any of the situations described in Articles 106(1), 107, 108 and 109(2)(a) of the Financial Regulation.

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.

²³ The provisional amounts of these funds have been calculated in [Appendix 2](#) related to the country allocation of decentralised funds and contribution to management costs on the basis of data currently at hand.

²⁴ Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council Regulation (EC, Euratom) No 1605/2002

²⁵ Commission Delegated Regulation of 29.10.2012 on the rules of application of Regulation (EU) No 7507/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the Union

- 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. In conformity with Article 131(3) of the Financial Regulation, for applications for a grant exceeding €60,000 supporting documents may be requested, in which case the nature of those documents are specified in the call for proposals. Such documents may in particular consist of annual accounts, bank extracts, CVs of proposed staff, whereas in certain cases proof of prior experience in a particular field of competence may be deemed necessary.

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

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

Purpose of the general call for proposals

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

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

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

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

Specific eligibility criteria

In accordance with Article 14(2) of the Legal Basis, participation of partners from non-participating countries will be possible in 2013 in multilateral projects and multilateral networks under the centralised actions in the Comenius, Erasmus, Grundtvig and Leonardo da Vinci sub-programmes, as well as under Key Activities 1²⁶, 2,3 and 4 of the Transversal sub-programme in that applicants from eligible countries may request additional involvement of third country partners in the proposed projects: the minimum eligibility of consortia must apply to the eligible countries, and the third country participation is an additional element.

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

- Countries identified in Article 7 of the Legal Basis²⁷ as being eligible to participate in the LLP in the future under certain circumstances, but for which the relevant agreements have not yet been concluded (i.e. Albania, Bosnia and Herzegovina and Montenegro, in case the Memorandum of Understanding mentioned in point 2.1 and foot-note 18 above has not been signed);
- Kosovo²⁸, the countries addressed by the European Union's Neighbourhood Policy²⁹ and Russia;

²⁶ Key Activity 1 Roma projects and networks only – not applicable to policy networks under KA1.

²⁷ 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).

²⁸ This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

²⁹ 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.

- Countries identified by the EU as being of particular priority in the context of developing a strategic policy dialogue in education and training or multilingualism³⁰.

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

Award criteria

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

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

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

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

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

³⁰ The countries in question are: Australia, Brazil, Canada, China, India, Israel, Japan, Mexico, New Zealand, South Africa, South Korea, USA.

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

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

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

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

The Comenius Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and increased volume of mobility involving pupils and educational staff in different Member States. Improved quality and increased volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme, of which almost 300,000 in 2013.
- Put in close contact schools with the local environment and exchanging experiences with other regions, so as to allow 500 regions to participate in the programme.
- Increase in share of pupils that master two foreign languages when leaving obligatory schooling in 2013.
- Development in innovative ICT-based content, services, pedagogies and practice in lifelong learning.
- Enhanced quality and European dimension of teacher training.
- Improvements in pedagogical approaches and school management.

Actions for which funding is foreseen through the call for proposals

Actions managed through the National Agency procedure

- **Mobility of individuals** to another European country, including exchanges of pupils and staff, participation in training activities for teachers and other educational staff, preparatory visits for School Partnerships and assistantships for future teachers.
- **School Partnerships** between schools from different European countries, with a view to developing joint learning projects for pupils and their teachers.

- **Comenius Regio Partnerships** between local and regional authorities with a role in school education. Their aim is to enrich the educational offer for school-aged young people by supporting the co-operation between school education authorities, schools and other educational providers in different European regions.
- **Preparatory visits:** a mobility grant to enable a representative from an institution either to attend a contact seminar or a meeting with prospective partners.

Actions managed through the Commission procedure

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

The Erasmus Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and increased volume of students and staff mobility throughout Europe, so as to contribute to the achievement by 2020 of 20% of those graduating in the European Higher Education Area should have had a study or training period abroad. The aim is to allow around 270,000 students to take part in Erasmus student mobility actions as well as around 50,000 teacher and staff exchanges from higher education institutions to participate in the Erasmus staff mobility actions in 2013.
- Increased transnational work placements: the "Youth Opportunities Initiative" foresees an increase of Leonardo da Vinci and Erasmus placements of 30% to 130,000 already in 2012. Demand on the part of learners is high (for example, only half of VET learners' placement requests could be funded in 2011, due to limited budget) and an information campaign is underway in 2012 to alert potential host enterprises and other workplaces to the possibilities of hosting a Leonardo da Vinci or Erasmus trainee.
- Improved quality and increased volume of multilateral co-operation between higher education institutions in Europe.
- Increased degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe, demonstrated i.e. by the number of education institutions using European reference tools made available by the Commission allowing for easy comparison by all institutions, thus facilitating recognition of formal learning results across borders and institutions. It is expected that 4,700 institutions hold an Erasmus University Charter, 100 universities have succeeded in obtaining the European Credit Transfer and Accumulation System label and 250 universities have succeeded in obtaining the Diploma Supplement label by 2013.
- Improved quality and increased volume of co-operation between higher education institutions and enterprises i.e. through the development of new forms of structured partnerships between business and universities to develop educational courses leading to a better match between the competences of graduates and the skills that employers seek.
- Development in innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others.

Actions for which funding is foreseen through the call for proposals

Actions managed through the National Agency procedure

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

Actions managed through the Commission procedure

- **Multilateral projects** focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives by developing and implementing projects for increasing attainment levels and strengthening the social dimension of higher education; improving the quality and relevance of higher education, including through cooperation between HEIs and the labour market; strengthening quality through mobility and cross-border cooperation; supporting Knowledge Alliances; and improving governance and funding.
- **Networks ("Erasmus Academic Networks")** consisting of consortia of higher education institutions and other organisations and representing either a discipline or a cross-disciplinary field with the aim of developing new learning concepts and competencies. Such networks may also include representatives from other public bodies and from enterprises, associations and other organisations relevant for the network's mission.
- Other initiatives which will clearly contribute to achieving the Erasmus Programme's objectives ("**accompanying measures**").

The Leonardo da Vinci Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and increased volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80,000 in 2013.
- Increased transnational work placements, as foreseen in the "Youth Opportunities Initiative".

- Improved quality and increased volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe enabling in 2013 around 1,000 partners to cooperate on themes of mutual interest.
- Development in innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others.
- Improved transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning.
- Encouragement relative to the learning of modern foreign languages.
- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Actions for which funding is foreseen through the call for proposals

Actions managed through the National Agency procedure

- **Mobility of individuals** which may include transnational placements in enterprises or in training institutions; placements and exchanges aimed at the further professional development of trainers and guidance counsellors and at those responsible for training establishments and for training planning and career guidance within enterprises.
- **Partnerships** focusing on themes of mutual interest to the participating organisations in the field of vocational and educational training.
- **Multilateral projects**, in particular those aimed at improving training systems by focusing on the transfer of innovation involving the linguistic, cultural and legal adaptation to national needs of innovative products and processes developed in different contexts.
- **Preparatory visits** for mobility, partnership, project or network activities.

Actions managed through the Commission procedure

- **Multilateral projects** aimed at improving training systems by focusing on the development of innovation and good practice, and Sector Skills Alliances.
- **Networks** of organisations working on specific issues related to vocational education and training.
- Other initiatives aimed at promoting the objectives of the Leonardo da Vinci Programme ("**accompanying measures**").

The Grundtvig Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and accessibility of mobility throughout Europe of people involved in adult education and to increase its volume, so as to support the mobility of at least 7,000 of such individuals per year by 2013.
- Improved quality and increased volume of co-operation between organisations involved in adult education throughout Europe, allowing in 2013 almost 2,300 partners to collaborate in learning partnerships, workshops and senior volunteering projects.
- Better assistance to people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education.
- Development in innovative practices in adult education and their transfer, including from a participating country to others.

- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- Improved pedagogical approaches and management of adult education organisations.

Actions for which funding is foreseen through the call for proposals

Actions managed through the National Agency procedure

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

Actions managed through the Commission procedure

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

The Transversal Programme

Specific objectives

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

Operational objectives and expected results

- Increased support to policy development and co-operation at European level in lifelong learning, notably in the context of the Lisbon process "Strategic framework for European co-operation in education and training (ET 2020)"³¹, as well as the Bologna and Copenhagen processes and their successors to contribute to the priorities and headline targets of Europe 2020.
- Adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention.
- Promotion of language learning and support to linguistic diversity in Member States so that an increased share of the EU population is able to participate in a conversation in other languages than their mother tongue.
- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- Better recognition, demonstration and implementation on a wide scale of the results of the Lifelong Learning Programme.

³¹ Further details on this document can be found at the following Internet page
http://ec.europa.eu/education/policies/2010/et_2010_en.html

Actions for which funding is foreseen through the call for proposals

KEY ACTIVITY 1: POLICY CO-OPERATION AND INNOVATION

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

Actions managed through the National Agency procedure

- **Individual mobility**, including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance and experience in accreditation services, and for social partners.

Actions managed through the Commission procedure

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

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

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

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

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

Eligible applicants

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

Expected results

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

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

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

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

This call for proposals is in line with the eligible activities and objectives of the Lifelong Learning Programme (KA1) and its only difference with the more ordinary or general calls lies in its being targeted at Roma communities, abiding to the principle of "explicit but not exclusive targeting". This principle is one of the "Ten Basic Principles for Roma integration" which have been endorsed by the European Union as the basis for its action in favour of the Roma Communities. In the Commission Communication on "National Roma Integration Strategies: a first step in the implementation of the EU Framework"³², in line with the aforementioned Principles, education is recognized as one of the four fundamental pillars of integration, alongside with housing (DG REGIO), health (DG SANCO) and employment (DG EMPL). The large scope of this call for proposals reflects the integrated approach, which is recommended as regards Roma communities, as educational matters in this context may not be effectively addressed as dealing solely with education, but must also take into consideration other related aspects, such as extreme poverty, malnutrition, language barriers, lack of facilities in rural areas and lack of adequate transportation, as well as, in terms of culture (in the broad sense), the need to preserve and recognize Roma identity and culture (including the use of their own language in teaching, which is recognized as a constitutional right in many Central and Eastern European Member States).

Networks should therefore contribute to:

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

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

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

Projects should therefore contribute to the:

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

KEY ACTIVITY 2: LANGUAGE LEARNING

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

Actions managed through the Commission procedure

- **Multilateral projects** aimed, inter alia, at:
 - Promotion of language awareness and access to language learning resources;
 - Developing new language learning materials, including online courses, and instruments for language testing.
- **Networks** in the field of language learning and linguistic diversity, which may include activities:

³² COM(2012) 226 of 21.05.2012.

- 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 2, including dissemination events bringing together projects and potential users ("**accompanying measures**").

KEY ACTIVITY 3: ICT

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

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

Actions managed through the Commission procedure

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

KEY ACTIVITY 4: DISSEMINATION AND EXPLOITATION OF RESULTS

Index reference in the table in Appendix 1: 8.10

Actions managed through the Commission procedure

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

The Jean Monnet Programme

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

Specific objectives

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

Operational objectives and expected results

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

Actions for which funding is foreseen through the call for proposals

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

Actions managed through the Commission procedure

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

4.1.2. Call for proposals: Individual pupil mobility action

Index reference in the table in Appendix 1: 1.10

Specific eligibility criteria

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

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

Description and background

The Comenius Individual Pupil Mobility action was launched in 2010 through the National Agencies. The budget foreseen is included in the National Agency funds (see [Appendix 1](#)). The explanation for the country distribution is provided under point 3.3 above. The country distribution is provided in [Appendix 2](#). The increase of budget is due to the growing number of pupils participating in the action in Czech Republic (from 35 to 65 pupils) in 2013. In fact, 65 pupils for the Czech Republic correspond to the distribution key applied for this action for other countries. For the first years of the action, the Czech Republic requested a lower budget to make sure that it can achieve the foreseen number of pupils.

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

Objectives and expected results

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

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

Award criteria

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

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

Index reference in the table in Appendix 1: 1.80

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

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

The overall aim of this network is to develop policy advice for the implementation of the 2006 Recommendation on key competences for lifelong learning³³. It will address the issues raised by the November 2009 Communication "Key competences for a changing world"³⁴ and stimulate high level co-operation between Member States policy makers responsible for the essential areas of school development.

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

(b) for a European School Leadership Policy Network

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

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

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

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

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

The network aims to strengthen cross-European collaboration between high level decision makers, academics and practitioners for raising the educational attainment of children and young people with a migrant background. The European network will analyse, develop and exchange policy and practice in the area and will be supported by annual

³³ 2006/962/EC of 18.12.2006.

³⁴ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

grants for an action from the Lifelong Learning Programme, based on annual work programmes submitted by the network under the multiannual framework agreement for the period 2012-2014.

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

4.1.4. Call for proposals: A European network of national literacy organizations

Index reference in the table in Appendix 1: 1.85

The "European Network of national literacy organisations", proposed by decision C(2012)1823 of 23 March 2012, can only be launched in 2013 as the research results of the High Level Expert Group on Literacy were available in September 2012 and they constitute the basis for the activities of the Network.

Background and objectives

Improving the basic skills, and notably the reading and writing literacy competences, of all European citizens is a high priority, notably in the school and adult learning sectors where there are, respectively, a benchmark to reduce the proportion of low achieving 15 year olds in the EU in the OECD PISA assessment from 20% to less than 15% by 2020, and where reducing the current total of nearly 80 million low skilled adults is a key priority of the EU's adult learning strategy. In order to explore the most effective ways of tackling literacy deficits, and to formulate recommendations to policy makers, the Commission established, in February 2011, a High Level Expert Group on Literacy, which reported in September 2012. The main recommendations of the High Level Group were discussed by the Education Ministers and are the basis of the Council conclusions on Literacy of November 2012³⁵.

As a follow-up to the report of this group and for implementing the Council conclusions, a European network of national organizations focusing on enhancing literacy acquisition, and of key stakeholders in the same field, would offer a stable platform for the development and exchange of good policy practice and effective measures across the EU. The network should therefore bring together national policymakers, literacy centres, associations and foundations and other stakeholder groups whose areas of interest and expertise are on family literacy, early language acquisition, the support of reading acquisition, the engagement of adolescents and young people with reading or improving literacy among adults, and any other area that is seen crucial for the increasing literacy levels in all age groups. The network should cover at least 20 countries with a good geographical balance.

The action referred to below will cover a period of 24 months. One grant will be awarded; applicants will have to submit a proposal as a consortium/grouping.

Expected results

- To establish a platform for exchange, analysis and dissemination of policy and good practice between policymakers, national research and literacy centres, non-governmental organizations supporting literacy and other relevant stakeholders;
- To initiate and manage, in agreement with the Commission, an European wide campaign including a "Europe loves reading" week to promote literacy by bringing together the different initiatives that are taking place in Member States;
- To monitor and report on the development of national literacy policies and initiatives and provide material for updating the literacy section of the Commission's education and training website;
- To provide technical assistance for setting-up literacy centres/networks, linking research results with pedagogical practice and materials, in the countries which need them;
- To leverage funding for cross-national projects and campaigns supporting reading literacy and for scaling up good practice;
- To organise network meetings, seminars focused on particular issues relating to literacy;
- To organise an annual conference to share results with a wider audience;
- To formulate recommendations for policy-makers, education and training providers and other stakeholders.

³⁵ Council conclusions on literacy adopted by the 3201st EDUCATION, YOUTH, CULTURE and SPORT Council meeting. Brussels, 26 and 27 November 2012.

Eligible applicants

- Associations, foundations and other similar national bodies in the field of literacy;
- National literacy centres;
- Ministries of education and/or training;
- Universities and research centres.

Award criteria

- Relevance of the activities in relation to the objectives of the call (25%);
- Representativeness of the network including coverage of at least 20 LLP participating countries and of a variety of relevant stakeholders (25%);
- Clarity and consistency of the practical approach, the proposed work-plan and the division of tasks between partners (35%);
- Clarity and coherence of the proposed budget with the work plan (15%).

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

Index reference in the table in Appendix 1: 5.10

This item will be divided into two lots:

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

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

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

Objective

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

Eligible applicants

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

Expected results

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

Award criteria

- Relevance: based on the call for proposals, the objectives are clear, realistic and address relevant issues and target groups, including a wide range of key stakeholders at all levels (receiving a weighting of 30%);
- Quality of the plan of actions (receiving a weighting of 10%);

- Methodology (receiving a weighting of 10%);
- Project team (receiving a weighting of 10%);
- Cost-Benefit Ratio (receiving a weighting of 10%);
- Impact: The foreseeable effects of the project's activities on target groups and systems concerned are clearly defined and consistent with the objectives set; measures are planned to ensure that those effects can be achieved. The results of the activities are likely to be significant (receiving a weighting of 20 %);
- Quality of the valorisation plan (dissemination and exploitation of results): The extent to which the planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants in the proposal, during and beyond the lifetime of the project (receiving a weighting of 10%).

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

Objective

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

Eligible applicants

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

Expected results

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

Award Criteria

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

4.1.6. Call for proposals: LLP National Agency Thematic Networking on Work-Based Learning and Apprenticeships

Index reference in the table in Appendix 1: 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 on apprenticeships and work based learning undertaken under the Leonardo da Vinci and Erasmus programmes. Thematic monitoring activities are designed to analyse and disseminate good practices developed in projects implemented under the programmes and may include events (conferences, seminars), reports, websites 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 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 Lifelong Learning Programme National Agencies designated in accordance with Article 6(2)(b) of the Legal Basis 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 and ADAM);
- 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 five 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.

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 1: 11.10

Objectives

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

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

Expected results

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

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

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

Eligible applicants

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

- The European integration subjects;
- Pursuing the objectives of the European Education and Training policy.

Eligible associations should:

- Be a non-profit organisation;
- Be located and have legal personality and seat for more than two years uninterrupted (on date of call deadline) in one or several LLP eligible countries (Member States, Iceland, Liechtenstein, Norway, Turkey, Croatia and Switzerland);
- Undertake the majority of the activities in the Member States and/or in other LLP eligible countries;
- Exist as a body pursuing an aim of general European interest as defined in Article 177 of the Rules of Application;

And either

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

or

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

Award criteria

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

- The relevance, clarity and coherence of the short-term objectives (12 months);
- The quality of the management of the work programme (clarity and coherence of the activities and budgets proposed to achieve the objectives, timetable);

- The expected impact of the activities on education and/or training at European level.

The grant will be awarded in the form of a contribution to the eligible costs, with a maximum rate of 75% of European Union co-financing, or in the form of flat-rate financing, in accordance with Commission decision³⁶ establishing a system of flat-rate financing to be applied for the awarding of operating grants within the scope of the implementation of the action programme in the field of lifelong learning. The new flat-rates for 2013 are indicated in [Appendix 4, table 15](#).

4.2. Grants to bodies with a de jure or de facto monopoly (Art. 190(1)(c) of the Rules of Application)

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

4.2.1. Presidency events and DG meetings

Index reference in the table in Appendix 1: 5.12

Grants will be awarded to the Irish, Lithuanian and Greek Presidencies to organise conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of project and programme results. These Presidency events will be held within the period of the Presidency, and all practical arrangements, including topics and calendar, will be fixed in agreement with each Presidency, in due course³⁷. 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. The main objective of such conferences is to debate, develop, exploit and disseminate the main topics of the European political agenda: strategic framework for European co-operation in education and training; strengthening the role of education and training within the Lisbon process at both European and national level (implementation of lifelong learning strategies); making lifelong learning and mobility a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity and innovation, including entrepreneurship, at all levels of education and training in Europe etc. The main outcomes expected from Presidency conferences are policy guidance conclusions and messages which will serve as inputs to promote European policy approaches or to inform Presidency legislative proposals.

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

4.2.2. Adult Skills Survey (PIAAC)

Index reference in the table in Appendix 1: 5.40

Following up on the Council Conclusions of May 2007 on New Indicators in Education and Training³⁸, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Programme for the International Assessment of Adult Competencies (PIAAC) survey, implemented under the auspices of the OECD. The results of this international survey will permit the EU to identify indicators on adult's skills to be used for monitoring progress of Member States towards the Education and Training 2020 strategic objectives and support the Commission's work on assessing skills supply and demand. The results of the survey will also permit a better understanding of adult learning processes and the outcomes of adult education initiatives.

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

³⁶ C(2008) 4332 of 18.08.2008.

³⁷ Irish Presidency: 1st January to 30 June 2013; Lithuanian Presidency: 1st July to 31 December 2013; Greek Presidency: 1st January to 30 June 2014.

³⁸ 2007/C 311/10 of 25.05.2007.

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

4.2.3. *ICILS skills survey*

Index reference in the table in Appendix 1: 5.45

Following up on the Council Conclusions of May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in Education and Training³⁹, 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 for 2013 is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in the ICILS survey. The amount to be allocated to each country is dependent on the number of countries participating in the survey within a maximum of 75 % of the international participation fees. The total EU contribution will be distributed on an equal basis between the participating countries.

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

4.2.4. *The International Civic and Citizenship Education Study (ICCS 2016)*

Index reference in the table in Appendix 1: 5.46

Following up on the Council Conclusions of May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in Education and Training⁴⁰, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Civic and Citizenship Education Study (ICCS 2016) survey, implemented under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). This survey will satisfy EU data needs in the field of education for active citizenship needed within the strategic framework for European cooperation in education and training. The overarching purpose of the ICCS is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the 21st century and to monitor changes over time. In pursuit of this purpose, the first ICCS survey collected data in 2009 and reported on student achievement in a test of conceptual knowledge and understandings of aspects related to civic and citizenship education. It also collected and analysed data about student value beliefs, attitudes, behaviours and behavioural intentions relating to aspects of civic and citizenship education. ICCS 2016 will allow both the measurement of changes over seven years (from 2009 to 2016) and the assessment of new aspects of civic and citizenship education.

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

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

4.3. **Grants to bodies identified in the Legal Basis as beneficiaries of a grant (Art. 190(1)(d) of the Rules of Application)**

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

³⁹ Ibid 33.

⁴⁰ Ibid 33.

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

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

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

Award criteria

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

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

The amounts proposed for 2013 have been slightly increased in order to take into account the growing overall costs of beneficiaries. Furthermore, a supplement of €80,000 is added to the budget of the European Agency for Development in Special Needs Education (Middelfart) for the implementation of two projects: a) the "data collection" project, which will aim to provide additional, more focussed data that will put the current EUROSTAT enquiry⁴¹ into the wider context of inclusive education and social cohesion issues, i.e. a trial method agreed with 5 countries (Agency Members) for collecting data linked to the indicators on participation rates of school age learners in inclusive education; and b) the "country review" project, which will analyse the implementation of inclusive education policies in the Member countries of the Agency, including some "pilot" studies on specific aspects of these policies.

European University Institute, Florence

Index reference in the table in Appendix 1: 10.20

As in 2012, a complementary amount of €750,000 is allocated for 2013 to the Global Governance Programme (GGP). This will contribute to:

- Further improve and broaden the PhD training with respect to global governance and world affairs at the EUI;
- Enlarge and further develop the Academy of Global Governance (AGG), a unique executive training programme where topical issues relating to governance are discussed and debated;
- Expansion and consolidation of the Research Strands on issues of global governance fostered by the increase of the number of research assistants and scholarships collaborating with the research strands coordinators;
- Promote and support a variety of events, conferences and activities;
- Increase in the organization of High-Level Policy Seminars to discuss the current challenges of global governance;
- Attract to the EUI a significant number of senior scholars drawn from Member States' universities and research centres and from international institutions;
- Further expansion of the community of junior post-doctoral fellows;
- Intensification in the level of research output in terms of publications;
- Consolidation of the activities of the Global Governance Programme Network;
- Development of an EU/Asia fellowship programme.

⁴¹ <http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education/budapest-conference-/Lene-Mejer-and-Thierry-Huart.pdf>
<http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education/brussels-conference-/Lene-Mejer.pdf>

4.4. Grants for actions with specific characteristics that require a particular body in account of its technical competence, its high degree of specialisation or its administrative power (Art. 190(1)(f) of the Rules of Application)

4.4.1. National Teams of ECVET Experts

Index reference in the table in Appendix 1: 3.70

Objectives

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

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

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

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

Eligible Applicants

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

The National Agencies who will organise the National Teams of ECVET Experts are considered to meet the criteria stipulated in Article 190(1)(f) of the Rules of Application for bodies implementing actions with specific characteristics because they are designated by the national authorities of each country participating in the LLP to implement the Leonardo da Vinci programme within their country. They are therefore in a natural and unique position to co-ordinate the work of the National Teams of ECVET Experts. No other beneficiary could fulfil this need. Furthermore, the decision of the Commission on "the respective responsibilities of the Member States, the Commission and the National Agencies in implementation of the LLP (2007-2013)"⁴² states in Article 10.1(a) that the LLP National Agencies may carry out projects in support of an EU policy or action included in the Programme.

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

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

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

Award Criteria

Proposals will be assessed against the following award criteria:

- **Objectives** - they are clear, realistic and address relevant issues, the target groups and their needs are described, envisaged achievements and results are indicated;

⁴² C(2007) 1807 of 26.04.2007.

- **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.

The period covered by this action, and the amount proposed, will be reduced from two years to one year, given that support for these experts should be integrated in National Agency grant agreements during the "Erasmus for All" programme. The new total required in 2013 will be €1,750,000.

4.4.2. European Lifelong Learning Platform – EUCIS

Index reference in the table in Appendix 1: 5.60

The Council conclusions on a "Strategic framework for European co-operation in education and training"⁴³ (ET 2020)", adopted on 12 May 2009, set out that European co-operation in priority areas should be carried out, where appropriate, with the involvement of stakeholders and also that the outcomes of co-operation should be widely disseminated. Such co-operation can include peer learning activities, conferences and seminars, high level fora or expert groups, panels, studies and analysis and web-based co-operation. Furthermore, in the context of the structured policy dialogue, DG EAC regularly consults European stakeholders' associations and social partners on European co-operation in education and training.

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

The support to EUCIS LLL will contribute to:

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

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

4.4.3. European-wide OER Graduate Network

Index reference in the table in Appendix 1: 5.66

Objective

⁴³ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

The action will be carried out by the Open University of the Netherlands (OUNL), as it is the initiator of the network. The OUNL is one of the main initiators and drivers behind OER (Open Educational Resources) use in higher education and also key actor in on-line education in Europe and is the sole entity having both the high competences as well being recognised by the European Open universities as the host for the OER UNESCO Chair required for the implementation of the action. The network to be developed will aim to link up the main actors working and using OER in higher education and generate focus, critical mass and quality in this field, thereby underpinning and giving evidence for the important OER movement in Europe.

The network will give to Europe the "OER label" and will contribute considerably to mainstreaming OER and ICT in higher education, as will be announced in the new EU Initiative on "Opening up education".

Specific objectives

- To establish an online learning network between higher educational institutions to develop and support the use of Open Educational Resources in PhD
- To substantially expand OER knowledge base in order to:
 - Develop and explore new knowledge in the broad OER field linked to a variety of disciplines at PhD level;
 - Provide a solid theoretical foundation for the introduction and implementation of OER innovation;
 - Monitor and evaluate the outcomes and impact of institutional, national and international OER initiatives;
 - Increase evidence and guidance for OER in practice.
- To connect educators and PhD students through a global online learning network;
- To provide free and easy access to the generated knowledge for a broader audience.

Expected results

- An online learning network between higher educational institutions across Europe to support PHD students in the field of OER, providing;
- An online (virtual) mechanism for joint mentoring and supervision of PhD students across multiple educational institutions in Europe;
- A training program with courses delivered by the universities participating in the learning network and based on OER content, online flexible learning services and virtual classrooms;
- A publication channel for the work done through the OER Knowledge Cloud (carrying the Network label);
- Guidance and support through a shared quality framework, a set of common research guidelines, and a recognition procedure for experts;
- Expansion of the knowledge base in Europe on the use of OER in education and on on-line education schemes;
- Free and easy access for a broader audience to knowledge generated.

The grant will be awarded to the Open University of the Netherlands (OUNL) subject to the positive evaluation of the proposal based on the following selection and award criteria:

Selection criteria

- The OUNL must have the professional competencies and qualifications required to complete the proposed action.

Award criteria

- Relevance: the objectives are clear and address relevant issues (20%)
- Quality of the work programme: the organisation of the work is appropriate to achieving the objectives (20%)
- Quality of the methodology: the tools and practical approaches proposed are appropriate to address the identified needs (20%)
- Quality of the staff: the team includes all the skills, recognised expertise and competences required to carry out the work programme (20%)

- Impact: the foreseeable effects of the activities are clearly defined and consistent with the objectives set out (10%)
- Quality of the valorisation plan (dissemination results): the extent to which the planned dissemination activities will ensure optimal awareness of the results beyond the participants in the proposal, during and beyond the lifetime of the project (10%).

4.4.4. Learning mobility module in household surveys and testing of administrative data collection on credit mobility in higher education

Index reference in the table in Appendix 1: 5.67

With the objective to collect the data needed for the monitoring progress and performance as regards the EU benchmark on IVET mobility and indicators on youth mobility in general, EUROSTAT will work with the national statistical authorities of the countries concerned on the development of a new learning mobility module to be integrated into existing national household surveys conducted in 2014, such as the Labour Force Survey or the Adult Education Survey. With the objective to collect the data needed for the monitoring of progress and performance as regards the EU benchmark on learning mobility in higher education, EUROSTAT will work with the relevant national authorities of the countries to develop their statistical infrastructure in view of future regular data collection according to common definitions. This should assure that pilot data can be reported to the Council in 2015.

The action will be implemented in accordance with Regulation (EC) No 223/2009 of the European Parliament and of the Council and notably Article 14.1 (c) and through cross sub-delegation with EUROSTAT and the funds should be committed in the fourth quarter of 2013.

The national statistical offices and the ministries of education (or equivalent) in the LLP participating countries are the only authorities in charge of providing national official statistics in this field. This action will be implemented through a call for mono- or multi-beneficiary grants and the maximum Commission co-financing rate will be 75%.

4.5. Contributions to the management costs of other public-sector or private law bodies with a public-service mission in conformity with Article 54.2(c) of the 2002 Financial Regulation

4.5.1. eTwinning National Support Services (NSS)

Index reference in the table in Appendix 1: 1.60

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

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

The NSS act as instruments to implement the programme at national level, in conformity with the provisions of Article 54.2(c) of the 2002 Financial Regulation, as provided for by the Legal Basis. The country distribution of the total amount available for the action is provided in the table in [Appendix 3](#).

4.5.2. National units of the Eurydice network

Index reference in the table in Appendix 1: 5.15

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

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

Beneficiaries

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

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

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

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

4.5.3. Euroguidance

Index reference in the table in Appendix 1: 5.22

Part A

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 future joint EQF-Ploteus which should become part of a joint portal with portal as from 2013.

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

- Better targeted communication for the various users, as well as intensified co-operation with the relevant European networks in the field of mobility;
- The centres will keep their tasks related to the joint EQF-Ploteus portal (providing guidance to individuals, providing information to the Portal).

Beneficiaries

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

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

The country distribution of the total amount available for the action (€2,400,000) is provided in the table in [Appendix 3](#). The distribution is based on demographic size, cost of living and previous use of resources. The increase in the global Euroguidance amount takes into account the growing number of participating countries (the average unitary grant had actually decreased since 2005) as well as the need to support more and better interconnection of national databases to the joint EQF-Ploteus portal.

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

Part B

A separate budget of €1,500,000 is foreseen for activities relating to setting up or developing national databases for learning opportunities that will be interconnected to the Ploteus interface. The grant for action will cover 24 months.

Beneficiaries

The Euroguidance centres as indicated under part A. Priority will be given to those Euroguidance centres having no national databases for learning opportunities. The maximum co-financing percentage is 75%, and the maximum grant foreseen is €100,000 over two years.

4.5.4. *Europass*

Index reference in the table in Appendix 1: 5.23

Established by the decision of the European Parliament and of the Council⁴⁴ on a single EU framework for the transparency of qualifications and competences, the Europass action implements since 2005 a direct service to citizens, as well as to training centres, schools, universities and enterprises, through a European portal and the network of national Europass centres mentioned above. The EU contribution finances up to 50% of the operating costs of the national Europass centres, which implement the Europass action on the national level.

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

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

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

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

Beneficiaries

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

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

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

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

4.6. **Public procurement**

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

4.6.1. *eTwinning Central Support Services (CSS)*

Index reference in the table in Appendix 1: 1.50

In order to expand the coverage and range of services to be offered by eTwinning, a new call for tenders was published in 2012. The budget for the first year of implementation (1 July 2013-30 June 2014) is covered by decision C(2012)5502 of 4 August 2011, as amended by decisions C(2011)9520 of 20 December 2011 and C(2012)1823 of 23 March 2012. The 2013 budget will cover a potential contract of handover from the old contractor to the new

⁴⁴ 2004/2241/EC of 15.12.2004.

contractor. However, if the handover service is not requested, there will be no need for budget in 2013. Existing framework contract will be used.

4.6.2. Comenius studies and conferences on school policy

Index reference in the table in Appendix 1: 1.70

The budget reserved is intended to finance one conference on school issues as well as a study on early school leaving (ESL) and mental health, focusing in particular on the current and potential impact of mental health promotion programmes on reducing ESL, cost-benefit assessments, and the pros and cons of targeted versus integrated programmes. Existing framework contracts will be used.

4.6.3. Comenius pupil mobility insurance

Index reference in the table in Appendix 1: 1.90

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

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

Index reference in the table in Appendix 1: 2.50

The budget is intended to finance approximately four studies or surveys in the field of higher education to follow up on priority areas identified in the context of the Communication on the Modernisation of Higher Education⁴⁵ and the Bologna Communiqué agreed in 2012, including, for example, on new modes of delivering quality higher education, how to reinforce cross-border quality assurance, or to map best practices in higher education institutions to integrate graduates in the labour market. Part of the funding could be allocated to a) conferences linked to the achievements of Erasmus in 2007-2013 and to the results of different studies such as on graduate employability; and b) provision of a tool to support the development of entrepreneurial universities in Europe. The contracts will primarily be awarded following calls for tender, existing framework contracts will be used for a limited number of studies.

4.6.5. University-business co-operation

Index reference in the table in Appendix 1: 2.70

The intervention envisages:

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

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

Index reference in the table in Appendix 1: 3.50

The budget is intended to finance the organisation of the second VET Business Forum and related preparatory actions such as surveys or research. The VET Business Forum is a platform for exchange between VET sector, businesses and

⁴⁵ COM(2011)567 of 20.09.2011.

policy makers on a wide range of topics related to excellence, attractiveness, relevance and in general to promotion of partnerships between VET and employers.

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

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

4.6.7. ECVET experts meeting

Index reference in the table in Appendix 1: 3.51

The budget will finance the first meeting of all ECVET experts from the national teams set up in early 2012 to support national implementation. The event will inform the around 190 experts on the latest developments in the area of ECVET. It will allow them to exchange experience after nearly two years of existence and will help ensure a coherent message and approach throughout Europe. The event will be integrated with the final conference of the NetECVET thematic monitoring network, lead by the German National Agency for Leonardo da Vinci. The event will therefore also ensure the interaction and synergy between the best ECVET projects and the national ECVET experts. The meeting will be organised by the EACEA using existing framework contracts for events and consultancies.

4.6.8. ECVET and EQAVET Networks Support

Index reference in the table in Appendix 1: 3.90

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

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

4.6.9. Evaluation of ECVET

Index reference in the table in Appendix 1: 3.75

As requested by the ECVET Recommendation⁴⁶, the Commission will submit a report on the experience gained and implications for the future to the European Parliament and the Council in June 2014. The amount is for a study to be carried out by an external contractor through an existing framework contract. A number of information gathering and fact finding activities, useful for the evaluation, will be carried out in the framework of other management and development activities related to ECVET.

4.6.10. Grundtvig studies and events related to adult education

Index reference in the table in Appendix 1: 4.50

The budget reserved is intended to finance an indicative number of seven contracts. The aim is to contract studies, consultancies and events on subjects such as Grundtvig Learning Partnerships and of key relevance for the European Agenda for Adult Learning adopted in November 2011, such as basic skills for low skilled adults, marginalised and disadvantages citizens, including migrants, open educational resources for adults, as well as activities to disseminate the results achieved by centralised and decentralised Grundtvig actions and significant achievements of the work

⁴⁶ OJ C 155/11, 08.07.2009.

carried out by the national coordinators designated for the implementation of the European Agenda for Adult Learning with a view to promoting good practice in adult learning.

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

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

Index reference in the table in Appendix 1: 5.20

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

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

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

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

4.6.12. Support to development activities related to the European Qualifications Framework (EQF)

Index reference in the table in Appendix 1: 5.06

Following up the first evaluation report on the implementation of the Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of a European Qualifications Framework for lifelong learning (EQF) – to be finalised early in 2013 – a number of development activities are envisaged to support the passage from the first phase of the EQF (putting systems in relation to the EQF) to its second phase, focusing on the use of the EQF by citizens and organisations.

These activities – including expert studies, public consultation, peer learning activities and other events – will be aimed at preparing a revision of the EQF Recommendation, reinforcing the communication dimension, and pursuing closer co-ordination and convergence with other transparency tools such as credit systems. Activities covered within this heading would also include the conference on the progress achieved on the national qualification frameworks since the adoption of the EQF Recommendation and next steps, which would take place in the 2nd or 3rd quarter of 2013.

These activities will be contracted following existing framework contracts.

4.6.13. Administrative agreement with the Commission's Joint Research Centre – IPTS

Index reference in the table in Appendix 1: 5.28

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

Since 2006, DG EAC relied on the expertise of IPTS for studies on ICT and education through a specific administrative arrangement. The objective of the administrative arrangement for 2013 is to connect the ongoing work of IPTS to the new EU initiative on "Opening up Education" announced in the Communication on "Rethinking Education – Investing in skills for better economic and social outcomes". The studies published in 2010 on "Creative Learning and Innovative Teaching"⁴⁷ provide some valuable input for the new EU initiative and its related actions.

4.6.14. Network renewal –NESET

Index reference in the table in Appendix 1: 5.30

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

4.6.15. Education and Training expert framework contract

Index reference in the table in Appendix 1: 5.35

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

- To support the general reporting, evaluation and dissemination of results of ET 2020, this also includes the Copenhagen Process on vocational education and training, with a view to ensuring lifelong learning;
- To support the European-level implementation of the priority areas in ET 2020⁴⁸ set for 2012-2014⁴⁹ 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.

4.6.16. Contribution to the preparation of a report on progress in the post Bologna Process: Data collection and computation of indicators

Index reference in the table in Appendix 1: 5.68

With the objective to provide required input to the report on progress in the post Bologna process, 2015 edition, EUROSTAT will work with a contractor to collect data and compute indicators for the report. The data collection and computed indicators will cover the 47 countries in the European Higher Education Area⁵⁰ and will deal with areas relevant to the follow-up of the post Bologna process.

The development of indicators will also be closely coordinated with EACEA, who has the overall responsibility for the report. Some of the input data are available from the OECD or the UNESCO Institute for Statistics, but data will also need to be collected from the national authorities of the countries that participate in the Bologna process beyond the EU Member States.

⁴⁷ Cachia, R. et al. (2010) *Creative Learning and Innovative Teaching: Final Report on the Study on Creativity and Innovation in Education in EU Member States*. Luxembourg, OPOCE, available at: <http://ftp.jrc.es/EURdoc/JRC62370.pdf>

⁴⁸ OJ C 119/2, 28.05.2009.

⁴⁹ OJ C 70/05, 08.03.2012.

⁵⁰ <http://www.ehea.info/members.aspx>

The action will be implemented through a sub-delegation to EUROSTAT, who will launch a call for tender.

4.6.17. Methodological development for collecting data on completion rates and average duration of higher education

Index reference in the table in Appendix 1: 5.69

The Europe 2020 strategy (headline indicator on tertiary attainment) and the Modernisation Agenda for Higher Education⁵¹ make the exploration of data on completion rates and average duration in higher education essential. To allow further exploration of the data, improved methodology in the current data collection conducted by EUROSTAT is a key issue to address.

Therefore, with the objective to improve methodology and data on completion rates and average duration in higher education, EUROSTAT will work with national statistical institutes and other relevant experts. This action will cover evaluating and developing the methodology with the purpose of recommending comparable methods at EU level.

The outcome of this methodological development should allow for subsequent steps to be taken to improve data availability at country level starting in 2015.

The action will be implemented through a sub-delegation to EUROSTAT who will launch a call for tender.

4.6.18. Information and awareness-raising activities, studies and conferences in the field of multilingualism

Index reference in the table in Appendix 1: 6.40

The information activities and events about the benefits of learning languages and of linguistic diversity will contribute to achieving the objective of the promotion of language learning and linguistic diversity. The European Language Label initiative has proven very successful in fostering innovative ways of language teaching and learning and will be strengthened. Moreover, the intention is to carry out studies and other actions concerning different themes linked to the achievement of this objective. In particular, an inventory of vocationally oriented on-line language courses will be financed in order to capitalise on the previous achievements of the programme in this field and to find out what additional resources can be used to support future mobility. Calls for tender will be launched in March 2013 to engage the services of an organisation or a consortium to carry out these initiatives.

Activities under this action will also include: 1) the European Language Label award 2) awareness raising of most modern teaching methodologies and pedagogical approaches for language teaching and exchange of good practice between EU and third countries higher education institutions in the area of language training and 3) the conference defining the framework and challenges of the second round of the European Survey on Language Competences (ESLC). This conference will gather the specialists in the field of language testing, the Members of the Advisory Board for the language indicator (representatives of the EU Member States appointed by the national ministries) and the national research coordinators from the countries who took part in the first round of the ESLC⁵². It will be organised using an existing framework contract.

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

Index reference in the table in Appendix 1: 6.56

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

- "Juvenes Translatores" is a translation contest for 17-year-olds in schools across the EU. The contest is being organised to promote foreign language usage in Europe and the art of translation. More than 600 schools across the EU participate, and the 27 winners (one per EU country) are invited on a trip to Brussels together with an accompanying adult. All the support activities around this initiative will be carried out using existing framework contracts;
- The European Master's in Translation (EMT) Network is a partnership project between the Commission and the relevant academic community in Europe. University programmes that are benchmarked to agreed standards via an evaluation procedure receive an EMT quality label and become members of the European Master's in Translation Network, which promotes exchanges and cooperation in Europe. Current members are 34 master's

⁵¹ (http://ec.europa.eu/education/higher-education/agenda_en.htm).

⁵² Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, the Netherlands, Poland, Portugal, Slovenia, Spain, Sweden and the UK.

level translation programmes in the EU. In 2012, the activities of the Network (expert meetings, working groups, annual conference) will be implemented using existing framework contracts;

- The "Language Industry Web Platform" is an interactive website gathering and disseminating information about the language industry and its developments by providing an easy-access repository of relevant documents and generating content by regular surveys. The main objectives of the platform are: bring language professionals together; improve the exchange of know-how; raise awareness of the business; collect comparable industry data from EU countries; and inform language professionals about research on and by the language industry. The activities related to the platform, maintenance and an information campaign, will be implemented using existing framework contracts.

4.6.20. Studies and conferences on Key Activity 2: Language learning

Index reference in the table in Appendix 1: 6.60

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

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

4.6.21. Survey on language competences

Index reference in the table in Appendix 1: 6.35

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

This survey will be contracted following a call for tender.

4.6.22. Anticipating and matching skills needs

Index reference in the table in Appendix 1: 5.75

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

4.6.23. European register of tertiary institutions

Index reference in the table in Appendix 1: 5.57

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

4.6.24. Conferences and events on Key Activity 1: Policy Cooperation and Innovation

Index reference in the table in Appendix 1: 5.96

The budget reserved is intended to finance an indicative number of 3 contracts including:

- Stakeholders' Forum;
- Conference on longitudinal studies;
- Conference on entrepreneurship education on the occasion of the launching of a policy handbook.

These events will be implemented through existing framework contracts.

4.6.25. Studies and conferences on Key Activity 1: Jean Monnet Action

Index reference in the table in Appendix 1: 9.50

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

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

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

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

4.6.26. Jean Monnet label of excellence – preparatory measures

Index reference in the table in Appendix 1: 9.60

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

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

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

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

Index reference in the table in Appendix 1: 12.30

In view of ensuring a proper preparation and monitoring of the future "Erasmus for All" programme for the period 2014-2020, it is foreseen to establish a monitoring framework that will allow to measure impact and results of the programme. In particular, in line with Article 5(1)(f) of the Lifelong Learning Legal Basis and Article 2(c) of its Annex, the action will envisage the conclusion of a contract to collect the monitoring indicators that cannot be obtained directly from IT tools (e.g. students' employability after a number of years from their experience abroad). The contract will be used to collect data for the future "Erasmus for all" programme but will also applied to the extent possible to the current LLP programme whose actions will continue to run until 2016. Framework contract(s) may be used for this action.

In addition, in line with the specific objective to promote language learning set out in Article 1 of the Lifelong Learning Legal Basis and in order to improve the teaching and learning of languages as per Article 5 of the "Erasmus for All" Legal Basis and ensure a proper linguistic preparation of participants in the "Erasmus for All" programme for the period 2014-2020, it is foreseen to carry out preparatory actions that will allow developing and testing operational

approaches to be implemented under the future programme. Indeed, there is continuity between the two programmes as far as their political and operational objectives on languages are concerned. Moreover, this initiative intends to improve linguistic preparation, which is mainly linked to mobility and instrumental for participants to get the most out of their mobility experience. The preparatory actions will be implemented through a call or calls for tender.

5. OTHER METHODS OF IMPLEMENTATION

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

Index reference in the table in Appendix 1: 5.95

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

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

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

Index reference in the table in Appendix 1: 6.58

As per Articles 53(c) and 53d of the 2002 Financial Regulation and 43 of the Implementing Rules, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with the Council of Europe will be launched in 2013, in order to support cooperation aiming at obtaining data and expertise on multilingualism policy, with a view to contribute to the preparation of the "Erasmus for All" programme. This action will be implemented through a contribution agreement in line with the ongoing Memorandum of Understanding signed on 23 May 2007 between the Council of Europe and the European Union.

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

5.3. Joint management - Co-operation with the Council of Europe on educational aspects related to "Human Rights and Democracy in Action"

Index reference in the table in Appendix 1: 5.94

The economic crisis presents important challenges to the future of democracy in Europe. Equipping young people with competences for life in democratic societies, such as solving conflicts peacefully and participating in decision-making, is more important than ever. Education has a crucial role in this respect.

As per Articles 53(c) and 53d of the 2002 Financial Regulation and 43 of the Implementing Rules, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with the Council of Europe will be implemented in 2013 and 2014 regarding "The Human Rights and Democracy in Action" pilot project scheme, which aims to strengthen citizenship and human rights education in the states party to the European Cultural Convention, with the help of the Council of Europe Charter on Democratic Citizenship and Human Rights Education⁵³.

The pilot project scheme will consist of grants towards cooperation projects among two or more countries (including regional cooperation), in a lifelong learning perspective, and will build on the past work of the European Commission

⁵³ http://www.coe.int/t/dg4/education/edc/Source/Charter/Charterpocket_EN.pdf

and the Council of Europe in this area (for example, the Eurydice survey on "Citizenship Education in Europe"⁵⁴) and the Council of Europe report on the implementation of the Charter (forthcoming). Priority will be given to projects contributing to the development of sustainable mechanisms for the development of citizenship and human rights education. It will be implemented as a pilot scheme that will put into practice a joint peer learning mechanism between participating countries.

This scheme will be launched and promoted in the framework of the 2013 EU Year of Citizens and will run from the second quarter of 2013 to the end of 2014. This action will be implemented through a contribution agreement in line with the on-going Memorandum of Understanding signed on 23 May 2007 between the Council of Europe and the European Union.

5.4. Joint management - Co-operation with OECD on Adult Skills Online portal

Index reference in the table in Appendix 1: 5.41

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

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

Furthermore, the action will provide support to the OECD's analytical strategy in analysing data collected through the PIAAC survey. This will aim at producing evidence on adult's skills levels and its relation to education, skills use and the labour market, thereby providing valuable insight for formulating EU education policies.

This action will be implemented through the joint management procedure (Article 53(c) of the 2002 Financial Regulation and Article 43 of the Implementing Rules), and the maximum Commission co-financing rate will be 80%.

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

Index reference in the table in Appendix 1: 5.42

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

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

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

This action will be implemented through the joint management procedure (Article 53(c) of the 2002 Financial Regulation and Article 43 of the Implementing Rules), and the maximum Commission co-financing rate will be 75%.

5.6. Joint management - Co-operation with OECD on a framework for entrepreneurship education in VET and schools and on the guiding framework for entrepreneurial universities

Index reference in the table in Appendix 1: 5.43

OECD and the European Commission are both already involved in a number of activities promoting the development of the key competence entrepreneurship, including in particular within initial education and vocational training. Work in these two educational sub-systems would greatly benefit from the development of a framework, supported by an online tool, to guide entrepreneurial schools and training centres.

⁵⁴ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf

In addition, the OECD and the European Commission will work together on the implementation and roll-out of the operational version of the guiding framework for entrepreneurial universities.

These actions will be implemented through the joint management procedure (Article 53(c) of the 2002 Financial Regulation and Article 43 of the Implementing Rules), and the maximum Commission co-financing rate will be 80%.

5.7. Joint management - Co-operation with UNESCO on Open Education Resources

Index reference in the table in Appendix 1: 7.40

As per Articles 58(1)(c)(ii) of the Financial Regulation and 43 of the Rules of Application, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a joint action with UNESCO will be launched in 2013, in order to cooperate on topics of common interest regarding education and training policies, such as open education resources development. This action will be implemented through a contribution agreement in line with the ongoing Financial and Administrative Agreement signed on 29 April 2003 between the European Communities and the United nations (FAFA). The action in 2013 will mainly focus on better knowledge and raising awareness activities.

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

This action will be implemented through the joint management procedure (Article 53(c) of the 2002 Financial Regulation and Article 43 of the Implementing Rules), and the maximum Commission co-financing rate will be 75%.

PROGRAMMING TABLE FOR 2013

Appendix 1

Available funds

EUR-27	1.100.476.000	1.131.174.154
EFTA/EEA	30.813.328	31.672.876
Third countries (financial contribution for 2013)	140.579.911	140.579.911
Third countries (contributions from previous years)(**)	42.000.000	34.500.000
Recoveries (**)	50.000.000	58.000.000
Total: (***)	1.363.869.239	1.395.926.941

WPI ^(*)	Lifelong Learning Programme	Draft Budget 2013	Changes	Final Budget 2013	Mode of implementation	Number of grants / contracts	Average value of grants / contracts	Max rate of co-financing	Publication of the calls	Legal instrument for grants (****)
	Programme Comenius									
1.10	Comenius decentralised funds	196.585.474	110.000	196.695.474	ANA	**	**	-	Aug-12	
1.20	Multilateral projects	9.700.000		9.700.000	APEA	37	262.162	75%	Aug-12	AGR
1.30	Networks	3.150.000		3.150.000	APEA	7	450.000	75%	Aug-12	AGR
1.40	Accompanying measures	550.000		550.000	APEA	4	137.500	75%	Aug-12	AGR
1.50	eTwinning CSS (12 months)	2.300.000	-1.750.000	550.000	PP-EA	1	550.000	100%	N/A	
1.60	eTwinning NSS	9.400.000		9.400.000	Art.54.2.c-EA	34	276.471	80%	N/A	
1.70	Studies and conferences	1.100.000	-625.000	475.000	PP	2	237.500	100%	N/A	
1.80	Policy networks	1.750.000		1.750.000	APC	3	583.333	75%	Jun-13	AGR
1.85	A European network of national literacy organisations	0	3.000.000	3.000.000	APC	1	3.000.000	75%	Mar-13	AGR/DEC
1.90	Comenius pupil mobility insurance	520.000	11.000	531.000	PP	1	531.000	100%	N/A	
	Subtotal	225.055.474		225.801.474						
	Programme Erasmus									
2.10	Erasmus decentralised funds	561.125.709	10.000.000	571.125.709	ANA	**	**	-	Aug-12	
2.20	Multilateral projects	20.000.000	2.000.000	22.000.000	APEA	55	400.000	75%	Aug-12	AGR/DEC
2.30	Networks	5.000.000		5.000.000	APEA	10	500.000	75%	Aug-12	AGR
2.40	Accompanying measures	900.000		900.000	APEA	6	150.000	75%	Aug-12	AGR
2.50	Studies, conferences and other activities	1.500.000		1.500.000	PP	8	187.500	100%	Apr-13	
2.65	Multidimensional ranking framework	2.000.000	-2.000.000	0	PP	1	0	100%		
2.70	University-business cooperation	650.000		650.000	PP	4	162.500	100%	Apr-13	
	Subtotal	591.175.709		601.175.709						
	Programme Leonardo da Vinci									
3.10	Leonardo da Vinci decentralised funds	352.962.943	20.000.000	372.962.943	ANA	**	**	-	Aug-12	
3.20	Multilateral projects	14.275.000		14.275.000	APEA	40	356.875	75%	Aug-12	AGR/DEC
3.30	Networks	3.000.000		3.000.000	APEA	7	428.571	75%	Aug-12	AGR
3.40	Accompanying measures	550.000		550.000	APEA	4	137.500	75%	Aug-12	AGR
3.50	Studies and conferences	700.000	-150.000	550.000	PP	3	183.333	100%	Apr-13	
3.51	ECVET experts meeting	0	150.000	150.000	PP-EA	1	150.000	100%	N/A	
3.70	ECVET National Teams	3.500.000	-1.750.000	1.750.000	MON-EA	30	58.333	90%	Apr-13	AGR/DEC
3.75	Evaluation of ECVET	200.000		200.000	PP	1	200.000	100%	N/A	
3.90	ECVET and EQAVET Networks	1.180.000		1.180.000	PP	2	590.000	100%	N/A	
	Subtotal	376.367.943		394.617.943						
	Programme Grundtvig									
4.10	Grundtvig decentralised funds	53.923.252		53.923.252	ANA	**	**	-	Aug-12	
4.20	Multilateral projects: transfer and development of innovation	16.100.000		16.100.000	APEA	54	298.148	75%	Aug-12	AGR/DEC
4.30	Networks	2.300.000		2.300.000	APEA	6	383.333	75%	Aug-12	AGR
4.40	Accompanying measures	550.000		550.000	APEA	4	137.500	75%	Aug-12	AGR
4.50	Studies and events	1.540.000	-240.000	1.300.000	PP	7	185.714	100%	Oct-13	
	Subtotal	74.413.252		74.173.252						

Programme transversal										
<i>Key Activity 1: Policy Cooperation and Innovation</i>										
5.01	Mobility: education decision makers	4.374.678		4.374.678	ANA	**	**	-	Aug-12	
5.02	Studies and comparative research	400.000	-400.000	0	PP	2	0	100%	first semester 2013	
5.05	EQF National coordination points	2.490.000	-2.490.000	0	MON-EA	35	0	75%		AGR/DEC
5.06	Support to development of EQF	0	700.000	700.000	PP	4	175.000	100%		
5.10	Implementation of the European strategic objectives in Education and training ET2020 (stakeholder cooperation, experimentation and innovation)	4.000.000		4.000.000	APEA	20-25	N/A	75%	Mar-13	AGR
5.12	Grants to Presidency conferences and DG meetings	900.000		900.000	MON	10	90.000	75%	N/A	AGR
5.15	Eurydice	2.506.000		2.506.000	Art.54.2.c-EA	42	59.667	75%	N/A	AGR/DEC
5.20	Ploteus + EQF webtool	800.000		800.000	PP	3	266.667	100%	N/A	
5.22	Euroguidance	2.400.000	1.500.000	3.900.000	Art.54.2.c-EA	36	108.333	75%/50%	N/A	AGR/DEC
5.23	Europass	2.400.000		2.400.000	Art.54.2.c-EA	36	66.667	50%	N/A	AGR/DEC
5.28	Administrative arrangement IPTS	500.000		500.000	PP	1	500.000	100%	N/A	
5.30	Network renewal (NESET)	250.000		250.000	PP	1	250.000	100%	N/A	
5.35	Education and Training experts framework contract	4.000.000	-300.000	3.700.000	PP	50	74.000	100%	Mar-13	
5.40	Adult skills survey (PIAAC)	500.000	-200.000	300.000	MON-EA	4	75.000	75%	N/A	AGR/DEC
5.41	Cooperation with OECD on PIAAC Portal	400.000	200.000	600.000	JOINT	1	600.000	80%	N/A	AGR
5.42	Cooperation with OECD on Countries Analysis	500.000		500.000	JOINT	1	500.000	75%	N/A	AGR
5.43	Cooperation with OECD on a framework for entrepreneurship education and on a guiding framework for entrepreneurial universities	0	800.000	800.000	JOINT	2	400.000	80%	N/A	AGR
5.45	ICILS skills survey	300.000		300.000	MON-EA	13	23.077	75%	N/A	AGR/DEC
5.46	The international civic and citizenship education study (ICCS 2016)	0	1.080.000	1.080.000	MON-EA	27	40.000	75%	N/A	AGR/DEC
5.57	European register of tertiary institutions	500.000		500.000	PP	1	500.000	100%	Aug-12	
5.60	European Lifelong Learning Platform EUCIS	200.000		200.000	MON	1	200.000	90%	N/A	AGR
5.65	Pilot survey on mobility in initial vocational education and training	50.000	-50.000	0	PP	1	50.000	100%	Jul-13	
5.66	European-wide OER Graduate Network	0	120.000	120.000	MON	10	12.000	50%	N/A	AGR/DEC
5.67	Learning mobility module in household surveys and testing of administrative data collection on credit mobility in higher education	500.000	1.000.000	1.500.000	MON	20	75.000	75%	Sep-13	AGR/DEC
5.68	Preparation of report on progress in the post Bologna Process: data collection and computation of indicators	0	100.000	100.000	PP	1	100.000	100%	second quarter 2013	AGR/DEC
5.69	Methodological development for collecting data on completion rate and average duration of higher education	0	200.000	200.000	PP	1	200.000	100%	Sep-13	AGR
5.75	Anticipating and matching skills needs	800.000		800.000	PP	3	266.667	100%	N/A	
5.80	Networks for transnational co-operation for the promotion of LLL policies and partnerships at national, regional and local level, including public-private partnerships	1.000.000		1.000.000	APEA	3	333.333	75%	Aug-12	AGR
5.85	Sector Skills Council for the Learning sector	300.000	-300.000	0	MON	4	0	75%	N/A	AGR
5.90	Multilateral Projects and Networks: Promoting the integration of Roma in and through education	2.000.000	500.000	2.500.000	APEA	7	285.714	75%	Aug-12	AGR
5.94	Cooperation with the Council of Europe on educational aspects related to "Human rights and Democracy in Action"	0	200.000	200.000	JOINT	1	200.000	60%	N/A	AGR
5.95	Cooperation with the Council of Europe training of community and school mediators for Roma	500.000		500.000	JOINT	1	500.000	50%	N/A	AGR
5.96	Conferences and events	800.000	-200.000	600.000	PP	3	200.000	100%	N/A	
Subtotal		33.370.678		35.830.678						
Key Activity 2: Language Learning										
6.10	Multilateral projects: new language materials / online courses / awareness raising	7.300.000		7.300.000	APEA	20	365.000	75%	Aug-12	AGR
6.20	Networks	2.155.000		2.155.000	APEA	5	431.000	75%	Aug-12	AGR
6.30	Accompanying measures	360.000		360.000	APEA	3	120.000	75%	Aug-12	AGR
6.35	Survey on language competences	4.000.000		4.000.000	PP	1	4.000.000	100%	Mar-13	
6.40	Information and awareness-raising activities, studies and conferences	1.000.000	120.000	1.120.000	PP	10	112.000	100%	Mar-13	
6.56	"Juvènes Translatores", European Master's in Translation and Language Industry Platform	487.500		487.500	PP	4	121.875	100%	N/A	
6.58	Cooperation with the Council of Europe on language learning	300.000		300.000	JOINT	1	300.000	80%	N/A	AGR
6.60	Studies and conferences	350.000		350.000	PP	5	70.000	100%	N/A	
Subtotal		15.952.500		16.072.500						

	Key Activity 3: ICT										
7.10	Multilateral projects	7.100.000		7.100.000	APEA	19	373.684	75%	Aug-12	AGR	
7.20	Networks	2.500.000		2.500.000	APEA	6	416.667	75%	Aug-12	AGR	
7.30	Studies and conferences	150.000	-150.000	0	PP	1	0	100%			
7.40	Cooperation with UNESCO on Open Education Resources	200.000		200.000	JOINT	1	200.000	75%	N/A	AGR	
	Subtotal	9.950.000		9.800.000							
	Key Activity 4: Dissemination and Exploitation of Results										
8.10	Multilateral projects	2.100.000		2.100.000	APAE	7	300.000	75%	Aug-12	AGR	
8.20	Thematic networks	0	400.000	400.000	APEA	1	400.000	80%	Feb-13	AGR	
	Subtotal	2.100.000		2.500.000							
	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	4.500.000		4.500.000	APEA	120	37.500	75%	Aug-12	AGR/DEC	
9.20	Unilateral projects: Associations of Professors and Researchers	67.021		67.021	APEA	3	22.340	75%	Aug-12	AGR/DEC	
9.30	Unilateral projects: Information and research activities	1.135.400		1.135.400	APEA	35	32.440	75%	Aug-12	AGR/DEC	
9.35	Learning EU at School	2.000.000		2.000.000	APEA	35	57.143	75%	Aug-12	AGR/DEC	
9.40	Multilateral projects: Research groups	231.400		231.400	APEA	3	77.133	75%	Aug-12	AGR/DEC	
9.50	Studies and conferences	520.000		520.000	PP	3	173.333	100%	N/A		
9.60	JMO labels of excellence (preparatory measures)	200.000		200.000	PP	2	100.000	100%			
	Subtotal	8.653.821		8.653.821							
	Key Activity 2: operating grants to support specified institutions - Art. 3.3(b)										
10.10	College of Europe, Bruges & Natolin	5.700.000	114.000	5.814.000	D	2	2.907.000	80%	N/A	AGR	
10.20	European University Institute, Florence	10.380.000	958.000	11.338.000	D	1	11.338.000	80%	N/A	AGR	
10.30	Academy of European Law, Trier	2.561.000	51.000	2.612.000	D	1	2.612.000	80%	N/A	AGR	
10.40	Institute of Public Administration, Maastricht	976.000	20.000	996.000	D	1	996.000	80%	N/A	AGR	
10.50	Special Needs Agency, Middelfart	893.000	98.000	991.000	D	1	991.000	80%	N/A	AGR	
10.60	CIFE, Nice	2.372.000	47.000	2.419.000	D	1	2.419.000	80%	N/A	AGR	
	Subtotal	22.882.000		24.170.000							
	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	1.948.400		1.948.400	APEA	17	114.612	75%	Aug-12	AGR	
	Subtotal	1.948.400		1,948,400							
	Others										
12.30	Preparation for implementation of the "Erasmus for all" programme	900.000	-250.000	650.000	PP	2	325.000	100%	May-13		
	Subtotal	900.000		650.000							
	Reserve	1.099.462		533.164							
	Total	1.363.869.239	32.624.000	1.395.926.941							
		0		0							
	Decentralised funds	1.168.972.056		1.199.082.056			85,90%				
	Centralised funds - general call	106.923.821		108.523.821			7,77%				
	Operating grants	41.536.400		44.324.400			3,18%				
	Other specific calls and procurements	45.337.500		43.463.500			3,11%				
	Reserve	1.099.462		533.164							
	Total	1.363.869.239		1.395.926.941							
	(*) WPI:	Work Programme Index									
	(**) :	Estimate October 2012									
	(***) :	Pursuant to Art. 92(6) of the Financial Regulation, 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 of the 2002 Financial Regulation - implementation by the executive agency EACEA									
	D:	Grants to bodies identified in the Basic Act - Art. 190(1)(d) Rules of Application									
	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. 190(1)(c) and (f) of the Rules of Application									
	MON-EA:	Idem - implementation by the executive agency EACEA									
	PP:	Public procurement									
	PP-EA:	Public procurement managed by the executive agency EACEA									
	JOINT:	Joint management - Article 53(d) of the 2002 Financial Regulation									

Overview of decentralised funds received for each Programme and Action - with reserve fund

New revised appendix 2 - 10/12/2012

total additional funds 30.000.000
 2/3 to leonardo da vinci 20.000.000
 1/3 to erasmus 10.000.000

	Comenius in 2013			Erasmus in 2013					Leonardo da Vinci in 2013			Grundtvig in 2013	Study visits in 2013	Total decentralised funds	EU contribution to management costs				Total Funds received single agreement	Contribution to coordination		Total Funds received	
	Mobility, partnerships, Comenius Regio	Pupil mobility	Total	Mobility	Intensive Programmes	Intensive langu. courses	additional funds	Total	Mobility	additional funds	Total				for decentralised funds	Pupil mobility NA operating grant	Pupil mobility training	Total		ADAM*	EST*		
BE	3.937.000	163.000	4.100.000	11.843.000	447.000	123.000	226.000	12.639.000	6.543.000	391.000	6.934.000	915.000	93.000	24.691.000	1.267.000	16.000	45.000	1.328.000	26.009.000	BE	4.000	4.000	26.017.000
BG	2.710.000	102.000	2.812.000	7.715.000	118.000	25.000	147.000	8.005.000	5.347.000	319.000	5.666.000	266.000	83.000	16.832.000	860.000	10.000	17.000	867.000	17.719.000	BG	2.000	2.000	17.723.000
CZ	3.231.000	141.000	3.372.000	11.979.000	170.000	90.000	229.000	12.468.000	7.156.000	428.000	7.584.000	939.000	92.000	24.455.000	1.251.000	14.000	34.000	1.299.000	25.754.000	CZ	4.000	3.000	25.761.000
DK	2.229.000	93.000	2.322.000	6.215.000	303.000	73.000	119.000	6.710.000	4.158.000	248.000	4.406.000	507.000	61.000	14.006.000	1.020.000	12.000	34.000	1.066.000	15.072.000	DK	3.000	3.000	15.078.000
DE	17.710.000	0	17.710.000	55.545.000	792.000	145.000	1.060.000	57.542.000	42.963.000	2.567.000	45.530.000	5.161.000	480.000	126.423.000	4.477.000	0	0	4.477.000	130.900.000	DE	13.000	13.000	130.926.000
EE	1.165.000	52.000	1.217.000	3.556.000	120.000	33.000	68.000	3.777.000	2.080.000	124.000	2.204.000	345.000	44.000	7.587.000	390.000	6.000	11.000	407.000	7.994.000	EE	1.000	1.000	7.996.000
EL	3.448.000	137.000	3.585.000	13.418.000	383.000	65.000	256.000	14.122.000	7.899.000	472.000	8.371.000	1.106.000	104.000	27.288.000	1.397.000	14.000	35.000	1.446.000	28.734.000	EL	4.000	4.000	28.742.000
ES	12.862.000	501.000	13.363.000	51.216.000	386.000	128.000	978.000	52.708.000	26.292.000	1.571.000	27.863.000	3.470.000	322.000	97.726.000	3.448.000	36.000	134.000	3.618.000	101.344.000	ES	10.000	10.000	101.364.000
FR	15.188.000	671.000	15.859.000	51.009.000	698.000	174.000	974.000	52.855.000	34.178.000	2.042.000	36.220.000	3.766.000	381.000	109.081.000	3.838.000	46.000	216.000	4.100.000	113.181.000	FR	12.000	11.000	113.204.000
IE	1.728.000	0	1.728.000	6.019.000	108.000	38.000	115.000	6.280.000	4.537.000	271.000	4.808.000	465.000	61.000	13.342.000	903.000	0	0	903.000	14.245.000	IE	3.000	2.000	14.250.000
IT	14.451.000	612.000	15.063.000	42.065.000	1.015.000	299.000	803.000	44.181.000	29.288.000	1.750.000	31.038.000	4.489.000	366.000	95.137.000	3.364.000	42.000	175.000	3.581.000	98.718.000	IT	10.000	10.000	98.738.000
CY	958.000	0	958.000	1.567.000	48.000	19.000	30.000	1.664.000	1.564.000	93.000	1.657.000	303.000	23.000	4.805.000	318.000	0	0	318.000	4.923.000	CY	1.000	1.000	4.925.000
LV	1.449.000	85.000	1.534.000	5.144.000	161.000	20.000	98.000	5.423.000	2.560.000	153.000	2.713.000	446.000	49.000	10.145.000	521.000	6.000	13.000	540.000	10.685.000	LV	2.000	1.000	10.688.000
LT	2.011.000	95.000	2.106.000	7.416.000	230.000	36.000	141.000	7.823.000	3.865.000	231.000	4.096.000	707.000	57.000	14.789.000	760.000	10.000	19.000	789.000	15.578.000	LT	2.000	2.000	15.582.000
LU	582.000	24.000	606.000	748.000	0	9.000	14.000	771.000	818.000	49.000	867.000	163.000	10.000	2.417.000	455.000	8.000	7.000	470.000	2.887.000	LU	1.000	1.000	2.889.000
HU	3.453.000	150.000	3.603.000	10.677.000	137.000	55.000	204.000	11.073.000	6.485.000	387.000	6.872.000	921.000	93.000	22.562.000	1.157.000	16.000	35.000	1.208.000	23.770.000	HU	4.000	3.000	23.777.000
MT	670.000	33.000	703.000	797.000	22.000	13.000	15.000	847.000	866.000	52.000	918.000	192.000	11.000	2.671.000	293.000	6.000	8.000	307.000	2.978.000	MT	1.000	1.000	2.980.000
NL	4.782.000	184.000	4.966.000	15.000.000	705.000	105.000	286.000	16.096.000	13.610.000	813.000	14.423.000	1.152.000	123.000	36.760.000	1.872.000	18.000	53.000	1.943.000	38.703.000	NL	5.000	5.000	38.713.000
AT	2.580.000	115.000	2.695.000	8.907.000	498.000	40.000	170.000	9.615.000	6.051.000	362.000	6.413.000	940.000	78.000	19.741.000	1.334.000	14.000	34.000	1.382.000	21.123.000	AT	5.000	4.000	21.132.000
PL	11.555.000	527.000	12.082.000	45.510.000	543.000	117.000	869.000	47.039.000	22.812.000	1.363.000	24.175.000	2.651.000	260.000	86.207.000	3.037.000	36.000	117.000	3.190.000	89.397.000	PL	9.000	9.000	89.415.000
PT	4.254.000	163.000	4.417.000	12.098.000	404.000	140.000	231.000	12.873.000	6.912.000	413.000	7.325.000	1.146.000	107.000	25.868.000	1.332.000	16.000	38.000	1.386.000	27.254.000	PT	4.000	4.000	27.262.000
RO	5.836.000	200.000	6.036.000	17.388.000	140.000	49.000	332.000	17.969.000	10.310.000	616.000	10.926.000	1.904.000	133.000	36.908.000	1.903.000	20.000	40.000	1.963.000	38.871.000	RO	5.000	5.000	38.881.000
SI	1.198.000	69.000	1.267.000	4.330.000	245.000	64.000	83.000	4.722.000	2.532.000	151.000	2.683.000	346.000	47.000	9.055.000	464.000	6.000	14.000	500.000	9.539.000	SI	1.000	1.000	9.541.000
SK	2.106.000	98.000	2.204.000	6.701.000	208.000	31.000	128.000	7.068.000	5.267.000	315.000	5.582.000	574.000	66.000	15.494.000	791.000	10.000	22.000	823.000	16.317.000	SK	2.000	2.000	16.321.000
FI	2.619.000	104.000	2.723.000	9.086.000	678.000	100.000	173.000	10.037.000	4.807.000	287.000	5.094.000	593.000	65.000	18.512.000	1.253.000	14.000	35.000	1.302.000	19.814.000	FI	4.000	4.000	19.822.000
SE	3.506.000	145.000	3.651.000	9.577.000	185.000	140.000	183.000	10.085.000	6.104.000	365.000	6.469.000	755.000	87.000	21.047.000	1.426.000	18.000	50.000	1.494.000	22.541.000	SE	5.000	4.000	22.550.000
UK	15.993.000	0	15.993.000	44.951.000	374.000	134.000	858.000	46.317.000	27.872.000	1.665.000	29.537.000	3.706.000	362.000	95.915.000	3.416.000	0	0	3.416.000	99.331.000	UK	10.000	10.000	99.351.000
IS	739.000	30.000	769.000	999.000	27.000	23.000	19.000	1.068.000	1.243.000	74.000	1.317.000	183.000	9.000	3.346.000	490.000	8.000	8.000	506.000	3.852.000	IS	2.000	1.000	3.855.000
FL	68.000	7.000	75.000	177.000	18.000	8.000	3.000	206.000	415.000	25.000	440.000	32.000	3.000	756.000	179.000	2.000	3.000	184.000	940.000	FL	1.000	1.000	942.000
NO	2.156.000	85.000	2.241.000	5.711.000	271.000	61.000	109.000	6.152.000	4.051.000	242.000	4.293.000	475.000	61.000	13.222.000	895.000	12.000	35.000	942.000	14.164.000	NO	3.000	3.000	14.170.000
Total	145.174.000	4.556.000	149.730.000	467.364.000	9.434.000	2.356.000	8.921.000	488.075.000	298.585.000	17.839.000	316.424.000	38.618.000	3.731.000	996.578.000	44.111.000	416.000	1.232.000	45.759.000	1.042.337.000	Total	133.000	125.000	1.042.595.000
TR	14.066.000	412.000	14.478.000	46.668.000	947.000	237.000	891.000	48.743.000	29.837.000	1.783.000	31.620.000	3.861.000	373.000	99.075.000	4.113.000	28.000	76.000	4.217.000	103.292.000	TR	9.000	8.000	103.309.000
CH	1.760.000	77.000	1.837.000	5.989.000	122.000	30.000	114.000	6.255.000	3.829.000	229.000	4.058.000	496.000	48.000	12.694.000	858.000	10.000	35.000	903.000	13.597.000	CH	3.000	2.000	13.602.000
HR	1.173.000	32.000	1.205.000	3.890.000	79.000	20.000	74.000	4.063.000	2.487.000	149.000	2.636.000	322.000	31.000	8.257.000	424.000	4.000	7.000	435.000	8.692.000	HR	1.000	1.000	8.694.000
EUR-33	162.173.000	5.077.000	167.250.000	523.911.000	10.582.000	2.643.000	10.000.000	547.136.000	334.738.000	20.000.000	354.738.000	43.297.000	4.183.000	1.116.604.000	49.506.000	458.000	1.350.000	51.314.000	1.167.918.000	EUR-33	146.000	136.000	1.168.200.000

* The contribution to the management costs to the coordinating NAs (AT and IT) includes the contribution to the coordination to the tools ADAM and EST

Reserve funds:

Comenius: 15% of the multilateral partnership budget (65% of the total decentralised funds) = 9,75% of each country allocation
 Leonardo da Vinci: 20% of the multilateral partnership budget (5% of the total decentralised funds) = 1% of each country allocation
 Grundtvig: 20% of the multilateral partnership budget (80% of the total decentralised funds) = 16% of each country allocation
 ** Pupil mobility: additional 1.844.000 € will be distributed on the basis of flatrates according to the n° of incoming students for the on-arrival training

Amount:

17.520.000
 3.272.000
 8.247.000
 1.844.000

The reserve list

Appendix 3				
Country	E-Twinning National Support Services	Eurydice National Units	Euroguidance	Europass
Belgique/Belgie – BE	231.000	239.343	70.000	85.000
Bulgaria – BG	134.000	34.910	46.000	50.000
Ceska Republika – CZ	257.000	45.650	82.000	83.000
Danmark – DK	161.000	68.190	80.000	75.000
Deutschland – DE	951.000	110.202	160.000	140.000
Eesti – EE	98.000	22.290	48.000	55.000
Ellas – EL	253.000	63.310	82.000	66.000
Espana – ES	643.000	115.806	100.000	90.000
France – FR	984.000	79.205	125.000	122.000
Ireland – IE	136.000	53.280	50.000	65.000
Italia – IT	863.000	114.130	102.000	115.000
Kypros – CY	91.000	44.698	32.000	44.000
Latvija – LV	120.000	39.250	49.000	55.000
Lietuva – LT	131.000	24.470	49.000	61.000
Luxembourg – LU	83.000	58.696	32.000	32.000
Magyarország – HU	196.000	29.030	82.000	81.000
Malta – MT	83.000	14.215	30.000	30.000
Nederland – NL	256.000	56.460	90.000	85.000
Oesterreich – AT	174.000	76.800	82.000	85.000
Polska – PL	560.000	47.975	95.000	100.000
Portugal – PT	237.000	71.940	71.000	46.000
Romania – RO	330.000	62.370	42.000	55.000
Slovenija – SI	104.000	57.900	57.000	38.000
Slovensko – SK	169.000	33.840	34.000	42.000
Suomi – FI	161.000	64.250	80.000	76.000
Sverige – SE	220.000	62.990	84.000	70.000
United Kingdom – UK	1.033.000	145.470	140.000	130.000
Island – IS	89.000	63.650	40.000	47.000
Liechtenstein – LI	0	53.890	20.000	20.000
Norway – NO	150.000	75.830	65.000	57.000
Turkey - TK	300.000	66.675	46.000	65.000
Switzerland - CH	120.000	100.210	60.000	60.000
Croatia - HR	82.000	80.280	45.000	45.000
Albania - AL	0	37.197	20.000	20.000
The former Yugoslav Republic of Macedonia - MK**	0	40.318	25.000	25.000
Bosnia and Herzegovina - BA	0	40.670	30.000	30.000
Montenegro - ME	0	40.670	20.000	20.000
Serbia - RS	0	69.940	35.000	35.000
Total	9.400.000	2.506.000	2.400.000	2.400.000
** Provisional code which does not prejudice in any way the definitive nomenclature for this country, which will be agreed following the conclusion of negotiations currently taking place under the auspices of UN.				

APPENDIX 4

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

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

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

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

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

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

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

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

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

1.1.1. Staff Costs

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

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

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

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

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

Source: "Study on daily staff costs and long term transnational stays subsistence costs", EAC/55/2010, 2011.

For third countries, the staff costs are divided into categories 1 to 4 of the International Standard Classification of Occupations (ISCO) and the following maximum amounts apply:

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

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

1.1.2. Subsistence costs

The flat-rate scale approved by the Commission for accommodation and daily allowances for mission costs is applied to subsistence within countries participating in the LLP, in accordance with Article 182.1 of the Rules of Application.

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

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

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

Source Eurostat, 1st July 2010. **Source Eurostat, 1st July 2009.

* Not available, CH is taken instead

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

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

1.2.1. Jean Monnet programme, Key activity 3

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

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

- The amount of € 34,669 (EU100) that was the basis for calculating the flat-rates of each country for 2011-2012 has been indexed by 5,7 %, taking into account the inflation rate for 2011 (3,1%) for which data are available⁵⁵, and 2,6 % for the year 2012 for which EUROSTAT data are not yet available⁵⁶.
- The amount calculated above (i.e. €36,646) as the new basis for establishing the flat-rates related to 2013 was then indexed with the Gross Domestic Product (GDP) per capita (i.e. per person) in Purchasing Power Standards (PPS) (EU-27 = 100) applicable to the countries concerned (depending on each Programme's list of eligible countries)⁵⁷.

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

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

⁵⁵ Source: EUROSTAT-Harmonised Indices of Consumer Prices (HICPs)

⁵⁶ <http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tsieb060&language=en>
2,6 % is calculated by taking into account the average inflation rate of the two last years available 2010 and 2011 (i.e. 2010=> 2.1 and 2011 => 3.1).

⁵⁷ Source: EUROSTAT- GDP per capita in Purchasing Power Standards (PPS) (EU-27 = 100)
<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsieb010>

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

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

APPENDIX 5

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

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

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

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

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

1. Participation in common activities

The EACEA has evaluated the number of days needed by each unit to perform these joint tasks. The amount that will be awarded as a flat-rate financing is calculated by multiplying this number of days by a national cost per day based on Table 9 of Appendix 4⁵⁸, i.e. on the basis of the scales for staff costs applied across the LLP. The Eurydice daily rate, compared to the LLP reference rate, includes 7 % administrative costs and is multiplied by 75 % to take account of the national co-financing part. The national daily rate, which is used as a basis for calculating the flat-rate financing, is adapted each year based on the reference Table 9.

Concerning the work that has to be performed at a national level, 5 sub-categories have been identified to take account of differing national situations: (1) reference group; (2) country with a less developed higher education system; (3) country with a large population requiring more promotional work; (4) heavily decentralised countries requiring co-ordination of several regions; (5) federal unit working on several matters in co-ordination with the unit representing the regions.⁵⁹

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

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

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

2. Participation in Eurydice meetings

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

⁵⁸ Category "Manager". The manager category has been selected as the work to be implemented is highly skilled.

⁵⁹ Category 1 — 210 days: BE fr, BE nl, BG, CZ, DK, EE, EL, IE, LV, LT, HU, NL, AT, PT, RO, SI, SK, FI, SE, UK-SCT, IS, NO, CH, HR, RS. In 2013, only 88 days for AL, MK, BA, ME.

Category 2 — 137 days: BE de, CY, LU, MT, LI;

Category 3 — 215 days: FR, IT, PL, TR;

Category 4 — 292 days: DE *Länder*, ES, UK-E/W/NI;

Category 5 — 20 days: DE *Bund*.

hotel and 4 per diem allowances for each unit. The flat-rate financing varies according to the distance.⁶⁰

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

3. Translations into English of national education system descriptions

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

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

The standard lump sum is €3,370.⁶¹ The lump sum will be awarded provided the detailed description of the educational system has been updated in at least two different language versions, including the English version.

4. Translations into the national language(s)

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

The common frame of reference will specify the applicable flat-rate financing for each publication.⁶² The flat-rate financing is established on the basis of the mean number of pages for each predefined flat-rate category. This mean number of printed pages is converted into standard pages at €30 per page of 1,500 characters multiplying this overall cost by 75% to include the national co-financing part. Printing costs are not included as national units are encouraged to publish online.

⁶⁰ Category 1 — € 0 (units located in Brussels): BE fr, BE nl;
Category 2 — € 800: BE de, DE *Länder*, FR, LU, NL;
Category 3 — € 1,200: CZ, DK, DE *Bund*, ES, IE, IT, HU, MT, AT, PL, PT, SI, SK, UK, LI, CH;
Category 4 — € 1,700: BG, EE, EL, CY, LV, LT, RO, FI, SE, IS, NO, TR, HR, AL, MK, BA, ME, RS.

⁶¹ The units can decide from one year to the next whether they wish to remove or add the version in their national language.

⁶² As the demand for this item can vary significantly according to recently published titles and national priorities, the EACEA may need to negotiate with some units before the funding decision is signed to reduce the overall amount associated with these flat-rate financing (e.g.: postponement of the translation of a study to the following year; reduced flat-rate financing for the translation of a study). A budget of approx. €440,000 is reserved for this criterion in 2013.

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

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

5. Integration of new members

A special additional lump sum of €15,000 a year over 3 years is given to new units to enable the implementation of the national units and their gradual integration into the activities of the network⁶³. This lump sum is payable de facto. The amount will cover the estimated initial costs such as installation costs, other costs associated with the needs to start up a new unit (set up of an expert pool, additional translation needs to prepare contributions from scratch and make them available in English, etc.).

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

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

⁶³ In 2013, this lump sum concerns the following countries: CH, HR, AL, BA, ME, MK, RS.

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

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

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

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

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

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

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