



Education and Culture DG

2012 annual work programme on grants and contracts for the Lifelong Learning programme

(European Commission C(2011)5502 of 4 August 2011)

SUMMARY

Commission implementing decision adopting the 2012 annual work programme on grants and contracts for the “Lifelong Learning Programme”

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

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

This Commission implementing decision, based on the commitment appropriations requested in the draft budget and the funds expected from other sources, covers the programmes and actions of the Lifelong Learning Programme in 2012, which includes the "Comenius", "Erasmus", "Leonardo da Vinci", "Grundtvig" and "Jean Monnet" Programmes, plus a "Transversal Programme", and serves as a financing decision within the meaning of Article 75 of the Financial Regulation.

Its purpose is to launch the selection procedures during 2011 to enable the authorising officer to take the individual decisions on the award of grants and contracts at the beginning of 2012, provided that they comply with the work programme within the set flexibility thresholds. In case a Comitology opinion is required, the Commission will take the individual grant decisions.

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

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

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

- A specific call for proposals directed at the LLP participating countries, except for Cyprus, Germany, the UK and Ireland which indicated their interest in participating in the third year of the action for individual pupil mobility, will be launched through the National Agencies;
- The eTwinning National Support Services (NSS) network whose purpose it is to assist schools during the process of registration, partner finding and project activity, as well as manage communication campaigns and organise professional workshops for teachers, will be supported by a grant as in previous years;
- Studies and conferences are foreseen on relevant policy issues such as effectiveness of early childhood education and care and on understanding low achievement in basic skills;
- The continuation of the existing policy networks is envisaged. The Framework Partnership Agreements as well as a Specific Agreements for a Grant for actions for the year 2011 have been established in 2011 for the European school Leadership Policy Network , for the European Policy Networks on the Education of Children with a Migrant Background and on the Implementation of key competences in school education;

- The 2010 contract concerning the insurance for Comenius Pupil mobility action will be renewed.

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

- Direct grants will be awarded to the Bologna Secretariat project which is considered to be in a *de facto* monopoly situation;
- Studies in the field of higher education to follow-up on priority areas identified in the Bologna Communiqué; part of the funding will be allocated to organise publicity and promotion events linked to the 25th anniversary of the Erasmus programme and conferences;
- Multi-dimensional Ranking Framework: In summer 2011, the Commission will present the final results of a feasibility study on the design and testing of a multi-dimensional, personalised ranking framework. If this feasibility study proves successful, a broader implementation could be envisaged (Call for tender);
- Thematic forums and other events in the field of university-business cooperation.

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

- The budget is intended to finance the organisation of the first VET Business Forum, planned to take place in Brussels on 7 and 8 June 2012, and another event or study on a priority topic in the field of VET. The activities will be implemented using an existing framework contract (Events) or following a call for tender (Study);
- Two contracts will be tendered for supporting ECVET and EQAVET Networks Support;
- Leonardo da Vinci Mobility Action: the funds will be allocated to information and promotional activities in order to make European companies aware of the possibilities and benefits of hosting LLP Leonardo da Vinci and Erasmus trainees and encourage them to become quality training host companies.

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

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

Regarding the *Transversal Programme*:

Key Activity 1: Policy co-operation and innovation - The general call for proposals will foresee to fund, on a decentralised basis, individual mobility and, on a centralised basis, a network for transnational co-operation for the promotion of LLL policies and partnerships at national, regional and local level including public-private partnership. Specific calls for proposals for 2012 will be:

- E&T 2020 awareness raising and LLL support (awareness raising, experimentations and innovations). The EU funding aims at supporting the institutional commitment, transnational cooperation and exchange of experiences and good practices in lifelong learning strategies and policies.

- A sector skills council for the learning sector. The call foresees the creation of an education and training sector skills council at European level – to be composed of social partner representatives, government and independent experts and stakeholders-, which could identify skill gaps and forecast future challenges, discuss tools and policy solutions.

Direct grants will be awarded:

- To the Danish, Cypriot and Irish presidencies to organise conferences, seminars and meetings to cover approximately ten events to support the main topics of the European political agenda;
- To the European Guidance Policy Network which is in the position of a *de-facto* monopoly;
- To co-finance the participation costs of Member States and other countries participating in the LLP in: a) the International Programme for the International Assessment of Adult Competences (PIAAC) study, implemented under the auspices of the OECD and b) the International Computer and Information Literacy Study (ICILS) carried out by the International Studies in Educational Achievement (IEA). Member States and participating countries can benefit also from a direct grant on teachers professional development survey;
- To the European Qualifications Framework national coordination points, responsible for the coordination of the implementation of the EQF at national level;
- To support the European Civil Society (EUCIS) Platform on Lifelong Learning, which is the only platform gathering 19 member networks active at European level in the field of education and training and covering various dimensions and levels of lifelong learning;
- The Eurydice, Euroguidance and Europass networks will continue to be supported as foreseen in the Legal Base.

Public procurement will be:

- The existing contracts for the NESET and EENEE networks will be renewed. A call for tender will be launched in order to renew the expiring framework contract of education and training experts;
- Ploteus portal and the EQF web-tool: The Lifelong Learning Programme, within its transversal sub-programme, will cover two request forms within framework contracts and an agreement with DIGIT;
- Anticipating and matching skills needs: to support the exchanges between relevant research and public bodies in Member States, the organisation of conferences and studies on transversal issues, communication and dissemination of the information produced;
- The Commission intends to continue its co-operation with the Joint Research Centre, and particularly its Institute for prospective Technological Studies (IPTS) for policy support on ICT and its Centre for Research on Education and Lifelong Learning (CRELL) whose objective it is to satisfy a political demand of evaluating the performance of national educational systems in an international context;
- Studies and conferences on Key Activity 1: Policy Cooperation and Innovation: the action will be implemented through an existing framework contract or contracted via an open call for tender;
- Evaluation of Europass: The amount is for a study to be carried out by an external contractor, through a framework contract;

The joint action with the Council of Europe implemented through a contribution agreement in 2011, to support the training of community and schooling mediators for Romani children, as well as for related activities, will be continued in 2012.

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

- A European wide information campaign and other related events about the benefits and advantages of learning languages and linguistic diversity will be tendered. Several contracts may be signed as a result;
- Studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned;
- Juvenes Translatores, European Master's in Translation and Language Industry Platform in the field of multilingualism: the activities will be sub-delegated and implemented by DGT;
- A direct grant to the organisation of Prix Europa to support the promotion of linguistic diversity through a prize;

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

Studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned.

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

As to the *Jean Monnet Programme*:

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

Studies and conferences concerning different themes linked to the achievement of the aforementioned objectives are planned.

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

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

In order to prepare the next generation programme post 2013 and to answer to some recommendations provided by the interim evaluation on LLP, it is foreseen to launch approximately three studies in the field of Indicators and Monitoring; Flat-rates and Costs of National Agencies.

The decision introduces the lump sums and flat-rate financing authorised for application for the years 2012 and 2013.

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

RÉSUMÉ

Décision d'exécution de la Commission portant adoption du programme de travail annuel pour 2012 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 75 du règlement financier prévoit que l'engagement de toute dépense est précédé d'une décision de financement adoptée par la Commission.

L'article 110 dudit règlement dispose que les subventions font l'objet d'un programme annuel.

La décision d'exécution de la Commission, qui est fondée sur les crédits d'engagement demandés dans le projet de budget et sur les financements escomptés d'autres sources, couvre les programmes et les actions du programme pour l'éducation et la formation tout au long de la vie pour 2012, qui comprend les programmes «Comenius», «Erasmus», «Leonardo da Vinci», «Grundtvig» et «Jean Monnet» ainsi qu'un programme transversal, et vaut décision de financement au sens de l'article 75 du règlement financier.

Elle vise à permettre l'engagement des procédures de sélection en 2011 et, partant, l'adoption des différentes décisions d'attribution de subventions et de marchés par l'ordonnateur dès le début de l'année 2012, pour autant qu'elles soient conformes au programme de travail dans les limites de flexibilité prévues. Si un avis au titre de la comitologie est nécessaire, la Commission adoptera les décisions d'attribution de subvention requises.

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

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

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

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

- il est prévu de mener des études et d'organiser des conférences sur les domaines d'action concernés, comme l'efficacité de l'éducation et de l'accueil de la petite enfance, et sur les raisons à l'origine des faibles résultats obtenus en matière de compétences de base;
- il est envisagé de poursuivre l'activité des réseaux existants pour le développement de politiques. Les conventions-cadres de partenariat ainsi qu'un accord spécifique de subvention aux actions pour l'année 2011 ont été établis en 2011 pour le réseau européen pour le développement des politiques de direction des établissements scolaires et pour les réseaux européens pour l'éducation des enfants issus de l'immigration et pour une meilleure intégration des compétences clés dans l'enseignement scolaire;
- le contrat de 2010 concernant l'assurance dans le cadre de l'action Comenius en faveur de la mobilité des élèves sera reconduit.

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

- des subventions directes seront octroyées au projet du Secrétariat de Bologne, qui est considéré comme occupant une situation de monopole de fait;
- des études relatives à l'enseignement supérieur assureront un suivi des domaines prioritaires définis dans le communiqué sur le processus de Bologne; une partie du financement servira à organiser des événements publicitaires et promotionnels associés au 25^e anniversaire du programme et des conférences Erasmus;
- à l'été 2011, la Commission présentera les résultats finaux d'une étude de faisabilité sur la conception et l'expérimentation d'un outil de classement personnalisé multidimensionnel. Si ces résultats sont satisfaisants, une application plus large pourrait être envisagée (appel d'offres);
- des forums thématiques et diverses manifestations sont prévus sur le thème de la coopération entre universités et entreprises.

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

- le budget est destiné à financer l'organisation du premier forum EFP/entreprises, qui doit avoir lieu à Bruxelles les 7 et 8 juin 2012, et un autre événement ou une autre étude sur un sujet prioritaire dans le domaine de l'EFP. Les activités seront menées par l'intermédiaire d'un contrat-cadre existant (Événements) ou suivant un appel d'offres (Étude);
- deux contrats seront adjugés pour soutenir les réseaux ECVET (système européen de crédits d'apprentissage pour l'EFP) et CERAQ (cadre européen de référence pour l'assurance de la qualité dans l'EFP);
- action Mobilité Leonardo da Vinci: les fonds seront alloués à des activités d'information et de mise en valeur afin de sensibiliser les entreprises européennes aux possibilités et aux avantages liés à l'accueil de stagiaires des programmes EFTLV Leonardo da Vinci et Erasmus et d'encourager ces entreprises à offrir des stages de qualité.

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

- des études et des manifestations seront organisées dans le prolongement du plan d'action sur l'éducation et la formation des adultes.

En ce qui concerne le *programme transversal*:

Activité clé 1: coopération et innovation sur les politiques à mener – L'appel à propositions général prévoira de financer, de manière décentralisée, la mobilité individuelle et, de manière centralisée, un réseau de coopération transnationale pour l'élaboration de politiques en matière d'éducation et de formation tout au long de la vie et des partenariats au niveau local, régional et national, dont le partenariat public-privé. Les appels à propositions spécifiques pour 2012 porteront sur les thèmes ci-après.

- Sensibilisation à l'éducation et à la formation 2020 et soutien à l'éducation et à la formation tout au long de la vie (sensibilisation, expérimentations et innovations). Le financement par l'Union européenne a pour vocation de soutenir l'engagement institutionnel, la coopération transnationale et l'échange d'expériences et de bonnes pratiques au sujet de stratégies et d'actions dans le domaine de l'éducation et de la formation tout au long de la vie.
- Création d'un conseil des qualifications pour le secteur de l'éducation. L'appel prévoit la création d'un conseil des qualifications pour le secteur de l'éducation et de la formation au niveau de l'Europe, conseil qui sera composé de représentants des partenaires sociaux, d'experts indépendants et gouvernementaux, ainsi que de parties prenantes, et qui aura pour mission de déterminer les déficits de compétences, d'anticiper les défis futurs et de réfléchir à des instruments et à des actions.

Des subventions directes seront octroyées:

- aux présidences danoise, chypriote et irlandaise pour l'organisation de conférences, de séminaires et de réunions; il s'agira de couvrir une dizaine d'événements susceptibles de faire avancer les principaux thèmes de l'agenda politique européen;
- au réseau européen pour le développement de politiques d'orientation, qui occupe une situation de monopole de fait;
- pour le cofinancement des frais supportés par les États membres et d'autres pays participant au programme EFTLV pour prendre part aux études internationales suivantes: étude sur le programme pour l'évaluation internationale des compétences des adultes (PEICA), menée sous les auspices de l'OCDE, et étude internationale sur la maîtrise des outils informatiques et la culture de l'information (ICILS, *International Computer and Information Literacy Study*), dirigée par l'IEA (*International Studies in Educational Achievement*). Les États membres et les pays participants peuvent également bénéficier d'une subvention directe pour l'enquête sur les compétences professionnelles des enseignants;
- aux points de coordination nationaux du cadre européen des certifications (CEC) chargés de la coordination de l'application du CEC à l'échelon national;
- en faveur de la Plate-forme européenne de la société civile pour l'éducation et la formation tout au long de la vie, qui est l'unique plate-forme réunissant 19 réseaux de membres actifs au niveau européen dans le domaine de l'éducation et de la formation et couvrant plusieurs dimensions et niveaux de la thématique de l'apprentissage tout au long de la vie;
- comme le prévoit l'acte juridique de base, le soutien aux réseaux Eurydice, Euroguidance et Europass sera maintenu.

Marchés publics futurs:

- Les contrats existants pour les réseaux NESET et EENEE seront reconduits. Un appel d'offres sera lancé en vue de reconduire le contrat-cadre des experts en matière d'éducation et de formation.
- Portail Ploteus et outil web CEC: le programme EFTLV comprendra, dans le cadre de son sous-programme transversal, deux formulaires de demande dans des contrats-cadres et une convention avec DIGIT.
- Prévision et couverture des besoins en qualifications: favoriser les échanges entre les établissements de recherche et les organismes publics concernés dans les États membres, l'organisation de conférences et la réalisation d'études sur des thèmes transversaux, la communication et la diffusion des informations produites.
- La Commission entend poursuivre sa collaboration avec le Centre commun de recherche et, singulièrement, avec son Institut de prospective technologique (IPTS) pour le soutien des TIC, et avec son Centre de recherche pour l'éducation et la formation tout au long de la vie (CRELL), dont l'objectif est de répondre à une demande politique d'évaluation de la performance des systèmes éducatifs nationaux dans un contexte international.
- Études et conférences sur l'activité clé 1: coopération et innovation sur les politiques à mener: l'action relèvera d'un contrat-cadre existant ou d'un appel d'offres ouvert.
- Évaluation d'Europass: les fonds sont destinés à une étude qui doit être réalisée par un contractant externe sur la base d'un contrat-cadre.

L'action conjointe avec le Conseil de l'Europe, menée via un accord de contribution en 2011 pour financer la formation de médiateurs communautaires et scolaires pour les enfants roms et pour des activités similaires sera poursuivie en 2012.

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

- une campagne d'information européenne et d'autres événements connexes, qui porteront sur les bénéfices et les avantages des études de langues et de la diversité linguistique, feront l'objet d'un appel d'offres. Plusieurs contrats pourraient ainsi être conclus;
- il est prévu d'organiser des études et des conférences sur différents thèmes liés à la concrétisation des objectifs décrits ci-dessus;
- «Juvenes Translatores», master européen en traduction et plate-forme pour l'industrie des langues dans le domaine du multilinguisme: les activités seront déléguées et exécutées par la DGT;
- une subvention directe sera octroyée pour soutenir l'organisation du prix Europa afin d'encourager la mise en valeur de la diversité linguistique sous la forme d'un prix.

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

Il est prévu d'organiser des études et des conférences sur différents thèmes liés à la concrétisation des objectifs décrits ci-dessus.

Activité clé 4: diffusion et exploitation des résultats – L'appel à propositions général prévoira de financer, de manière centralisée, des projets multilatéraux.

En ce qui concerne le *programme Jean Monnet*:

Activité clé 1: action Jean Monnet – L'appel à propositions général prévoira de financer, de manière centralisée, des chaires Jean Monnet (postes d'enseignant), des chaires Jean Monnet *ad personam* (postes d'enseignant et de chercheur), des centres d'excellence Jean Monnet (instituts spécialisés dans les études européennes), des modules d'enseignement Jean Monnet (courts programmes d'enseignement dans le domaine de l'intégration européenne), des associations Jean Monnet réunissant des professeurs d'université et des chercheurs spécialisés dans l'intégration européenne, des activités d'information et de recherche Jean Monnet (ayant pour but de favoriser la discussion, la réflexion et l'acquisition de connaissances autour de l'intégration européenne) et des groupes multilatéraux de recherche Jean Monnet.

Il est prévu d'organiser des études et des conférences sur différents thèmes liés à la concrétisation des objectifs décrits ci-dessus.

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

Activité clé 3: octroi de subventions de fonctionnement pour soutenir d'autres établissements et associations – Un appel à propositions spécifique sera lancé pour soutenir l'existence d'associations européennes de qualité agissant dans le domaine de l'éducation et de la formation et d'associations européennes contribuant à appliquer le cadre stratégique de coopération européenne dans le domaine de l'éducation et de la formation 2020 et à mieux faire connaître le processus d'intégration européenne grâce à l'éducation et à la formation.

Afin de préparer le cycle de programmation postérieur à 2013 et de répondre à certaines recommandations formulées lors de l'évaluation intermédiaire de l'éducation et de la formation tout au long de la vie, il est prévu de lancer trois études dans le domaine des indicateurs et du suivi, des taux forfaitaires et des coûts des agences nationales.

La décision définit les montants forfaitaires et le financement à taux forfaitaire autorisés pour les années 2012 et 2013.

Le mode d'exécution de chaque activité est indiqué pour faciliter la distinction entre les crédits budgétaires exécutés de manière centralisée, directement par la Commission, ou indirectement par l'Agence exécutive «Éducation, audiovisuel et culture», et les crédits exécutés par des organismes ou entités au sens de l'article 54, paragraphe 2, point c), du règlement financier.

ZUSAMMENFASSUNG

Durchführungsbeschluss der Kommission zur Annahme des Jahresarbeitsprogramms 2012 für Finanzhilfen und öffentliche Aufträge im Rahmen des „Programms für lebenslanges Lernen“

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

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

Dieser Durchführungsbeschluss der Kommission, der sich auf die im Entwurf des Haushaltsplans beantragten Verpflichtungsermächtigungen und die aus anderen Quellen zu erwartenden Mittel stützt, deckt die für 2012 geplanten Programme und Maßnahmen des Programms für lebenslanges Lernen ab, das die Einzelprogramme „Comenius“, „Erasmus“, „Leonardo da Vinci“, „Grundtvig“ und „Jean Monnet“ sowie ein Querschnittsprogramm umfasst, und dient als Finanzierungsbeschluss gemäß Artikel 75 der Haushaltsordnung.

Der Beschluss soll es ermöglichen, die Auswahlverfahren noch im Jahr 2011 zu starten, sodass die/der Anweisungsbefugte Anfang 2012 die Einzelbeschlüsse für die Vergabe von Finanzhilfen und Aufträgen fassen kann, sofern diese – innerhalb der festgelegten Flexibilitätsgrenzen – dem Arbeitsprogramm entsprechen. Wenn eine Komitologiestellungnahme notwendig ist, fasst die Kommission die einzelnen Finanzhilfebeschlüsse.

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

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

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

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

- Geplant sind Studien und Konferenzen über wichtige politische Themen, wie beispielweise die Wirksamkeit frühkindlicher Bildung und Betreuung sowie die Gründe für schlechte Ergebnisse bei den Grundfertigkeiten.
- Die derzeitigen strategischen Netze sollen bestehen bleiben. Die Partnerschaftsrahmenvereinbarungen und eine spezifische Vereinbarung über maßnahmenbezogene Finanzhilfen im Jahr 2011 wurden 2011 für das europäische Schulleitungsnetz, die europäischen Bildungsnetze für Kinder mit Migrationshintergrund und die Vermittlung von Schlüsselkompetenzen in der Schulbildung getroffen.
- Der Versicherungsvertrag von 2010 für die Schülermobilitätsaktion von Comenius wird verlängert.

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

- Direkte Finanzhilfen werden für das Projekt „Bologna-Sekretariat“ gewährt, dem eine De-facto-Monopolstellung zuerkannt wird;
- Studien im Bereich der Hochschulbildung als Follow-up zu im Bologna-Kommuniqué festgelegten prioritären Bereichen; Teile der Finanzmittel werden für Informations- und Werbeveranstaltungen im Zusammenhang mit dem 25-jährigen Bestehen des Erasmus-Programms und für einschlägige Konferenzen gewährt;
- mehrdimensionales Ranking: Im Sommer 2011 legt die Kommission die abschließenden Ergebnisse der Machbarkeitsstudie zur Festlegung und Erprobung eines mehrdimensionalen, personalisierten Rankings vor. Sollte sich diese Machbarkeitsstudie bewähren, könnte eine breitere Anwendung (Ausschreibung) ins Auge gefasst werden;
- thematische Foren und andere Veranstaltungen im Bereich der Kooperation Universität-Wirtschaft.

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

- Mit den Haushaltsmitteln soll die Durchführung des ersten Berufsbildungs- und Unternehmensforums am 7. und 8. Juni 2012 in Brüssel sowie eine weitere Veranstaltung oder Studie zu einem prioritären Thema im Bereich der Berufsbildung finanziert werden. Die Maßnahmen werden mit Hilfe eines bestehenden Rahmenvertrags (Veranstaltungen) oder im Zuge einer Ausschreibung (Studie) durchgeführt.
- Zur Unterstützung der vernetzten ECVET- und EQAVET-Gremien werden zwei Aufträge ausgeschrieben.
- Mobilitätsaktion im Rahmen von Leonardo da Vinci: Diese Mittel werden für Informations- und Werbemaßnahmen zur Verfügung gestellt, um europäische Unternehmen auf die Möglichkeiten und Vorteile aufmerksam zu machen, die die Aufnahme von Leonardo-da-Vinci- und Erasmus-Praktikanten im Rahmen des Programms für lebenslanges Lernen mit sich bringt, und um diese Unternehmen zu ermutigen, selbst hochwertige Ausbildungen anzubieten.

Im Rahmen des *Programms Grundtvig* wird die allgemeine Aufforderung zur Einreichung von Vorschlägen die Finanzierung folgender Maßnahmen vorsehen: Mobilität von Einzelpersonen, Partnerschaften, multilaterale Projekte und vorbereitende Besuche (dezentrale Verwaltung) sowie

multilaterale Projekte, thematische Netze und flankierende Maßnahmen (zentrale Verwaltung). Außerdem:

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

Im Rahmen des *Querschnittsprogramms* gilt:

Schwerpunktaktivität 1: Politische Zusammenarbeit und Innovation – Die allgemeine Aufforderung zur Einreichung von Vorschlägen wird die Finanzierung folgender Aktionen vorsehen: Mobilität von Einzelpersonen (dezentrale Verwaltung) sowie ein Netz für die transnationale Zusammenarbeit zur Förderung von PLL-Politik und -Partnerschaften auf nationaler, regionaler und lokaler Ebene sowie öffentlich-private Partnerschaften (zentrale Verwaltung). 2012 werden spezifische Aufforderungen mit folgendem Zweck veröffentlicht:

- Sensibilisierung für „Allgemeine und berufliche Bildung 2020“ sowie Förderung des PLL (Sensibilisierung, Erprobung und Innovationen). Die EU-Mittel sollen das institutionelle Engagement, die transnationale Zusammenarbeit und den Austausch von Erfahrungen sowie bewährter Praxis im Bereich der Strategien und der Maßnahmen des lebenslangen Lernens unterstützen.
- Einrichtung eines Rats für sektorbezogene Qualifikationen („Branchenrat“) für den Lernbereich. Die Aufforderung sieht die Einrichtung eines Branchenrates für den allgemeinen und beruflichen Bildungsbereich auf europäischer Ebene vor – zusammengesetzt aus Vertreterinnen und Vertretern der Sozialpartner, der Regierungen sowie von Expertinnen/Experten und Stakeholdern. Der Rat könnte Qualifikationslücken feststellen und zukünftige Herausforderungen prognostizieren sowie Instrumente und politische Lösungen diskutieren.

Direkte Finanzhilfen werden gewährt:

- der dänischen, irischen und zypriotischen Ratspräsidentschaft zur Veranstaltung von Konferenzen, Seminaren und Treffen (rund zehn Veranstaltungen zu den wichtigsten Themen der europäischen Politikagenda);
- dem Europäischen Netzwerk für die Politik der lebensbegleitenden Beratung, das de facto eine Monopolstellung besitzt;
- zur Finanzierung der Teilnahmekosten der Mitgliedstaaten und anderer PLL-Teilnehmerländer an:
a) der von der OECD koordinierten PIAAC-Studie (International Programme for the International Assessment of Adult Competences) zur Messung der Kompetenzen von Erwachsenen und b) der ICILS-Studie (International Computer and Information Literacy Study) zur Messung der Computer- und Informationskompetenzen, die von der International Association for the Evaluation of Educational Achievement (IEA) durchgeführt wird. Ferner kann den Mitgliedstaaten und Teilnehmerländern eine direkte Finanzhilfe für eine Studie über die berufliche Entwicklung von Lehrkräften gewährt werden;
- den nationalen Koordinierungsstellen des Europäischen Qualifikationsrahmens, die für die Koordinierung und Umsetzung des EQR auf nationaler Ebene zuständig sind;
- zur Förderung der europäischen Plattform der Zivilgesellschaft für lebenslanges Lernen (EUCIS), der einzigen Plattform, die 19 auf europäischer Ebene im Bereich der allgemeinen und beruflichen Bildung tätige Mitgliedsnetze vereint und unterschiedliche Dimensionen und Ebenen des lebenslangen Lernens abdeckt;
- die Netze Eurydice, Euroguidance und Europass werden, wie in der Rechtsgrundlage vorgesehen, weiterhin unterstützt.

Vorgesehene öffentliche Aufträge:

- Die bestehenden Verträge für die Netze NESET und EENEE werden verlängert. Im Rahmen einer Ausschreibung soll der Rahmenvertrag für Expertinnen und Experten auf dem Gebiet der allgemeinen und beruflichen Bildung verlängert werden.
- PLOTEUS-Portal und EQR-Webinstrument: Aus den Mitteln des Querschnittsprogramms des Programms für lebenslanges Lernen werden zwei Auftragscheine innerhalb von Rahmenverträgen sowie eine Vereinbarung mit DIGIT finanziert.
- Frühzeitige Erkennung und Deckung des Qualifikationsbedarfs: Förderung des Austauschs zwischen einschlägigen Forschungseinrichtungen und öffentlichen Stellen in den Mitgliedstaaten durch Konferenzen und Studien über Querschnittsthemen sowie die Übermittlung und Verbreitung gewonnener Informationen.
- Die Kommission beabsichtigt, ihre Zusammenarbeit mit der Gemeinsamen Forschungsstelle (JRC) fortzusetzen, vor allem mit dem Institut für technologische Zukunftsforschung (IPTS), für strategische Unterstützung im Bereich der IKT, und mit dem Centre for Research on Education and Lifelong Learning (Zentrum für Forschung zum lebenslangen Lernen; CRELL), dessen Ziel es ist, die politische Forderung nach der Evaluierung der Leistungen nationaler Bildungssysteme in einem internationalen Kontext zu erfüllen.
- Studien und Konferenzen zu Schwerpunktaktivität 1: Politische Zusammenarbeit und Innovation: Die Maßnahme wird auf der Grundlage eines bestehenden Rahmenvertrags oder einer öffentlichen Ausschreibung umgesetzt.
- Bewertung von Europass: Die Mittel sind für eine Studie bestimmt, die ein externer Auftragnehmer auf der Grundlage eines Rahmenvertrags anfertigen soll.

Die gemeinsame Aktion mit dem Europarat, die 2011 auf Grundlage einer Beitragsvereinbarung durchgeführt wurde, um die Ausbildung von Gemeinde- und Schulmediatoren für Roma-Kinder sowie für ähnliche Maßnahmen zu fördern, wird 2012 fortgesetzt.

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

- Ausgeschrieben wird eine europaweite Informationsinitiative und damit verbundene Veranstaltungen über Nutzen und Vorteile des Sprachenlernens und der Sprachenvielfalt. Dies kann zur Unterzeichnung mehrerer Verträge führen.
- Geplant sind Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele.
- Juvenes Translatores, Europäischer Master Übersetzen sowie Sprachindustrie-Plattform im Bereich Mehrsprachigkeit: Die Maßnahmen werden delegiert und von der DGT durchgeführt;
- Eine direkte Finanzhilfe wird für die Organisation des Prix Europa vergeben, um die Förderung der Sprachenvielfalt durch einen Preis zu unterstützen.

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

Geplant sind Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele.

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

Im Rahmen des *Programms Jean Monnet* gilt:

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

Geplant sind Studien und Konferenzen zu verschiedenen Themen in Verbindung mit der Erreichung der oben genannten Ziele.

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

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

Um die nächste Programmgeneration für die Zeit nach 2013 vorzubereiten und einige Empfehlungen der Zwischenbewertung des PLL aufzugreifen, ist vorgesehen, etwa drei Studien in den Bereichen Indikatoren und Monitoring, Pauschalbeträge sowie Kosten der nationalen Agenturen durchzuführen.

Mit dem Beschluss werden Pauschalbeträge und Pauschalfinanzierungen für die Jahre 2012 und 2013 eingeführt und genehmigt.

Die Durchführungsmethode ist für jede einzelne Maßnahme angegeben, damit leichter festgestellt werden kann, welche Mittel im zentralen Verfahren direkt von der Kommission oder indirekt von der Exekutivagentur Bildung, Audiovisuelles und Kultur (EACEA) verwaltet werden, und welche Mittel von Einrichtungen im Sinne des Artikels 54 Absatz 2 Buchstabe c der Haushaltsordnung.

ANNEX

<u>The 2012 annual work programme on grants and contracts for the "Lifelong Learning Programme"</u>
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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 Appropriations of budget line 15.01 04 22 can be implemented without a specific financing decision.

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1. OBJECTIVES AND PRIORITIES OF THE PROGRAMME IN 2012

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 EU 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.

More particularly 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 2009³. Via the open method of coordination Member States are aiming at:

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

1.2. Priorities of the Programme

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

Develop strategies for lifelong learning and mobility

This priority is in line with the Conclusions of the Council on the youth mobility⁴, the Green Paper on Promoting the learning mobility of young people⁵ and with the EU 2020 flagship initiative "Youth on

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%200007%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 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>

the Move"⁶. 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 and NQFs, Europass and ECVET that enhance lifelong learning and mobility, and promote the validation and recognition of non-formal and informal learning should also be explored and developed.

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

In line with the 2009 Communication on University/business co-operation⁷, the aim is to encourage co-operation between all sectors of education, training and the world of work. The contribution of social partners in making education and training more relevant to the world of work is vital for labour market, for people's employability and entrepreneurial potential. Co-operation between education and the world of work can also contribute to improve study and career guidance.

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

As reflected in the September 2009 Informal Ministerial meeting, there is a strong link between the quality of education and the quality of teachers and those managing and leading educational institutions. In the November 2009 Council Conclusions on this issue⁸, the Commission was asked to support cooperation and exchanges of good practice in related areas⁹. 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;

⁴ Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 21 November 2008 on youth mobility (2008/C 320/03): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0006:0009:EN:PDF>

⁵ COM(2009) 329 final: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

⁶ Ibid 3

⁷ COM(2009) 158 final of 2 April 2009.

⁸ 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>

⁹ 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

- 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 EU 2020 Strategy¹⁰ 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 training¹¹ projects will be called to promote social inclusion through education. For the school sector, the issues of early school leaving and special needs will be particularly important. For higher education, the focus will be on widening access to new types of learners.

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

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

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

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

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

- For Comenius centralised actions: school development, leadership and links with the world of work; development of approaches to teaching and learning; support to basic skills¹² 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

¹⁰ Ibid 2.

¹¹ 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

¹² 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

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 focusing on co-operation between higher education institutions (HEI) and enterprises; projects addressing the social dimension of higher education; projects on strategies and removal of barriers to mobility in higher education; projects supporting the modernisation agenda of higher education; projects to foster excellence and innovation in higher education; and academic networks and accompanying measurement activities.
- For Leonardo da Vinci actions: development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition of competences and qualifications; development of the quality and attractiveness of VET systems and practices; development of vocational skills considering the labour market needs in line with the "New Skills and Jobs" initiative; development of the skills and competences of VET teachers, trainers and tutors.
- For Grundtvig actions: to improve the quality, attractiveness, accessibility and European dimension of adult education as well as the validation of non-formal and informal learning; to promote adult learning for marginalised and disadvantaged citizens, migrants and Roma; teaching and learning in later life; inter-generational and family learning; language learning in adult education as well as academic and stakeholder networking in adult education.
- For the transversal actions: to promote coherence between all forms and stages of lifelong education and training, starting from an early age, and improving flexible learning pathways, for example through the implementation of the European Qualifications Framework and systems for the validation of non-formal and informal learning, and lifelong guidance; reinforcing language competences relevant to the workplace in order to improve the integration of individuals in enterprises and enhance European competitiveness; reinforcing language competences in neighbouring languages; reinforcing good practices enabling immigrants to learn the language of the host country; identifying and implementing innovative uses of ICT for lifelong learning, in particular for 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 from other higher education institutions (e.g. in the same city or region) and 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.); contributing to European integration teaching for primary and secondary school education, and initial vocational education and training; and benefiting civil society groups as well as to other academic and research projects involving academic activities which exploit multi-disciplinary resources; an openness to civil society; researchers preparing a doctorate or having less than 5 years of post-doctoral experience; creating joint transnational activities and structural links with academic institutions in other countries aiming at the production of research results that cannot be achieved through research activities within a national framework (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; developing contents and pedagogical methods and tools 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 common European perspective.

Some of the actions have a prospective dimension. The studies to be launched for flat rates aim at preparing the conditions to fully exploit the simplification possibilities having regard to the proposed

amended Financial Regulation¹³. In 2012, a partial extension of eTwinning to the Eastern Partnership countries will take place testifying the interest in the tool that is expanding its reach. The new initiative on "Leonardo da Vinci Mobility Action", requested by the Budgetary Authority in 2011 and prolonged in 2012 accompanies continuous efforts to expand cooperation between the world of work and education.

2. DISTRIBUTION OF FUNDS AVAILABLE

2.1. Distribution of funds available between the different strands

The distribution of available appropriations among the various actions and sub-actions funded by budget line 15.02 22, taking into account the amounts of the draft budget for 2012 (EUR 27), the contribution of the EFTA-EEA countries, Turkey, Croatia and Switzerland and an estimated amount of internal assigned revenue is shown in the table in [Appendix 1](#).

2.2. Participation 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 countries¹⁴, the candidate and Western Balkan countries¹⁵ and Switzerland, where the relevant agreements have been concluded with these countries. Furthermore, Key Activity 1 of the Jean Monnet programme is open to higher education institutions in any other third country.

In accordance with Article 8 of the Legal Basis, co-operation of third countries in certain actions under the general call for proposals will be possible (see point 4.1.1).

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

The funds implemented by the National Agencies are managed according to the centralised indirect management mode as provided for by Article 54.2(c) of the Financial Regulation (hereinafter "the FR¹⁶"). 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,

¹³ OJ L 311/2010, 26.11.2010, p. 9.

¹⁴ Norway, Iceland and Liechtenstein.

¹⁵ Turkey, Croatia, the former Yugoslav Republic of Macedonia and Montenegro (candidate countries), as well as Albania, Bosnia and Herzegovina and Serbia.

¹⁶ 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).

- Total population for study visits;
- Correction factors in terms of differences in "cost of living" and "distance between capitals";
- A past performance indicator per country, in terms of level of demand and/or actual participation in a preceding year(s) per sub-programme.

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

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

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

It is foreseen to continue the method introduced in 2009 in which an amount corresponding to around 16% of the National Agency budget allocated to partnership actions under the Comenius, Leonardo da Vinci and Grundtvig sub-programmes will be withheld in order to be distributed according to the level of demand in relation to the budget available per country¹⁷. 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 new action. It is estimated that 2,310 pupils from all LLP countries, except for Cyprus, Germany, Ireland and the UK, will participate in 2012. The country distribution is provided in [Appendix 2](#).

¹⁷ The provisional amounts of these funds have been calculated in [Appendix 2](#) related to the country allocation of decentralised funds and operating grant on the basis of data currently at hand.

4. GRANTS AND PROCUREMENTS

For 2012, it is foreseen to sub delegate the actions 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 4.6.17).

4.1. Calls for proposals

Each year, after adoption of the financing decision (based on Article 75 of the FR) calls for proposals shall be published in accordance with Article 110 of the FR and Article 167 of the Implementing Rules (hereinafter "IR"¹⁸). The calls for proposals that will be launched with a view to selecting actions and work programmes to be co-financed in 2012 are specified below.

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

Exclusion criteria

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

Eligibility criteria

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

Selection criteria

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

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

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

4.1.1. General call for proposals for 2012 – Lifelong Learning Programme Guide 2012

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

¹⁸ Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002 laying down detailed rules for the implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Communities (OJ L 357, 31.12.2002, p. 1.)

on what is needed to apply and what level of grant can be offered. The guide offers an explanation of the selection procedure and of general rules relevant to those applications for European Union grants that are selected at the end of this procedure.

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

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

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

Specific eligibility criteria

Participation of third countries (see point 2.2 above) will be possible in 2012 in multilateral projects and multilateral networks under the centralised actions in the Comenius, Erasmus, Grundtvig and Leonardo da Vinci sub-programmes, as well as under Key Activities 1, 2 and 3 of the Transversal sub-programme in that applicants from eligible countries may request additional involvement of third country partners in the proposed projects: the minimum eligibility of consortia must apply to the eligible countries, and the third country participation is an additional element.

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

- Countries identified in Article 7 of the Legal Basis¹⁹ as being eligible to participate in the LLP in the future under certain circumstances, but for which the relevant agreements have not yet been concluded;
- Countries addressed by the European Union's Neighbourhood Policy²⁰ and Russia;
- Countries identified by the EU as being of particular priority in the context of developing a strategic policy dialogue in education and training or multilingualism²¹.

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

¹⁹ 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)

²⁰ 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.

²¹ The countries in question are: Australia, Brazil, Canada, China, India, Israel, Japan, Mexico, New Zealand, South Africa, South Korea, USA.

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

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: 1.10, 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 2012.
- 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 2012.
- 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: 2.10, 2.20, 2.30 and 2.40

Specific objectives

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

Operational objectives and expected results

- Improved quality and increased volume of students and staff mobility throughout Europe, so as to contribute to the achievement by 2012 of at least 3 million individual participants in student mobility, under the Erasmus and its predecessor programmes. The aim is to allow around 230,000 students to take part in Erasmus student mobility actions as well as around 40,000 teachers and teaching staff from higher education institutions to participate in the Erasmus staff mobility actions in 2012.
- 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 4,500 institutions hold an Erasmus University Charter, 100

universities have succeeded in obtaining the European Credit Transfer and Accumulation System label and 200 universities have succeeded in obtaining the Diploma Supplement label by 2012.

- Improved quality and increased volume of co-operation between higher education institutions and enterprises i.e. through the development of new forms of structured partnerships between business and universities to develop educational courses leading to a better match between the competences of graduates and the skills that employers seek.
- Development in innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others.

Actions for which funding is foreseen through the call for proposals

Actions managed through the National Agency procedure

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

Actions managed through the Commission procedure

- **Multilateral projects** focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives by developing and implementing projects addressing key issues for promoting co-operation between higher education and enterprises, the social dimension of higher education, remove obstacles to mobility (including virtual mobility), developing strategies to modernise a specific aspect of higher education, and fostering excellence and education in higher education.
- **Networks ("Erasmus Academic Networks")** consisting of consortia of higher education institutions and other organisations and representing either a discipline or a cross-disciplinary field with the aim of developing new learning concepts and competencies. Such networks may also include representatives from other public bodies and from enterprises, associations and other organisations relevant for the network's mission.

- Other initiatives which will clearly contribute to achieving the Erasmus Programme's objectives ("**accompanying measures**").

The Leonardo da Vinci Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and increased volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to about 78,000 in 2012, and at least 80,000 per year by the end of the LLP.
- Improved quality and increased volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe enabling in 2012 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.
- **Thematic networks** of experts and organisations working on specific issues related to vocational education and training.
- Other initiatives aimed at promoting the objectives of the Leonardo da Vinci Programme ("**accompanying measures**").

The Grundtvig Programme

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

Specific objectives

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

Operational objectives and expected results

- Improved quality and accessibility of mobility throughout Europe of people involved in adult education and to increase its volume, so as to support the mobility of at least 7,000 of such individuals per year by 2013, and almost 6,300 in 2012.
- Improved quality and increased volume of co-operation between organisations involved in adult education throughout Europe, allowing in 2012 almost 2,100 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 experts and 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 and KA4).
- To promote the quality and transparency of Member States' education and training systems.
- To improve multilingual skills of European citizens in order to increase European competitiveness, active citizenship and social cohesion in Europe.

Operational objectives and expected results

- Increased support to policy development and co-operation at European level in lifelong learning, notably in the context of the Lisbon process "Strategic framework for European co-operation in education and training (ET 2020)"²², as well as the Bologna and Copenhagen processes and their successors.
- Adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention.
- Promotion of language learning and support to linguistic diversity in Member States so that an increased share of the EU population is able to participate in a conversation in other languages than their mother tongue.

²² Further details on this document can be found at the following Internet page
http://ec.europa.eu/education/policies/2010/et_2010_en.html

- Development in innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- Better recognition, demonstration and implementation on a wide scale of the results of the Lifelong Learning Programme.

Actions for which funding is foreseen through the call for proposals

KEY ACTIVITY 1: POLICY CO-OPERATION AND INNOVATION

Index reference in the table in appendix: 5.01, 5.80 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, including public-private partnerships**

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. 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, business, 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.

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: 6.10, 6.20 and 6.30

Actions managed through the Commission procedure

- **Multilateral projects** aimed, inter alia, at:
 - Promotion of language awareness and access to language learning resources;
 - Developing new language learning materials, including online courses, and instruments for language testing.
- **Networks** in the field of language learning and linguistic diversity, which may include activities:
 - To facilitate and enhance European co-operation, such as exchanging information, training of project co-ordinators, promoting new projects, disseminating project results and good practice;
 - To promote educational innovation and best practice in the thematic area concerned, e.g. comparative analyses, case studies, formulating recommendations and organising working groups, seminars or conferences;
 - 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: 7.10 and 7.20

Actions managed through the Commission procedure

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

KEY ACTIVITY 4: DISSEMINATION AND EXPLOITATION OF RESULTS

Index reference in the table in appendix: 8.10

Actions managed through the Commission procedure

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

The Jean Monnet Programme

Index reference in the table in appendix: 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.

4.1.2. Call for proposals: Individual pupil mobility action

Index reference in the table in appendix: 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 third year of this new action launched in 2010. The corresponding budget allocation is set out in [Appendix 2](#).

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

Description and background

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

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

Objectives and expected results

The aim of the action is to offer European learning experiences to pupils, to develop their understanding of the diversity of European cultures and languages, and to help them acquire competences necessary for their personal development. This action should also be a valuable international pedagogic experience for the teachers involved in the organisation and implementation of the mobility. Furthermore, the action aims to build up sustainable co-operation between the participating schools, to enable them to recognise the studies undertaken at the partner school abroad and to strengthen the European dimension in school education.

Award criteria

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

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

Index reference in the table in appendix: 1.80

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

A Framework Partnership Agreement will be established in November 2011 covering the period 2012 to 2014, as well as Specific Agreement for a Grant for Actions for the year 2012, on the 2011 budget.

The overall aim of this network is to develop policy advice for the implementation of the 2006 Recommendation on key competences for lifelong learning²³. It will address the issues raised by the November 2009 Communication "Key competences for a changing world"²⁴ 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 2012 budget will support the implementation of the second 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 a Specific Agreement for a Grant for Actions for the year 2011-2012, on the 2010 budget. A further Specific Agreement for a Grant for Actions for the year 2012-2013 will have been established in 2011.

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

The Specific Agreement for a Grant for Actions funded from the 2012 budget will support the implementation of the second year of the agreed work programme set out in the Framework Partnership Agreement.

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

A Framework Partnership Agreement will be 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 year 2012, on the 2011 budget.

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

²³ 2006/962/EC of 18 December 2006.

²⁴ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

The Specific Agreement for a Grant for Actions funded from the 2012 budget will support the implementation of the first year of the agreed work programme set out in the Framework Partnership Agreement.

4.1.4. Call for proposals: E&T 2020 awareness raising and support (awareness raising, experimentations and innovations)

Index reference in the table in appendix: 5.10

The call for proposals will be divided into two parts: Part A) Raising national awareness of European co-operation in education and training (ET 2020), and Part B) Support for transnational co-operation in the development and implementation of transversal education and training policy issues linked to the priorities set out in Europe 2020 and ET 2020.

Objectives

The objectives of the call for proposals are:

- To support awareness-raising and institutional commitment, coordination and partnership with all stakeholders to contribute to national and regional implementation of the four strategic priorities of the "Strategic framework for European co-operation in education and training (ET 2020)" (lifelong learning and mobility; quality and efficiency; equity, social cohesion and active citizenship; creativity and innovation).
- To support trans-national co-operation (policy experimentation, joint policy development, exchange of good practice and innovation) in the development and implementation of transversal policy issues linked to the priorities set out in Europe 2020 and ET 2020.

Eligible applicants

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

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

Expected results

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

Award criteria – Part A

- 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 (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%).

(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

Expected results

- Improved knowledge of policy makers in design and implementation of policies dealing with transversal education and training issues identified 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 – Part B

- 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'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 and the benefits of and need for European cooperation are clearly demonstrated (20 %);
- Quality of the Valorisation Plan (Dissemination and Exploitation of Results): The extent to which the planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants in the proposal, during and beyond the lifetime of the project (receiving a weighting of 10%).

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

Index reference in the table in appendix: 5.85

Background and objectives

In order to better match skills and jobs, it is essential that we have an accurate picture of the current skill and employment situations within Europe, and its likely development. Equally important is the need to develop partnerships between social partners, labour market institutes, education and training providers, public/private employment services, companies and individuals. One way to do this is through EU sectoral councils. This analysis is based on a study done by Ecorys Nederland BV in co-operation with KBA at the request of the European Commission to study the feasibility and potential impact of setting up sector councils on employment and skills at EU level²⁵. The creation of EU sector councils is one of the key actions recommended by the Expert group on "New Skills for New Jobs"²⁶.

In addition, the expert group report suggested developing a sector skills council for the learning sector itself. The education and training sector is both a provider and consumer of skills, though the emphasis so far has been largely on the former. The sector is an important employer in its own right and faces significant future challenges if teaching is to meet the ambition to create a knowledge-driven Europe. An education and training sector skills council at European level – to be composed of social partner representatives, government and independent experts and stakeholders - could identify skill gaps and forecast future challenges, discuss tools and policy solutions. At the same time it could improve the sector's understanding of the needs of their client sectors.

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

Expected results

The first phase of the project will be to:

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

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

- The quantitative trend of the sector;
- The qualitative trend in terms of both employment and skills;
- The tools and strategies being used at the national level to anticipate and match future skills needs;
- Recommendations to the attention of policymakers, education and training providers and other stakeholders (for example, develop proposals for qualification and competence standards for the sector at EU level which must be validated through national qualification frameworks or systems linked to the EQF).

In addition, the sector should organise:

²⁵

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

²⁶

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

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

Eligible applicants

Beneficiaries can be:

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

Award criteria

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

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

Index reference in the table in appendix: 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

7 grants, that can take the form of annual operating grants for 2012 (8 operating grants may be assigned to finance the second year of the framework partnership selected in 2011).

Eligible applicants

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

- The European integration subjects;

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

Eligible associations should:

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

Include 6 member organisations - having their seat in different EU Member States. Such members must have "full member" status (associated members and observers are not counted as "full members"). Also the members of a European Association must have a member based structure, be non profit organisations and be active in Education and Training.

Award criteria

Eligible applications for the annual operating grants will be assessed on the basis of a detailed 12 month work programme for 2012, 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 decision²⁷ 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 flat-rates are indicated in Appendix 4, table 15.

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

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

4.2.1. Presidency events and DG meetings

Index reference in the table in appendix: 5.12

Grants will be awarded to the Danish, Cypriot and Irish 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

²⁷ C (2008) 4332 of 18 August 2008.

with each Presidency, in due course²⁸. 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 2012 budget covers the grants to the Danish and Cypriot Presidencies and a part of the grants to the Irish 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. European Guidance Policy Network

Index reference in the table in appendix: 5.29

The European Lifelong Guidance Policy Network was established on 7-8 May 2007 in Helsinki by representatives of Member States and other countries participating in the Lifelong Learning Programme, in order to assist the Member States and the Commission in moving forward European cooperation on lifelong guidance in both education and employment, promoting cooperation at Member State level on lifelong guidance and proposing appropriate structures and support mechanisms in implementing the priorities identified in the Resolution on Lifelong Guidance (2004). 29 countries are official ELGPN members (25 Member States, Belgium and Bulgaria have an observer status; Iceland, Norway, Croatia and Turkey). The secretariat of the ELGPN is ensured by Finland (the University of Jyväskylä, at the Finnish Institute for Educational Research), since its establishment in 2007 in Helsinki.

In the years 2012-2013, the network will continue to organise its work along the lines already followed until now:

1. Support for policy development: a key role of the network is supporting lifelong guidance policy development at national level. This is done in particular through expert meetings organised around the four priority areas identified by the 2008 Council resolution on lifelong guidance, to which the network contributed in the preparatory phase. The network will follow, analyse and report on the progress of implementation of the lifelong guidance resolution priorities and will issue informed opinions and views regarding EU policy developments and implementation in field of guidance and related policy fields, such as validation of non formal and informal learning and early school leaving. The network will work towards the preparation and dissemination of a new guidance policy handbook, improving on the handbook issued in 2004.
2. Policy sharing: the network provides an exchange platform for national policy and decision makers, practitioners and other relevant stakeholders (e.g. through peer learning activities,

²⁸ Danish Presidency: 1st January to 30 June 2012; Cypriot Presidency: 1st July to 31 December 2012; Irish Presidency: 1st January to 30 June 2013.

exchange visits, and thematic working groups comprising clusters of countries working on issues of common interest).

3. Information gathering: the network supports policy development by providing a comprehensive and updated overview of trends and patterns in guidance, and assessing progress achieved in implementing relevant Council Resolutions. The network seeks mechanisms to promote synergy among, and develop an overview of, EU funded projects on lifelong guidance and parallel initiatives. This enables the network to make evidence-based recommendations on policy developments and implementation.
4. Policy analysis and research: the network identifies new research areas on topics relevant for policy development. The network will launch thematic research and studies, on its own initiative, through subcontracting or share the outcomes of studies launched by Cedefop. The purpose is not to undertake new research for purely scientific reasons, but to concentrate on issues which have strong policy relevance.
5. Use of reference tools: the network supports the application of existing common EU reference tools and the development of new tools where appropriate.
6. Exploiting project outcomes: the network analyses, disseminates and promotes capitalising on the results of guidance projects and studies, in particular those funded by the EU, feeding into policy development at both national and EU levels (this includes disseminating the policy lessons of projects supported by the Lifelong Learning Programme and the previous sectoral programmes, and the European Social Fund).
7. Strengthening representative structures: the network also provides advice the development of National Guidance Fora or other national representative structures, both in participating countries where they already exist and in those where they do not.

The Commission considers that the network is in the position of a *de-facto* monopoly for the following reasons²⁹:

- The ELGPN is a countries driven network of which the membership (three to five delegates from each country) comprises representatives from Education and Labour ministries and other stakeholders (from the education and/or the employment sectors);
- The ELGPN plays a unique role in supporting the participating countries in the development of a lifelong guidance policy. Considering its comprehensive composition covering representation on governmental level from both the education and employment sectors, it is the only network in its kind, and its tasks could not be fulfilled by another actor.

4.2.3. Bologna Secretariat project

Index reference in the table in appendix: 2.60

The official secretariat of the Bologna Follow-up Group is mandated by the Bologna Ministers to organise Bologna Ministerial conferences and the follow-up in between (next conference foreseen in 2012). The conference is the forum where Ministers examine the progress made based on national reports and the stakeholders' reports.

The Secretariat is considered to be in a monopoly situation because it is the only instance mandated by the Ministers to organise Bologna Ministerial conferences and to take care of the follow-up in between.

²⁹ See also C(2007)3698 of 3 August 2007.

Its purpose for 2012 is to set and manage the Bologna Follow-Up Group work plan and to prepare for the next Bologna Ministerial Conference and Policy Forum.

4.2.4. *Adult Skills Survey (PIAAC)*

Index reference in the table in appendix: 5.40

Following up on the Council Conclusions of May 2007 on New Indicators in Education and Training³⁰, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Programme for the International Assessment of Adult Competencies (PIAAC) survey, implemented under the auspices of the OECD. The results of this international survey will permit the EU to identify indicators on adult's skills to be integrated in the coherent framework of indicators and benchmarks set up to be used for monitoring progress in fields central for the follow up of the Education and Training 2020 strategic objectives. The results of the survey will also permit a better understanding of adult learning processes and the outcomes of adult education initiatives.

The EU funding in 2012 is intended to co-finance the participation costs (the costs for the international element of the survey) of those LLP countries that want to participate in the PIAAC survey for the first time. The amount to be allocated to each country is dependent on the number of countries participating in the survey within a maximum of 75% of the international participation fees. 80% of the total EU contribution will be distributed on an equal basis between the participating countries. The remaining 20% will be distributed on the basis of the cost of living index and a relative share of the total number of adults in countries.

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

4.2.5. *ICILS skills survey*

Index reference in the table in appendix: 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 Training³¹, the purpose of this action is to support the participation of Member States and countries (participating in the Lifelong Learning Programme) in the International Computer and Information Literacy Study (ICILS), implemented under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The results of this survey, the first international study to assess digital skills of young people, will permit the EU to identify indicators to be integrated in the coherent framework of indicators and benchmarks set up to be used for monitoring progress in fields central for the follow up of the Lisbon objectives in the field of education and training. The results of the survey will close an important information gap as regards digital skills of young people.

The EU funding is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in the ICILS survey. The amount to be allocated to each country is dependent on the number of countries participating in the survey within a maximum of 75 % of the 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.

³⁰ 2007/C 311/10 of 25 May 2007.

³¹ Ibid 34.

4.2.6. *Teachers professional development survey*

Index reference in the table in appendix: 5.50

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 Training³², the purpose of this call for proposals is to support the participation of Member States and countries participating in the Lifelong Learning Programme in the second round of the OECD survey "Teachers, Teaching and Learning" (TALIS-2013). This survey will satisfy EU data needs on the professional development of teachers and permit to document trends in the field based on the available data of TALIS I.

The EU funding is intended to co-finance the participation costs (the costs for the international element of the survey) of the countries in the TALIS-2013 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, and will be awarded according to a formula, which allows to better address the needs of the participating countries depending on their relative costs of living and population. 70% of the total EU contribution will be distributed on an equal basis between the LLP participating countries. The remaining 30% will be distributed on the basis of the cost of living index and the total population in countries.

As the beneficiaries can only be National Authorities/national bodies that have committed to TALIS-2013, they are considered to be in a *de facto* monopoly situation.

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

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

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

Index reference in the table in appendix: 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.

European University Institute, Florence

Index reference in the table in appendix: 10.20

In 2011 and 2012, a complementary contribution is allocated to the Global Governance Programme. This contributes to:

- Improve and broaden the PhD training with respect to global governance and world affairs at the EUI;
- Consolidate and further develop the Global Governance Programme;

³² Ibid 34.

- Set up a European Academy of Global Governance devoted to top level training, discussion and debates;
- Create a community of up to 10 new junior fellows specialised in these areas; attract at the EUI an important number of senior scholars drawn from the faculty of other member states universities and research centres, and international institutions;
- Develop different strands of basic and applied research on issues of global governance that may, in time, constitute independent units of research;
- Promote and support a variety of events, conferences and seminars on issues of global governance; create a European network of Global Governance
- Widespread work in the field of migration policy through the EUI's specialised Migration Policy Center.

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

4.4.1. European Qualifications Framework national co-ordination points

Index reference in the table in appendix: 5.05

Objectives

The Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of a European Qualifications Framework for lifelong learning³³ (EQF) recommends Member States to designate EQF national coordination points (NCPs), which will coordinate the implementation of the EQF at national level.³⁴

In the years 2006-2009, the Union budget has co-financed EQF projects through specific calls for proposals, since 2010 financial support to activities of the NCPs in the framework of the national implementation of the EQF has become more strategic, as NCPs have a key role in coordinating the referencing of national qualifications levels to the EQF levels and ensuring that reference to the relevant EQF level appears on qualifications and their supplements. By the end of 2011 a majority of countries will have related their national qualifications systems to the EQF, the others will do it in 2012. In 2012 many NCPs will focus on bringing the EQF closer to citizens and companies, though the indication of EQF levels on each individual qualification.

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

- Referencing levels of qualifications within national qualifications systems to the European Qualifications Framework levels. This may include meetings, seminars or studies for the definition of qualifications through an approach based on learning outcomes, the development of a transparent referencing methodology, exchange of views with other EQF NCPs or relevant international experts;
- Applying the learning outcomes approach to qualifications which underlies the EQF. This may include the development or revision of national qualifications frameworks and national registers of qualifications, as well as the interconnection of national resources to the EQF portal; and

³³ 2008/C 111/01 of 23 April 2008.

³⁴ OJ C 111/1, 6.5.2008.

- Providing access to information and guidance to stakeholders and promoting their participation both in the referencing process and in its follow up. This may include promotional activities, including events or media actions; meetings and seminars with social partners and relevant civil society actors.

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

EQF NCPs will be invited to submit their grant requests in autumn 2011, so that the activities may start in spring 2012 (the 2011 grants cover activities until April 2012) As in 2011, the total amount available distributed between the countries based on weighted demographic size, cost of living and to some extent previous use of resources (some NCPs did not request any grant).

It should however be noted that:

- This support is given to facilitate a policy process, so that the use of resource in a country may be related less to efficiency than to the policy framework in that country, and may change significantly from one year to the other.
- In 2012 several NCPs will be involved – following the experimental phase in 2011 – in interconnecting national databases to the EQF portal. While the development and maintenance of the portal are covered through a specific item (see point 4.6.10), work needed at national level would be covered by these grants.
- Small adjustments may take place based on information from Member States (for instance, if a country decides not to apply or to ask for less, the others may use the amount made available).

4.4.2. European Lifelong Learning Platform – EUCIS

Index reference in the table in appendix: 5.60

The Council conclusions on a "Strategic framework for European co-operation in education and training³⁵ (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;

³⁵

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

- Facilitate exchanges and debates between actors from the different sectors and levels of lifelong learning, promoting the implementation of lifelong learning strategies at EU, national and local levels;
- Facilitate the dialogue and the co-operation between European stakeholders, the EU institutions and the Member States in the implementation and evaluation of lifelong learning policies and of the achievements of the objectives and priorities set out in the "Strategic framework for European co-operation in education and training (ET 2020)".

EUCIS LLL is the only European platform gathering 19 member networks active at the European level in the field of education and training and covering the various dimensions and levels of lifelong learning. EUCIS LLL is in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to structured policy dialogue within the open method of coordination in education and training.

4.4.3. *Prix Europa*

Index reference in the table in appendix: 6.55

The beneficiary of the grant is Prix Europa, the NGO organisation behind Europe's largest competition for broadcasters and producers in television, radio and the emerging media. It is organised on an annual basis and has no commercial interest. It is supported by 25 organizations (i.e. European Parliament, European Broadcasting Union, ARTE). The competition is divided into ten categories, including a specific category and a prize "Languages through Lenses" exclusively designed for short audiovisual and/or other media productions which promote linguistic diversity.

The participants in the "Languages through Lenses" category will be selected through a separate competition for students of the arts, media and film. As in 2011, the competition to select the participants for the "Languages through Lenses" category in Prix Europa will be organised by ELIA. ELIA was awarded the grant, to organise the underlying competition for two consecutive years (2011 and 2012) following the open a call for proposals issued by the Commission in 2010.

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

4.5. Grants to National Agencies or other public-sector or private law bodies with a public-service mission in conformity with Article 54.2(c) of the FR

4.5.1. *eTwinning National Support Services (NSS)*

Index reference in the table in appendix: 1.60

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

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

In 2012, a partial extension of eTwinning to the Eastern Partnership countries will take place: operating grants to the national structures of the partner countries will be issued after the extension of the EACEA's mandate to cover ENPI countries.

An extension to some pilot countries among the Mediterranean (Tunisia and Egypt) is also possible and is currently being explored.

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

4.5.2. National units of the Eurydice network

Index reference in the table in appendix: 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 (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 2012 is detailed in [Appendix 5](#). In conformity with the FR, the lump sums and flat rate financing, uphold co-financing and non-profit principles.

4.5.3. Euroguidance

Index reference in the table in appendix: 5.22

The EU contribution finances up to 50% of the operating costs of the national centres of the Euroguidance network, whose mission it is to develop the European dimension in guidance for education and vocational training. Euroguidance centres establish information tools for guidance counsellors, students, pupils and their parents, as well as the trainers of the guidance counsellors and personnel in education and training; they train and advise the guidance centres in terms of European mobility opportunities; they contribute to the update of information included in the Ploteus portal, the European portal on education and training opportunities in Europe and may be involved in the interconnection of national data resources with Ploteus. The Ploteus portal is being gradually integrated into the EQF portal, but this does not have an impact on the contribution by Euroguidance.

The objectives for this year and the results foreseen are as follows:

- Better targeted communication for the various users, as well as intensified co-operation with the relevant European networks in the field of mobility;
- The centres will keep tasks related to Ploteus, which vary from one country to another, including in relation to the second phase of Ploteus, which envisages the interconnection with national data resources.

Beneficiaries

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

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

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

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

4.5.4. Europass

Index reference in the table in appendix: 5.23

Established by the decision of the European Parliament and of the Council³⁶ 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 of this year and the results foreseen are as follows:

- Provision, through a European portal and the network of National Europass Centres, of several instruments for the transparency of qualifications and competencies, aiming in particular at better communication between job-seekers and employers, thus better mobility on the European labour market. The European portal will be further developed and NECs will be asked to contribute with expert views, country related advice, and linguistic support;

³⁶ Nr 2004/2241/EC of 15 December 2004.

- 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 [Appendix 3](#).

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

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

4.6. Public procurements

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

4.6.1. eTwinning Central Support Services (CSS)

Index reference in the table in appendix: 1.50

In order to ensure the continuity of the eTwinning CSS within the frame of the lifelong learning programme, a call for tender was launched for the period 2007-2013 (EACEA/13/2007). The 2010 contract foresees the possibility to renew the contract without having recourse to a new call for tender.³⁷

4.6.2. Comenius studies and conferences on school policy

Index reference in the table in appendix: 1.70

The budget reserved is intended to finance approximately 6 contracts. Calls for tender are foreseen to contract 3 studies on relevant policy issues such as the effectiveness of early childhood education and

³⁷ An additional contract to cover tasks related to the partial extension of eTwinning to ENPI countries will be attributed to the eTwinning CSS, which will be funded in full by DG DEVCO.

care and on understanding low achievement in basic skills. Existing framework contracts will be used to finance some conferences on Comenius and school policy.

4.6.3. *Comenius pupil mobility insurance*

Index reference in the table in appendix: 1.90

The budget is reserved to cover the necessary insurance for the Comenius individual pupil mobility action which is funded through the specific call for proposals explained under point 4.1.2 above. The call for tenders for the Comenius Group Insurance 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: 2.50

The budget is intended to finance approximately three studies or Eurobarometer surveys in the field of higher education to follow-up on priority areas identified in the context of the new Communication on the Modernisation of Higher Education and the Bologna Communiqué agreed in Leuven/Louvain-la-Neuve and to prepare for the Erasmus programme post 2013. Part of the funding will be allocated to organise publicity and promotion events linked to the 25th anniversary of the Erasmus programme and conferences including the ECTS (European Credit Transfer and Accumulation System) and DS (Diploma Supplement) award ceremony. The contracts will primarily be awarded following calls for tender.

4.6.5. *University-business co-operation*

Index reference in the table in appendix: 2.70

The intervention envisages:

- Funding the organisation of the European University-Business Forum and 2-3 Thematic Forums and/or workshops 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 a framework contract.
- Funding of a study/survey on University-Business Cooperation in the EU Member States, the EFTA-EEA countries and the Candidate Countries. This study would be a follow-up to the study undertaken in 2010/2011 (availability of results mid-2011) and would look at the developments of University-Business Cooperation in the concerned countries. The study/survey would be organised via an open call for tender.

4.6.6. *VET Business Forum and study /event in the field of vocational education and training (VET)*

Index reference in the table in appendix: 3.50

The budget is intended to finance the organisation of the first VET Business Forum and another event or study on a priority topic in the field of VET. The VET Business Forum should be a platform for exchange between VET sector, businesses and policy makers on a wide range of topics related to

excellence, attractiveness, relevance and in general to promotion of partnerships between VET and employers.

The Forum should be consistent with the established University-Business Forum by using the same model and format of the event and by focusing on common topics of interest (entrepreneurship, innovation, excellence), but obviously in the VET sector. The Forum is planned as 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.

The first Forum, as a 1 ½ day event, is provisionally planned to take place in Brussels on 7 and 8 June 2012. The activities will be implemented using an existing framework contract (Events) or following a call for tender (Study).

4.6.7. *Leonardo da Vinci Mobility Action*

Index reference in the table in appendix: 3.80

This amount will be allocated to information and promotional activities in order to make European companies aware of the possibilities and benefits of hosting LLP Leonardo da Vinci and Erasmus trainees and encourage them to become quality training host companies. The campaign will be accompanied by the opportunity for potential hosts to express their interest by registering their profiles. This will facilitate the identification of possible hosts under the LLP. The aim will be to increase the number of placements available in companies/enterprises. The activities will be implemented using an existing framework contract(s).

4.6.8. *ECVET and EQAVET Networks Support*

Index reference in the table in appendix: 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 – 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 2012.

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

Index reference in the table in appendix: 4.50

The budget reserved is intended to finance an indicative number of six contracts. The aim is to contract, studies, consultancies and events on subjects of key relevance for the second Action Plan on Adult Learning to be adopted before the end of 2011, such as adult learning for active ageing and intergenerational learning, professional development of adult education staff, adult learning in the context of migration, and adult learning as a means of promoting social cohesion, as well as activities to disseminate the results achieved by centralised and decentralised Grundtvig actions with a view to promoting good practice in adult learning. These studies, consultancies and events will be contracted following framework contracts or calls for tender.

4.6.10. Studies and comparative research

Index reference in the table in appendix: 5.02

The budget allocated to this action amounts to €1,000,000 and is designed to finance 5 studies approximately in 2012. The aim of this action will be to finance research projects responding to the core priorities of ET 2020 within the 3 strategic objectives, notably "improving the quality and effectiveness of education and training systems in the EU". The calls for tenders could be launched by the end of the first quarter of 2012.

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

Index reference in the table in appendix: 5.20

Resources are required for closely related internet based instruments, 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 an additional feature provides citizens with the opportunity to search the primary information sources through the networking of national databases. Five national databases are currently accessible, a further dozen is being connected;
- The EQF website on national qualifications frameworks and their relation to the European Qualifications Framework developed with a view of becoming operational at the end of 2011/early 2012.

The development phase of the EQF portal has been covered through the IDABC programme. In 2012 the Lifelong Learning Programme, within its transversal sub-programme, should cover two request forms within framework contracts and an agreement with DIGIT for the following:

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

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

Index reference in the table in appendix: 5.27 and 5.28

The co-operation with the Commission's Joint Research Centre (JRC), and particularly its Centre for Research on Education and Lifelong Learning (CRELL) and its Institute for Prospective Technological Studies (IPTS), will be continued in 2012.

Since 2005 the aim of CRELL is to monitor the contribution of European education and training systems to the achievement of the Union objectives specified in the Lisbon Agenda and more recently within the ET 2020 and EU 2020 agendas and to carry out research on lifelong learning based on indicators and benchmarks. Objectives for 2012 are the strengthening of the following research areas: language skills and literacy assessment; benefits, outcomes and returns to education and training including school-to-work transition, higher education, educational outcomes for migrants students;

early school leaving, and early childhood education; adult participation in lifelong learning; performance assessment in education. Furthermore, CRELL will support the Commission in the areas of education for employability and mobility and in the development of new indicators such as civic skills, teachers' professional development, measurement of ICT skills, and learning to learn and creativity competences. CRELL research team also contributes to the writing of the annual progress report on common European objectives in Education and Training.

The Memorandum of Understanding with the IPTS was signed in 2006 with the objective of providing DG EAC with policy support to ICT use in education and training. The objective of 2012 is to connect the ongoing work of IPTS on the 'Foresight on a creative and innovative European Learning Society in 2020' to ongoing policies as 'New Skills for New Jobs' and the 'Updated framework for co-operation in education and training in 2010 and beyond'. Particular emphasis will be given to emerging skills and competencies in a digitised knowledge society, to innovative learning through the support of ICT and the implications for learning practices and institutions. In addition a specific study will explore the building up of a digital competence framework based on the reference levels of the EQF and looking into all levels E&T as being specified under the NSNJ agenda and the Digital agenda. This competence framework will build further on past work on an e-competence framework for ICT professionals but orient itself to all users and thus learners at all levels lifelong and life-wide.

4.6.13. Network renewals –NESET

Index reference in the table in appendix: 5.30

NESET contract is renewable every year.

4.6.14. EENEE (European Expert Network on the Economics of Education)

Index reference in the table in appendix: 5.30

A call for tender was launched in 2009 to establish the EENEE network for two years (2010-2011). The Lifelong Learning Work programme for 2011, adopted by decision C (2010)7190 of 22 October 2010 and amended by decision C (2011) 1626 of 16 March 2011 and C(2011)4147 of 14 June 2011, proposes an extension of the contract to cover 2012. A new open call will be launched in 2012 to cover the period 2013-2014.

4.6.15. Education and Training expert framework contract

Index reference in the table in appendix: 5.35

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

- To support the general reporting, evaluation and dissemination of results of ET 2020, this also includes the Copenhagen Process on vocational education and training, with a view to ensuring lifelong learning;
- To support the European-level implementation of the priority areas in ET 2020³⁸ set for 2009-2011 and subsequent periods, covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing training, adult education), with a view to ensuring lifelong learning;

³⁸ OJ C 119/2, 28.5.2009.

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

Index reference in the table in appendix: 6.40

The information activities and events about the benefits of learning languages and of linguistic diversity will contribute to achieving the objective of the promotion of language learning and linguistic diversity. Moreover, the intention is to carry out studies and other actions concerning different themes linked to the achievement of this objective. Calls for tender will be launched to engage the services of an organisation or a consortium to carry out these initiatives.

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

Index reference in the table in appendix: 6.56

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

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

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

Index reference in the table in appendix: 6.60

The budget is intended to finance the following events:

Plenary meetings of two platforms on multilingualism: the platform meetings with stakeholder organisations complement the meetings with experts from the Member States under the OMC within the ET 2020 framework. The thematic priority themes in the field of multilingualism for the second cycle starting in 2012 will be defined by the end of 2011. Two meetings will be organised in the first semester of 2012 and two in the second semester of 2012, through existing framework contracts.

4.6.19. *Anticipating and matching skills needs*

Index reference in the table in appendix: 5.75

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

4.6.20. *Studies and conferences on Key Activity 1: Policy Cooperation and Innovation*

Index reference in the table in appendix: 5.96

Since 2007, DG EAC organises a big thematic European symposium with support from the EENEE and NESSE/NESET networks of experts (economists and sociologists of education). These symposia bring together a large number of European and national policy-makers, researchers, representatives of European-level stakeholder organisations, European social partners, practitioners and other actors. In 2012, the annual European Symposium on "Education and related policy strategies for equality and inclusion" will be part of the follow-up to the 2010 European Year and to the May 2010 Council Conclusions on the social dimension of education and training³⁹. It could be used to either launch or follow-up the Commission's overarching initiative "Equity in education and training to support European inclusive growth" which is planned for 2012, as a contribution to the implementation of the flagship European Anti-Poverty Platform initiative. This action will be implemented through an existing framework contract ("Team Work").

The conference on "Secondary analysis" would preferably be held in the second half of 2012, as a follow-up to the international conference "Improving Education - Evidence from secondary analysis of international surveys" that took place in Stockholm on 30 November and 1st December 2009. The Commission is one of the most active and frequent user of data from international large scale assessments and surveys, and has been behind or supported several initiatives to further the availability and quality of indicators in the educational field. To further strengthen the benefit of existing international data sources to policy developments and cooperation both at the national and European level, further use of existing data in secondary analyses is of key importance.

The study on the "Implementation of Open Educational Resources in higher education" should support the development of a) a policy framework to engage European Higher Education Institutions as full partners in the Open Educational Resources Community; and b) a framework including ICT tools, making courseware of higher education programmes and modules developed by multilateral and/or multi-sectoral educational partnerships, accessible on-line for the wide public. The study will be contracted via an open call for tender, which is expected to be launched in first quarter of 2012.

³⁹ (2010/C 135/02) of 11 May 2010.

4.6.21. Studies and conferences on Key Activity 3: ICT

Index reference in the table in appendix: 7.30

In 2012, a European conference will take place on "ICT and education" focusing on: a) how to learn digital competences and b) how ICT can enhance the learning of transversal competences such as entrepreneurship. The conference will present the "Handbooks for policy makers and practitioners on "CT and education" and on "entrepreneurship", and will discuss with multiple stakeholders an upcoming Communication on transversal competences. It will be implemented using an existing framework contract.

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

Index reference in the table in appendix: 9.50

The 2012 global Jean Monnet Conference on Europe 2020 will gather 450 Jean Monnet Professors from 68 countries, 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/December and will be implemented through the existing framework contract EAC/10/2009/01 with "Team Work".

The Annual Thematic Jean Monnet Seminar will gather 120-150 Jean Monnet Chairs from the EU-27 and EU policy-makers (Commissioners, MEPs, diplomats) to discuss a priority theme of European integration. It will be organised around mid-2012 and will be implemented through the existing framework contract EAC/10/2009/01 with "Team Work".

The Conference on "Learning EU at School" initiative will gather 150 Jean Monnet Professors, representatives from relevant associations of teacher trainers, history and civics teachers, experts in communication and pedagogy, EU policy-makers and representatives of the Member States. It will be implemented through the existing framework contract EAC/10/2009/01 with "Team Work".

4.6.23. Evaluations

Index reference in the table in appendix: 5.06 and 5.24

As requested by the Europass decision, in 2012 the Commission will submit a report on the second evaluation of Europass. The amount is for a study to be carried out by an external contractor, probably through a framework contract as was done for the 2008 evaluation. 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 Europass.

The EQF Recommendation provides for a report, to be submitted by April 2013, on the experience gained and the implications for the future with proposals for revisions as appropriate. This amount is for a report by a contractor to be prepared in 2012. 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 the EQF, using if necessary the framework contract for support to policy development.

4.6.24. Multi-dimensional Ranking Framework

Index reference in the table in appendix: 2.65

In summer 2011, the Commission will present the final results of a feasibility study on the design and testing of a multi-dimensional, personalised ranking framework⁴⁰. If this feasibility study proves successful, a broader implementation could be envisaged. An implementing body would be selected via a call for tender, through which funding would be provided for the first three years. After these three years the self-sustainability should be reviewed and based on the outcome a decision on further EU funding would be taken.

4.6.25. Preparatory works for the next generation programme

Index reference in the table in appendix: 12.30

In order to prepare the next generation programme post 2013 and to answer to some recommendations provided by the interim evaluation on LLP, it is foreseen to launch approximately three studies, during the second semester 2012, in the field of Indicators and Monitoring; Flat-rates and Costs of National Agencies.

The Indicators and Monitoring study will define a set of indicators for the future LLP in order to order an efficient monitoring of the programme. The flat-rates study will update the flat rates in use in the LLP based on evaluation of real costs, whereas the Costs of National Agencies study will review the cost of operating NAs in order to provide a reference basis for the operating grants to be paid under the next generation programme. It may also help identify good practices in terms of cost effectiveness.

The studies will be implemented using an existing framework contract.

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: 5.95

As per Articles (53)c and 53 *quinquies* FR and 43 IR, as per Article 8 of the Lifelong Learning Legal Basis which all provide for joint management with an international organization, a new joint action with the Council of Europe was implemented in 2011 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 will also be implemented in 2012.

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.

⁴⁰ <http://www.u-multirank.eu>

PROGRAMMING TABLE FOR 2012

Appendix 1

Available funds	
EUR-27 (DB/2)	1.058.476.000
EFTA	27.520.376
Third countries	98.181.000
Recoveries (**)	37.600.000
Total EUR-33 (***)	1.221.777.376

WPI (*)	Lifelong Learning Programme	Draft Budget 2012	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	182.092.409	ANA	**	**	-	sept-11	
1.20	Multilateral projects	9.700.000	APEA	37	262.162	75%	sept-11	AGR
1.30	Networks	3.150.000	APEA	7	450.000	75%	sept-11	AGR
1.40	Accompanying measures	550.000	APEA	4	137.500	75%	sept-11	AGR
1.50	eTwinning CSS (12 months)	1.250.000	PP-EA	1	1.250.000	100%		
1.60	eTwinning NSS	9.300.000	Art.54.2.c-EA	34	273.529	80%	N/A	
1.70	Studies and conferences	1.800.000	PP	6	300.000	100%	mai-12	
1.80	Policy networks	1.500.000	APC	3	500.000	75%	juin-12	AGR
1.90	Comenius pupil mobility insurance	520.000	PP	1	520.000	100%	N/A	
	Subtotal	209.862.409						
Programme Erasmus								
2.10	Erasmus decentralised funds	501.511.865	ANA	**	**	-	sept-11	
2.20	Multilateral projects	14.000.000	APEA	50	280.000	75%	sept-11	AGR
2.30	Networks	5.000.000	APEA	10	500.000	75%	sept-11	AGR
2.40	Accompanying measures	900.000	APEA	6	150.000	75%	sept-11	AGR
2.50	Studies, conferences and other activities	1.800.000	PP	9	200.000	100%	avr-12	
2.60	Bologna secretariat	150.000	MON	1	150.000	75%	janv-12	
2.65	Multidimensional ranking framework	2.000.000	PP	1	2.000.000	100%	mars-12	
2.70	University-business cooperation	650.000	PP	4	162.500	100%	avr-12	
	Subtotal	526.011.865						
Programme Leonardo da Vinci								
3.10	Leonardo da Vinci decentralised funds	299.379.118	ANA	**	**	-	sept-11	
3.20	Multilateral projects	14.275.000	APEA	40	356.875	75%	sept-11	AGR
3.30	Networks	3.000.000	APEA	7	428.571	75%	sept-11	AGR
3.40	Accompanying measures	550.000	APEA	3	183.333	75%	sept-11	AGR
3.50	Studies and conferences	500.000	PP	2	250.000	100%	févr-12	
3.80	Leonardo da Vinci Mobility Action	1.000.000	PP	1	1.000.000	100%	N/A	
3.90	ECVET and EQAVET networks	1.180.000	PP-EA	2	590.000	100%	N/A	
	Subtotal	319.884.118						
Programme Grundtvig								
4.10	Grundtvig decentralised funds	50.031.129	ANA	**	**	-	sept-11	
4.20	Multilateral projects: transfer and development of innovation	16.100.000	APEA	54	298.148	75%	sept-11	AGR
4.30	Networks	2.300.000	APEA	4	575.000	75%	sept-11	AGR
4.40	Accompanying measures	550.000	APEA	4	137.500	75%	sept-11	AGR
4.50	Studies and events	1.540.000	PP	6	256.667	100%	oct-12	
	Subtotal	70.521.129						

Programme transversal								
Key Activity 1: Policy Cooperation and Innovation								
5.01	Mobility: education decision makers	4.474.861	ANA	**	**	-	sept-11	
5.02	Studies and comparative research	1.000.000	PP-EA	5	200.000	100%	mars-12	
5.05	EQF National coordination points	2.360.000	MON	32	73.750	75%	N/A	AGR
5.06	First evaluation of EQF implementation	200.000	PP	1	200.000	100%	N/A	
5.10	E&T 2020 awereness raising and support (awereness raising, experimentations and innovations)	3.800.000	APEA	30	126.667	75%	mars-12	AGR
5.12	Grants to Presidency conferences and DG meetings	1.100.000	MON	10	110.000	75%	N/A	AGR
5.15	Eurydice	2.200.000	Art.54.2.c-EA	37	59.459	75%	N/A	AGR/DEC
5.20	Ploteus + EQF webtool	820.000	PP	3	273.333	100%	N/A	
5.22	Euroguidance	2.250.000	Art.54.2.c-EA	33	68.182	50%	N/A	DEC
5.23	Europass	2.250.000	Art.54.2.c-EA	33	68.182	50%	N/A	DEC
5.24	Second evaluation of Europass	100.000	PP	1	100.000	100%	N/A	
5.27	Administrative arrangement CRELL	1.000.000	PP	1	1.000.000	100%	N/A	
5.28	Administrative arrangement IPTS	500.000	PP	1	500.000	100%	N/A	
5.29	European Guidance Policy Network	1.700.000	MON	1	1.700.000	75%	N/A	AGR
5.30	Network renewals (EENEE, NESET)	650.000	PP	2	325.000	100%	mai-12	
5.35	Education and Training experts framework contract	3.000.000	PP	60	50.000	100%	mars-12	
5.40	Adult skills survey (PIAAC)	300.000	MON-EA	20	15.000	75%	N/A	AGR/DEC
5.45	ICILS skills survey	580.000	MON-EA	20	29.000	75%	N/A	AGR/DEC
5.50	Teachers professional development survey (TALIS-2013)	800.000	MON-EA	20	40.000	75%	N/A	AGR/DEC
5.60	European Lifelong Learning Platform EUCIS	200.000	MON	1	200.000	90%	N/A	AGR
5.75	Anticipating and matching skills needs	1.000.000	PP	3	333.333	100%	N/A	
5.80	Networks for transnational co-operation for the promotion of LLL policies and partnerships at national, regional and local level, including public-private partnerships	1.000.000	APEA	3	333.333	75%	sept-11	AGR
5.85	A sector skills council for the learning sector	300.000	APEA	4	75.000	75%	sept-11	
5.90	Multilateral Projects and Networks: Promoting the integration of Roma in and through education	2.000.000	APEA	4	500.000	75%	sept-11	AGR
5.95	Cooperation with the Council of Europe training of community and school mediators for Roma	500.000	JOINT	1	500.000	50%	N/A	AGR
5.96	Studies and conferences	1.450.000	PP	4	362.500	100%	N/A	
Subtotal		35.534.861						
Key Activity 2: Language Learning								
6.10	Multilateral projects: new language materials / online courses / awereness raising	7.300.000	APEA	20	365.000	75%	sept-11	AGR
6.20	Networks	2.155.000	APEA	5	431.000	75%	sept-11	AGR
6.30	Accompanying measures	360.000	APEA	3	120.000	75%	sept-11	AGR
6.40	Information and awereness-raising activities, studies and conferences	1.000.000	PP	8	125.000	100%	mars-12	
6.55	Prix Europa	87.500	MON	1	87.500	75%	N/A	AGR
6.56	"Juvenes Translatores", European Master's in Translation and Language Industry Platform	400.000	PP	4	100.000	100%	N/A	
6.60	Studies and conferences	44.000	PP	4	11.000	100%	N/A	
Subtotal		11.346.500						

Key Activity 3: ICT								
7.10	Multilateral projects	7.300.000	APEA	16	456.250	75%	sept-11	AGR
7.20	Networks	2.622.600	APEA	6	437.100	75%	sept-11	AGR
7.30	Studies and conferences	150.000	PP	1	150.000	100%	oct-11	
Subtotal		10.072.600						
Key Activity 4: Dissemination and Exploitation of Results								
8.10	Multilateral projects	2.100.000	APAE	5	420.000	75%	oct-11	AGR
Subtotal		2.100.000						
Programme Jean Monnet								
Key Activity 1: Jean Monnet Action - Art. 3.3(a)								
9.10	Unilateral projects: Jean Monnet Chairs, Centres of Excellence and Modules	4.500.000	APEA	120	37.500	75%	sept-11	AGR/DEC
9.20	Unilateral projects: Associations of Professors and Researchers	67.021	APEA	3	22.340	75%	sept-11	AGR/DEC
9.30	Unilateral projects: Information and research activities	1.135.400	APEA	35	32.440	75%	sept-11	AGR/DEC
9.35	Learning EU at School	2.000.000	APEA	35	57.143	75%	sept-11	AGR/DEC
9.40	Multilateral projects: Research groups	231.400	APEA	3	77.133	75%	sept-11	AGR/DEC
9.50	Studies and conferences	520.000	PP	3	173.333	100%	N/A	
Subtotal		8.453.821						
Key Activity 2: operating grants to support specified institutions - Art. 3.3(b)								
10.10	College of Europe, Bruges & Natolin	5.700.000	D	2	2.850.000	80%	N/A	AGR
10.20	European University Institute, Florence	9.630.000	D	1	9.630.000	80%	N/A	AGR
10.30	Academy of European Law, Trier	2.561.000	D	1	2.561.000	80%	N/A	AGR
10.40	Institute of Public Administration, Maastricht	976.000	D	1	976.000	80%	N/A	AGR
10.50	Special Needs Agency, Middelfart	893.000	D	1	893.000	80%	N/A	AGR
10.60	CIFE, Nice	2.372.000	D	1	2.372.000	80%	N/A	AGR
Subtotal		22.132.000						
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	1.748.400	APEA	17	102.847	75%	sept-11	AGR
Subtotal		1.748.400						
Others								
12.30	Preparatory works for the next generation programme	900.000	PP	3	300.000	100%		
Subtotal		900.000						
Reserve		3.209.673						
Total		1.221.777.376						

	0
Decentralised funds	1.037.489.382
Centralised funds - general call	102.146.421
Operating grants	39.232.000
Other specific calls and procurements	42.909.573
Total	1.221.777.376

(*) WPI:

(**)

(***)

(****)

ANA:

APC:

APEA:

Art. 54.2c-EA

D:

MON:

MON-EA:

PP:

PP-EA:

JOINT

Work Programme Index

Estimate April 2011

Pursuant to Art. 83 FR, the appropriations may also finance the payment of default interest.

AGR - Grants covered by a written agreement elsewhere / DEC - Grants covered by a decision where EU law applies

Payments made to National Agencies for the decentralised actions (including the operating grant)

Grants managed by the Commission, following a call for proposals

Grants managed by the Executive Agency EACEA, following a call for proposals

Financial contributions to bodies covered by Art. 54.2c FR - implementation by the executive agency EACEA

Grants to bodies identified in the Basic Act - Art. 168(1)(d) IR

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

Idem - implementation by the executive agency EACEA

Public procurement

Public procurement managed by the Executive Agency EACEA

Joint management - Article 53(d) FR

Appendix 3

Country	E-Twinning National Support Services	Eurydice National Units	Euroguidance	Europass	EQF National Coordination Points
Belgique/Belgie – BE	230.000	216.443	70.000	84.000	80.000
Bulgaria – BG	133.000	22.990	46.000	50.000	65.000
Ceska Republika – CZ	253.000	56.250	80.000	83.000	80.000
Danmark – DK	160.000	62.100	75.000	75.000	70.000
Deutschland – DE	935.000	110.202	160.000	139.000	112.000
Eesti – EE	98.000	22.290	48.000	55.000	60.000
Ellas – EL	249.000	62.710	82.000	66.000	80.000
Espana – ES	640.000	108.906	102.000	89.000	90.000
France – FR	967.000	79.205	125.000	122.000	105.000
Ireland – IE	135.000	53.280	50.000	65.000	70.000
Italia – IT	848.000	111.830	102.000	115.000	105.000
Kypros – CY	91.000	36.498	32.000	44.000	45.000
Latvija – LV	118.000	26.130	49.000	55.000	60.000
Lietuva – LT	130.000	21.965	49.000	61.000	60.000
Luxembourg – LU	83.000	55.326	32.000	32.000	45.000
Magyarország – HU	193.000	22.630	82.000	81.000	75.000
Malta – MT	83.000	14.215	30.000	29.000	50.000
Nederland – NL	254.000	55.620	85.000	84.000	90.000
Oesterreich – AT	171.000	80.170	82.000	84.000	80.000
Polska – PL	558.000	52.275	90.000	100.000	90.000
Portugal – PT	236.000	77.040	71.000	46.000	80.000
Romania – RO	329.000	48.140	42.000	55.000	65.000
Slovenija – SI	104.000	56.300	57.000	38.000	58.000
Slovensko – SK	168.000	49.530	34.000	42.000	60.000
Suomi – FI	160.000	63.650	77.000	76.000	70.000
Sverige – SE	219.000	63.590	82.000	59.000	80.000
United Kingdom – UK	1.015.000	145.470	140.000	130.000	105.000
Island – IS	89.000	58.610	40.000	47.000	50.000
Liechtenstein – LI	0	53.890	20.000	20.000	0
Norway – NO	149.000	75.830	65.000	57.000	70.000
Turkey - TK	300.000	63.905	46.000	62.000	85.000
Switzerland - CH	120.000	100.210	60.000	60.000	60.000
Croatia - HR	82.000	72.800	45.000	45.000	65.000
Total	9.300.000	2.200.000	2.250.000	2.250.000	2.360.000

APPENDIX 4

LUMP SUMS AND FLAT-RATE FINANCING AUTHORISED FOR 2012 AND 2013 FOR THE LIFELONG LEARNING PROGRAMME (LLP)

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 2012 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.

This appendix updates the lump sums and flat-rates adopted by decision C(2009)7734 of 14 October 2009 and amended by decision C(2010)7190 of 22 October 2010. The lump sums and flat-rates proposed will be valid during 2012 and 2013.

1. LUMP SUMS AND FLAT-RATES AUTHORISED FOR APPLICATION IN 2012 AND 2013

1.1. Lump sums and flat-rates applied to mobility actions

Mobility actions are co-financed by the Union under all sub-programmes of the Lifelong Learning Programme. The co-financed costs relate to the mobility of the individual (subsistence, travel, linguistic and cultural preparation) as well as to the management and the follow-up of the mobility action. The mobility actions are funded through the National Agencies.

Scales of unit costs are well suited to the low-value grants for the LLP mobility actions. They are of a recurring nature, are treated in large numbers and involve a homogenous cost structure and level. Around 310,000 individual mobility grants are envisaged, in combination with grants for the organisation of the mobilities, in 2012.

1.1.1. Subsistence and travel costs

For all mobility actions, the contribution to subsistence costs will be calculated as an overall amount on the basis of the duration of stay. Subsistence costs cover accommodation, meals, local travel, the cost of telecommunications, including fax and Internet, as well as other sundries.

For mobility actions with duration of up to and including 12 weeks, travel and costs are reimbursed on the basis of real costs, except for the Grundtvig Workshops. The Grundtvig Workshops constitute an action with duration of one week, where participants will be based in the same location which justifies lower subsistence costs. Due to the lower subsistence cost, the global amount is deemed to cover also the travel costs.

For mobility actions with duration longer than 12 weeks, the lump sum constitutes an overall amount considered to include also travel costs. The principle of proportionality justifies the approach of including travel costs for mobility actions of duration longer than 12 weeks, as the contribution towards the travel costs represents only a minor part compared to the global amount for subsistence.

1.1.1.1. Comenius, Grundtvig and Leonardo da Vinci – Mobility actions - Subsistence costs

The rates are calculated for each host country and apply to the different sub-programmes except for the mobility of students under the Erasmus programme. The daily rate for Belgium is used as the basic rate for the scale, and corresponds to 75% of the value in the Commission Mission Guide (to cover daily subsistence and accommodation costs applied to Commission officials).

The daily rates for other countries are based on the cost of living index in comparison to Belgium, as provided by Eurostat. The mobility actions include a range of different types of activities, ranging from study visits / attendance in courses of a few days or one week, up to longer stays of a maximum of 45 weeks. For reasons of simplification, one single scale is applied, based on gradually reducing rates that take into account the fact that a longer stay will induce relatively lower costs than a short stay.

A course may run over a full calendar week, in which case it is necessary to make available a grant for a full 7 days in the first week. For a one week study visit-stay undertaken by a professional, the options to hotel accommodation are very limited. Therefore it is necessary to provide the possibility of a higher daily rate throughout the first week. For longer stays better rates can be negotiated and alternative arrangements for accommodation become available, whereby the average daily rate decreases.

In order to take into account the possible national, regional and local co-financing and other national features, as well as specific requirements of persons with special needs, the national authorities in cooperation with the National Agencies may adjust the rates to be applied taking into account the

duration of the various mobility actions and the target group, while respecting the maximum amounts and common criteria laid down at EU level.

The subsistence rates were first established in 2008, for application in 2008 and 2009. The experience shows that the method of calculation is well adapted, particularly to the short-term durations of stay (i.e. from 1 to 12 weeks), to the types of actions co-financed. The basic daily rate applied for the first week, constitutes 75% of the daily accommodation and allowance rate provided by the Staff Regulation of the Commission. The rate is updated with the corrector coefficients of Eurostat (July 2010). For longer durations (i.e. more than 12 weeks), the amounts are based on the "Study on daily staff costs and long term transnational stays subsistence costs" (2011).

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

	Excluding travel and visa costs									Including travel and visa costs	
	Total amount first week						Total amount		Additional amount per week (wks 3 - 12)*	Total amount for 13 full weeks **	Additional amount per week (wks 14 - 45)*
	1 day	2 days	3 days	4 days	5 days	6 days	One week (7 days)	Two weeks			
BE	170	340	510	680	850	1.020	1.190	1.666	190	4.286	190
BG	110	220	330	440	550	660	770	1.078	123	2.852	123
CZ	150	300	450	600	750	900	1.050	1.470	168	3.796	168
DK	230	460	690	920	1.150	1.380	1.610	2.254	258	5.806	258
DE	160	320	480	640	800	960	1.120	1.568	179	4.023	179
EE	130	260	390	520	650	780	910	1.274	146	3.342	146
EL	160	320	480	640	800	960	1.120	1.568	179	4.064	179
ES	170	340	510	680	850	1.020	1.190	1.666	190	4.293	190
FR	200	400	600	800	1.000	1.200	1.400	1.960	224	5.033	224
IE	190	380	570	760	950	1.140	1.330	1.862	213	4.766	213
IT	190	380	570	760	950	1.140	1.330	1.862	213	4.793	213
CY	150	300	450	600	750	900	1.050	1.470	168	3.788	168
LV	130	260	390	520	650	780	910	1.274	146	3.382	146
LT	130	260	390	520	650	780	910	1.274	146	3.348	146
LU	170	340	510	680	850	1.020	1.190	1.666	190	4.294	190
HU	140	280	420	560	700	840	980	1.372	157	3.607	157
MT	140	280	420	560	700	840	980	1.372	157	3.539	157
NL	180	360	540	720	900	1.080	1.260	1.764	202	4.528	202
AT	180	360	540	720	900	1.080	1.260	1.764	202	4.538	202
PL	130	260	390	520	650	780	910	1.274	146	3.301	146
PT	150	300	450	600	750	900	1.050	1.470	168	3.775	168
RO	120	240	360	480	600	720	840	1.176	134	3.104	134

	Excluding travel and visa costs								Including travel and visa costs		
	Total amount first week						Total amount		Additional amount per week (wks 3 – 12)*	Total amount for 13 full weeks **	Additional amount per week (wks 14 - 45)*
SI	160	320	480	640	800	960	1.120	1.568	179	4.055	179
SK	140	280	420	560	700	840	980	1.372	157	3.539	157
FI	210	420	630	840	1.050	1.260	1.470	2.058	235	5.293	235
SE	210	420	630	840	1.050	1.260	1.470	2.058	235	5.295	235
UK	230	460	690	920	1.150	1.380	1.610	2.254	258	5.829	258
IS	180	360	540	720	900	1.080	1.260	1.764	202	4.756	202
LI	260	520	780	1.040	1.300	1.560	1.820	2.548	291	6.560	291
NO	260	520	780	1.040	1.300	1.560	1.820	2.548	291	6.563	291
CH	260	520	780	1.040	1.300	1.560	1.820	2.548	291	6.507	291
HR	160	320	480	640	800	960	1.120	1.568	179	4.056	179
TR	140	280	420	560	700	840	980	1.372	157	3.693	157

Source: Commission mission guide; Eurostat: Correction coefficients in the European Union (Capitals), total and total without rents - Brussels=100 (Data refer to 1st July 2010); "Study on daily staff costs and long term transnational stays subsistence costs", EAC/55/2010, 2011.

For LI, CH is taken. For HR, Articles 12 and 13 of Annex X to the Staff Regulations 22.09.2010, 54-2010.

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

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

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

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

1.1.1.2. Erasmus programme – Mobility actions – Subsistence Costs

The specific scale for the Erasmus programme concerns mobility of students. The scale is adapted to the lower level of costs incurred by this category of beneficiaries, as well as to the longer duration of the stay (i.e. in principle a minimum of 3 months applies).

A basic amount is calculated for Bulgaria (because it is the country with the lowest cost of living) on the basis of the analysis of statistical data on actual grants levels provided by the National Agencies. The Eurostat cost of living index is then applied to arrive at the rates applicable to the other host countries. The National Agencies may set lower grant levels than the maximum amount established for the host country, taking into account the other sources of financing available, the socio-economic background of individual participants and the volume of demand.

For Erasmus Intensive Programmes, the rates below do not include travel costs which can be (partially) reimbursed based on real cost. This is justified by the shorter duration of the stay, where the grant amount is calculated as a pro rata of the monthly rate.

Table 1b: Lifelong Learning Programme - Erasmus – Student Mobility Subsistence - Maximum rates (in €) per host country including travel⁴¹

HOST COUNTRY	Monthly rate
Belgique/Belgie – BE	640
Bulgaria – BG	401
• eská republika – CZ	539
Danemark – DK	858
Deutschland – DE	607
Eesti – EE	484
Ellas – EL	607
España – ES	625
France – FR	743
Eire/Ireland – IE	698
Italia – IT	682
Kypros – CY	536
Latvija – LV	476
Lietuva – LT	464
Luxembourg – LU	640
Magyarország – HU	507
Malta – MT	526
Nederland – NL	666
Österreich – AT	680
Polska – PL	493
Portugal – PT	544
Romania – RO	445
Slovenija – SI	573
Slovensko – SK	512
Suomi/Finland – FI	764
Sverige – SE	759
United Kingdom – UK	860
Island – IS	648
Liechtenstein – LI*	939
Norge – NO	939
Schweiz/Suisse/Svizzera – CH	939
Hrvatska – HR	591
Türkiye – TR	525

Source Eurostat, 1st July 2010

* Not available, CH is taken instead

1.1.2. Costs for the organisation of mobility and courses

A number of actions require the clear commitment from the sending or hosting organisation to ensure quality in all dimensions (pedagogic as well as logistic) of the mobility period. Such costs can be covered by either lump sums or scales of unit costs. This support is given to the organisation, not the individual, and is intended to cover a part of the costs relative to the organisation of the mobilities.

The lump sum and flat-rate amounts have been established on the basis of real costs reported under previous exercises under the same or similar activities. The rates have been established in a way so as to ensure that the co-financing and no-profit rules are respected.

⁴¹ For Erasmus Intensive Programmes, these rates do not include travel cost which can be (partially) reimbursed based on real cost.

1.1.2.1. Erasmus and Leonardo da Vinci – Grants to sending organisations for the organisation of mobility

Scales are defined per group of outgoing persons and, in the case of Erasmus, for incoming invited teaching staff from enterprises. The grant is intended to ensure quality of the mobility arrangements for student and staff.

The organisations sending people abroad incur a variety of costs required by a proper framework that guarantees quality in all dimensions (pedagogic as well as logistic) of the mobility period. This comprises information, definition of training plan, pedagogical, language and cultural preparation, monitoring and tutoring of the beneficiary, validation of competences and logistic support (assistance in accommodation, residence permits, social security and visas, provision of health insurance, finding suitable placements, etc.).

The grant is awarded as a flat-rate amount, in function of the number of beneficiaries and the rates per beneficiary. The rates were first established in 2006, on the basis of the real costs incurred by the National Agencies in 2005 for the organisation of mobility of Erasmus students. In 2007 these rates were extended to cover also the Leonardo da Vinci placements with a similar cost structure and level. The experience shows that the established rates remain appropriate for application in 2012 and 2013.

Table 3: Maximum scale of unit cost applicable to sending organisations for the organisation of mobility – Erasmus and Leonardo da Vinci Programmes

Scale 1 (1 st to 25 th person)	390 / beneficiary
Scale 2 (26 th to 100 th person)	315 / beneficiary
Scale 3 (101 st to 400 th person)	225 / beneficiary
Scale 4 (> 400 th person)	180 / beneficiary

1.1.2.2. Comenius, Leonardo da Vinci and Grundtvig – grants for the preparation of mobility

The grant will be available for the following actions: Comenius: in-service training for school education staff, assistantships; Leonardo da Vinci: mobility (initial vocational training, people on the labour market, VET professionals); Grundtvig: in-service training for adult education staff, assistantships, visits and exchanges, and workshops).

The grant is under the Leonardo da Vinci sub-programme awarded to the sending organisation as a flat-rate amount, in function of the number of beneficiaries. Under the Comenius and Grundtvig sub-programmes, the grant is awarded as a lump sum to the individual.

The rate was first established in 2006, in line with the experience gained from co-financed projects, under the Leonardo da Vinci programme. Since 2008 the rate has been extended to be applied also to similar actions with similar costs structures and levels under other sub-programmes. The experience shows that the rate applied remains appropriate for application in 2012 and 2013.

Table 4: Maximum flat-rate amount for the preparation of mobility

Preparation costs	Flat-rate for pedagogic, linguistic and cultural preparation per participant, if necessary	500 €/beneficiary
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1.1.2.3. Grundtvig senior volunteering projects – Grants to sending and hosting organisations

The Grundtvig Initiative on Volunteering in Europe (GIVE) is an initiative implemented since 2009. In the context of these projects on senior volunteering as a form of informal learning, sending and

hosting organisations will receive flat-rate grants to organise the mobility of senior volunteers and further cooperation between the partner organisations.

The grant takes the form of a scale of unit cost and is based on the number of outgoing and incoming volunteers. The maximum amounts of the unit costs have been established on the basis of past experience in similar activities, in particular the European Voluntary Service for young people under the Youth Programme, whilst taking into account the particularities of the present action. The unit cost for the sending organisation is intended to cover costs relating to contacts with partner organisations, the pedagogic, linguistic and cultural preparation of the volunteer, communications with the volunteer when abroad as well other organisational costs and follow-up, whereas the hosting organisation will receive a flat-rate grant to cover for organisation costs. The unit costs have been established in a way so as to ensure that the principles of co-financing and no-profit are respected. The 2012 rate remains unchanged.

Table 5: Maximum scale of unit cost applicable to sending and hosting organisations for the organisation of mobility – Grundtvig Programme

<i>Activity</i>	<i>Maximum amount (in €)</i>
Sending	800 / volunteer
Hosting	390 / volunteer

1.1.2.4. Erasmus Intensive Language Courses (EILC) and Intensive Programmes (IPs); Grundtvig Workshops

EILCs are specialised courses in less widely used and less taught languages of the participating countries, with a normal duration of one month. The institutions selected by the NAs to organise the courses receive a grant for the organisation costs.

Grants for Erasmus Intensive programmes consist of three components: organisation costs, subsistence costs and travel costs. Organisation costs refer to costs incurred by the contracting institution for the preparation, actual running and evaluation of the course.

The grants for both actions will be awarded in the form of a lump sum. The amounts have been established on the basis of an examination of final reports of courses organised and funded in 2005.

The maximum base rate for Belgium is established at €6,160 for EILC and €7,180 for IPs and Grundtvig Workshops. The rates are determined in such a way that the beneficiary is required to bring in his own sources of funding (EU co-financing is around 70% in EILCs, and around 50% in IPs) and provides a reasonable assurance that the grant will not result in a profit for the beneficiary.

The maximum amount for the other countries is obtained by applying the Eurostat cost of living index to the base amount fixed for Belgium. The National Agencies will determine the amounts of the flat-rates to be used in their country within the maximum amounts established below.

These rates were first established for application in 2006, where after an update on the basis of the cost of living has been made. On the basis of the experience gained in subsequent years, the base rate remains appropriate for application in 2012 and 2013.

Table 6: Erasmus and Grundtvig - Maximum lump sum amounts (in €) for organising Erasmus Intensive Language Courses (EILC) and Intensive Programmes (IP) and Grundtvig Workshops

Country			Erasmus EILC	Erasmus IP and Grundtvig Workshops
Belgique/Belgie	BE	Belgium	6.160	7.180
Balgarija	BG	Bulgaria	3.860	4.500
• eská republika	CZ	Czech Republic	5.190	6.050
Danemark	DK	Denmark	8.260	9.630
Deutschland	DE	Germany	5.840	6.810
Eesti	EE	Estonia	4.660	5.430
Ellas	EL	Greece	5.840	6.810
España	ES	Spain	6.020	7.010
France	FR	France	7.150	8.340
Eire	IE	Ireland	6.720	7.830
Italia	IT	Italy	6.570	7.650
Kypros	CY	Cyprus	5.160	6.010
Latvija	LV	Latvia	4.580	5.330
Lietuva	LT	Lithuania	4.470	5.210
Luxembourg	LU	Luxembourg	6.160	7.180
Magyarország	HU	Hungary	4.880	5.690
Malta	MT	Malta	5.060	5.900
Nederland	NL	Netherlands	6.410	7.470
Österreich	AT	Austria	6.540	7.630
Polska	PL	Poland	4.750	5.540
Portugal	PT	Portugal	5.240	6.100
Romania	RO	Romania	4.280	4.990
Slovenia	SI	Slovenia	5.520	6.430
Slovensko	SK	Slovakia	4.930	5.740
Suomi/Finland	FI	Finland	7.360	8.570
Sverige	SE	Sweden	7.310	8.520
United Kingdom	GB	United Kingdom	8.280	9.650
Island	IS	Iceland	6.240	7.270
Liechtenstein (*)	LI	Liechtenstein	9.040	10.530
Norge	NO	Norway	9.040	10.530
Schweiz/Suisse/Svizzera/Svizra	CH	Switzerland	9.040	10.530
Hrvatska	HR	Croatia	5.690	6.630
Türkiye	TR	Turkey	5.050	5.890

Source Eurostat, 1st July 2010

* Not available, CH is taken instead

1.1.3. *Comenius Individual Pupil Mobility Action*

1.1.3.1. *Grants for sending and hosting schools*

A flat-rate grant for the sending school is established as a contribution to the costs of: organising the pupil selection; preparing the outgoing pupil; organising the travel for the pupil; keeping contact with the host school and the pupil; managing the grant including transfer of the contribution to the host school and the pupil monthly allowance; helping the pupil to evaluate the stay and reintegrate and encourage the pupil to share the experience with others; reporting to the national Agency, etc.

A flat-rate grant per pupil is established for the hosting school to contribute to covering costs related to: the identification and selection of a host family; introduction and support for the pupil during the exchange, including mentoring; offering language learning opportunities for the pupil; keeping contact with the sending school; end-of-stay evaluation of the pupil's stay; etc.

The amounts of the flat-rates are based on the costs of the administration of the action in the EFIL pilot project.

A flat-rate grant for the linguistic preparation of a pupil, where necessary, is established on the basis of the average amount spent on linguistic preparation in Comenius Assistantships in 2007.

Table 7: Flat-rate per pupil for organisational and preparation costs - Comenius

<i>Activity</i>	<i>Amount (in €)</i>
Sending school / organisational costs	150 €/ pupil
Sending school / linguistic preparation	120 €/ pupil
Hosting school / organisational costs	500 €/ pupil

1.1.3.2. *Grants for participating pupils*

A monthly allowance is awarded as a scale of unit cost to contribute to e.g. study material and transport. The amount for the first month is higher in order to cover expenses occurring at the beginning of the stay abroad. The amounts are based on the rates used in the EFIL pilot project and adapted according to the standard cost of living index (Eurostat data).

Table 8: Monthly allowances for Comenius pupil mobility action (per hosting country)

Country	1st month	Further months
Belgique/Belgie - BE	175	105
Bulgaria- BG	110	66
Ceska Republika - CZ	147	88
Danmark - DK	235	141
Eesti - EE	133	80
Ellas - EL	166	100
Espana -ES	172	103
France - FR	203	122
Italia - IT	187	112
Latvija - LV	130	78
Lithuania - LT	127	76
Luxembourg - LU	175	105
Magyarország - HU	139	83
Malta - MT	144	86
Nederland - NL	182	109
Oesterreich - AT	186	111
Polska - PL	135	81
Portugal - PT	149	89
Rumania- RO	122	73
Slovenija -SI	158	95
Slovensko -SK	140	84
Suomi - FI	208	125
Sverige - SE	208	125
Island - IS	177	106
Liechtenstein – LI *	257	154
Norge - NO	249	154
Schweiz / Suisse / Svizzera / Svizra - CH	257	154
Hrvatska - HR	163	98
Türkiye - TR	144	86

Source Eurostat, 1st July 2010

* Not available, CH is taken instead

1.2. 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 and Culture and concern multilateral projects, networks and accompanying measures.

1.2.1. 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 staff cost rates are 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). The table below comprises the maximum eligible daily rates, to which the EU co-financing percentage will be applied.

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

Country			Manager	Researcher Teacher Trainer	Technical	Administrative
Belgique/Belgie	BE	Belgium	460	360	240	214
Bulgarija	BG	Bulgaria	40	26	22	15
Česká republika	CZ	Czech Republic	134	88	72	53
Danemark	DK	Denmark	361	284	236	197
Deutschland	DE	Germany	419	310	221	203
Eesti	EE	Estonia	102	73	59	42
Ellas	EL	Greece	279	218	142	118
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	217	142	96
Latvija	LV	Latvia	78	63	50	38
Lietuva	LT	Lithuania	75	55	42	34
Luxembourg	LU	Luxembourg	496	331	282	197
Magyarország	HU	Hungary	107	79	57	44
Malta	MT	Malta	119	99	74	58
Nederland	NL	Netherlands	305	262	212	170
Österreich	AT	Austria	449	302	244	194
Polska	PL	Poland	109	77	51	39
Portugal	PT	Portugal	258	181	122	77
Romania	RO	Romania	84	51	34	28
Slovenia	SI	Slovenia	240	161	109	89
Slovenská republika	SK	Slovakia	95	54	45	34
Suomi /Finland	FI	Finland	368	255	196	163
Sverige	SE	Sweden	360	256	226	176
United Kingdom	GB	United Kingdom	355	334	231	153
Island	IS	Iceland	338	219	193	151
Liechtenstein	LI	Liechtenstein	449	302	244	194
Norge	NO	Norway	440	345	311	239
Hrvatska	HR	Croatia	141	102	66	49
Schweiz / Suisse / Svizzera / Svizra	CH	Switzerland	478	354	252	232
Türkiye	TR	Turkey	86	60	42	36

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)

1.2.2. Subsistence costs

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

To ensure the respect of the co-financing and no-profit rules, the global co-financing percentage (normally 75%) will be applied to these rates.

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

Country			Daily rates (€)
Belgique/Belgie	BE	Belgium	232
Balgarija	BG	Bulgaria	145
• eská 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

Source Eurostat, 1st July 2010

* Not available, CH is taken instead

1.3. Lump sums and flat-rates applied to partnership actions

Partnership grants provide support to local activities and mobility activities for the Comenius, Leonardo da Vinci and Grundtvig programmes. These actions are currently managed by the National Agencies. The activities consist of local activities in the partner's own organisation (learning activities, fieldwork, research, cooperation on specific education and training fields, etc.) and mobility activities to its partners abroad (project meetings, head teacher study visits, staff exchanges, etc.).

Partnerships are often small-scale cooperation projects usually made up of organisations from at least 3 countries. The partnership application is jointly prepared by all organisations, but each organisation receives its own grant from its own National Agency. Each National Agency is therefore responsible for issuing and managing grant agreements with its own organisation.

1.3.1. Costs covered by the lump sum applicable to partnership actions

Support to the costs of the partnership is given in the form of a lump sum grant, which will cover a part of all eligible costs relative to the activities of the partnership, i.e. costs for local activities (publications, software, translation, language preparation, etc.), costs for travel and travel insurance and subsistence during mobility periods. Each partner will receive a lump sum for a minimum number of mobilities.

The rates proposed for the Comenius Regio Partnerships exclude other types of costs than those related to mobilities (travel and subsistence).

1.3.1.1. Comenius (except Regio action), Leonardo da Vinci and Grundtvig partnerships

The amounts have been established as a lump sum to be awarded to each partner involved in the partnership. The lump sum was first established for 2007 and was based on the average annual real amount awarded in 2006. As an additional check of the level of the grant proposed, National Agencies had to justify their proposed lump sums in 2007, which were then validated by the Commission.

Against this basis the maximum lump sum per partner is established taking into account the expected average grant amount as well as the spread between, and within, countries. The rates are based on the rates approved for 2008, with a fine-tuning of the scale brought in for 2009. The relatively low amount proposed ensures that the beneficiaries have to contribute with their own funds and excludes that the grant would result in a profit.

The rate to be applied for each country will be agreed with National Agencies, within the limits fixed by the Commission. It remains applicable in 2012 and 2013.

Table 11: Maximum lump sum per partner for partnership grants - Comenius (except Regio partnerships), Leonardo da Vinci and Grundtvig

Partnership type		Minimum n° of mobilities per partner in a 2-year Partnership	Maximum lump sum grant per partner	Maximum lump sum grant per partner	Maximum lump sum grant per partner
			COMENIUS	LEONARDO DA VINCI	GRUNDTVIG
Multilateral Partnerships	Small n° of mobilities	4	10,000 €	10,000 €	15,000 €
	Limited n° of mobilities	8	15,000 €	15,000 €	17,500 €
	Average n° of mobilities	12	20,000 €	20,000 €	20,000 €
	High n° of mobilities	24	25,000 €	25,000 €	25,000 €
Bilateral Partnerships	Bilateral Comenius Partnerships - Small group class exchange of 10 to 19 pupils.	12	20,000 €	-	-
	Bilateral Comenius Partnerships - Large group class exchange of 20 pupils or more	24	25,000 €	-	-

1.3.1.2. *Comenius Regio Partnerships*

Comenius Regio grants consist of a lump sum to cover costs related to mobility of individuals together with a reimbursement of a specified proportion of real costs incurred for additional expenses (excluding staff costs). The lump sum has been established on the basis of experience gained of the cost structure and level in prior Partnership actions, and has been adapted to the specific characteristics of the new action. Unlike the rate applied to other partnerships, the proposed rate excludes other types of costs than those related to mobilities (travel and subsistence) in order to allow Comenius Regio Partnerships to conduct different activities including the organisation of larger scale conferences or the implementation of research activities and studies. The lump sum was first established for application in 2009, and remains applicable in 2012 and 2013.

Table 12: Maximum lump sum per partner for partnership grants - Comenius Regio partnerships

Comenius Regio Partnerships	Partnership categories		Long distances (> 300 km)	Short distances (< 300 km)
	Small number of mobilities	4	4,000 €	2,000 €
Limited number of mobilities	8	8,000 €	4,000 €	
Average number of mobilities	12	10,000 €	5,000 €	
High number of mobilities	24	20,000 €	10,000 €	

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

Grants are awarded under the Jean Monnet sub-programme for the support of European integration studies in universities all over the world. The Jean Monnet grants are primarily intended to cover the cost of teaching activities offered for a period of three academic years, and costs related to the organisation of conferences and seminars in the field of European integration studies for a period of one or two years. The project outputs under these activities are standardised, the maximum levels of

the grants are low and the applicants (EU study centres/higher education institutions) and beneficiaries (specialists in EU integration studies) are homogenous.

A flat-rate scheme is established in support of teaching activities (Jean Monnet Chairs, *ad personam* Jean Monnet Chairs and Teaching modules) and the organisation of conferences, round tables etc. (Information and Research Activities). The flat-rate grant for teaching activities is awarded according to the number of teaching hours for Jean Monnet Chairs, *ad personam* Jean Monnet Chairs and Modules and takes in to account the number of participants in relation to the organisation of conferences and workshops for Information and Research Activities.

For non-EU Member States, the staff costs for Jean Monnet projects may not exceed the normal costs for each staff category in the country concerned. For third countries, 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)

1.4.1. Jean Monnet Chairs, *ad personam* Jean Monnet Chairs and teaching Modules

A scale of a national teaching cost per hour is applied as the basis for arriving at the lump sum to be awarded for these activities. The national teaching cost per hour has been established on the basis of an analysis undertaken in 2008 of real costs incurred under projects selected in 2004 and 2005, completed in 2007 and 2008, as well as ongoing projects. Against this background a basic rate has been established, which is adjusted for the new two-year period 2012-2013 for the various countries on the basis of the relevant cost of living index (Eurostat and World Bank data).

To arrive at the lump sum grant awarded the national teaching cost per hour is first multiplied by the (minimum) number of hours required for a Teaching Module (120 hours) or the Jean Monnet Chair and *ad personam* Jean Monnet Chairs (270 hours). Secondly, a "top-up" percentage of 10% for a Jean Monnet Chair and *ad personam* Jean Monnet Chair, and of 40% for a Teaching Module is added to the above mentioned costs basis. This top-up percentage takes account of the additional academic activities included in a Teaching Module and a Chair (such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs).

The top-up percentage is higher for a Teaching Module, as more additional (accompanying) activities will take place and several different teachers/professors may be involved.

The final grant is obtained by applying the maximum 75% EU co-funding to the total amount arrived at by applying the above explained calculation method, within the respect of the maximum grant ceiling for each type of project (€45,000 for Jean Monnet Chairs and €21,000 for Teaching Modules).

This calculation method ensures that the co-financing principle is respected and that there is a reasonable assurance that the grant will not result in a profit for the beneficiary. Moreover, the analysis made shows that around 70-80% of beneficiaries will receive a grant amount very similar to the one received on the basis of reimbursement of real costs.

Table 13: National teaching cost per hour for Jean Monnet Chairs, ad personam Jean Monnet Chairs and Teaching Modules

EU Member states	Teaching cost scales (€)	Other countries	Teaching cost scales (€)
Austria	200	Antigua and Barbuda	94
Belgium	193	Australia	200
Bulgaria	80	Bahrain	177
Cyprus	148	Barbados	97
Czech Republic	125	Brunei Darussalam	200
Denmark	200	Canada	199
Estonia	100	Croatia	101
Finland	182	Equatorial Guinea	102
France	180	Hong Kong, China	200
Germany	196	Iceland	177
Greece	151	Israel	143
Hungary	98	Japan	176
Ireland	176	Korea Republic	145
Italy	166	Kuwait	200
Latvia	87	Libya	87
Lithuania	89	New Zealand	140
Luxembourg	200	Norway	200
Malta	120	Oman	129
Netherlands	200	Russian Federation	97
Poland	98	Saudi Arabia	127
Portugal	121	Seychelles	89
Romania	80	Singapore	200
Slovakia	114	Switzerland	200
Slovenia	139	Trinidad and Tobago	133
Spain	167	United States	200
Sweden	200		
United Kingdom	198	All other countries	80

1.4.2. Information and Research Activities

The grant to be awarded is calculated on the basis of scales of allowance costs per participants (local and non-local) together with a lump sum for production and dissemination costs.

A unit cost per participant, to cover the participation, travel and subsistence costs has been established for participants contributing to the action. The scale of unit costs for local participants corresponds to the scale as established by the SCIC for the participation in conferences. The allowance scale for non-local participants (normally speakers), covering accommodation and subsistence cost, is based on Commission per diem rates by applying a reduction of €35 in order to take into account lunch expenses that are already covered by the allowance scale for local participants. This basic rate is adjusted for the new two-year period 2012-2013 for the various countries on the basis of the relevant cost of living index (Eurostat and World Bank data).

The unit costs are multiplied by the number of participants and days over which the event runs. A lump sum of €5,000 for Information and Research Activities (IRA) and €25,000 for Information and Research Activities for Learning EU at School (IRA LEU) for covering production and dissemination costs is added to the result of the above calculation. The final grant is obtained by applying the maximum EU 75% funding of total project costs and by respecting the maximum grant ceiling for this project type (€40,000 for IRA and €60,000 for IRA LEU).

This calculation method ensures that the co-financing principle is respected and that there is a reasonable assurance that the grant will not result in a profit for the beneficiary. Moreover, the analysis made shows that around 80% of beneficiaries will receive a grant amount very similar to the one received on the basis of reimbursement of real costs.

Table 14: National conference cost per participant per day and per diem per non local contributors for Information and Research Activities

EU Member States	Conference cost per participant per day (€)	Accommodation and subsistence cost per non-local contributors (€)
Austria	95	191
Belgium	90	197
Bulgaria	40	193
Cyprus	69	202
Czech Republic	58	195
Denmark	93	229
Estonia	47	154
Finland	85	207
France	84	208
Germany	91	177
Greece	70	189
Hungary	46	189
Ireland	82	216
Italy	77	195
Latvia	41	179
Lithuania	41	155
Luxembourg	143	201
Malta	56	174
Netherlands	100	223
Poland	46	184
Portugal	57	173
Romania	40	189
Slovakia	53	174
Slovenia	65	153
Spain	78	180
Sweden	95	218
United Kingdom	92	234
Other countries		
Afghanistan	40	197
Albania	40	202
Algeria	40	252
Angola	40	291
Antigua and Barbuda	44	166
Argentina	40	239
Armenia	40	112
Australia	94	211
Azerbaijan	40	236
Bahrain	83	206
Bangladesh	40	147
Barbados	45	206
Belarus	40	165
Belize	40	158

Benin	40	157
Bhutan	40	93
Bolivia	40	99
Bosnia and Herzegovina	40	138
Botswana	40	183
Brazil	40	153
Brunei Darussalam	126	147
Burkina Faso	40	136
Burundi	40	149
Cambodia	40	117
Cameroon	40	189
Canada	93	214
Cape Verde	40	164
Central African Republic	40	97
Chad	40	217
Chile	40	153
China	40	156
Colombia	40	174
Comoros	40	132
Congo, Dem. Rep. (RDC)	40	250
Congo, Rep.	40	185
Costa Rica	40	149
Cote d'Ivoire	40	228
Croatia	47	199
Cuba	40	122
Djibouti	40	138
Dominica	40	167
Dominican Republic	40	146
Ecuador	40	128
Egypt, Arab Rep.	40	165
El Salvador	40	137
Equatorial Guinea	48	204
Eritrea	40	174
Ethiopia	40	202
Fiji	40	80
Gabon	40	172
Gambia, The	40	130
Georgia	40	194
Ghana	40	204
Grenada	40	158
Guatemala	40	126
Guinea	40	153
Guinea-Bissau	40	160
Guyana	40	132
Haiti	40	158
Honduras	40	121
Hong Kong, China	109	254
Iceland	83	131
India	40	236

Indonesia	40	93
Iran, Islamic Rep.	40	154
Iraq	0	231
Israel	67	262
Jamaica	40	127
Japan	82	239
Jordan	40	153
Kazakhstan	40	210
Kenya	40	182
Kiribati	40	180
Korea, Democratic Peop	40	134
Korea, Rep.	68	245
Kuwait	133	233
Kyrgyz Republic	40	250
Laos PDR	40	123
Lebanon	40	182
Lesotho	40	149
Liberia	40	149
Libya	41	136
Liechtenstein - Li	40	140
Macao	130	151
Macedonia, FYR	40	123
Madagascar	40	163
Malawi	40	153
Malaysia	40	142
Maldives	40	172
Mali	40	192
Mauritania	40	138
Mauritius	40	156
Mexico	40	200
Micronesia, Fed. Sts.	40	130
Moldova	40	126
Mongolia	40	96
Montenegro	40	137
Morocco	40	169
Mozambique	40	158
Myanmar	40	66
Namibia	40	107
Nepal	40	92
New Zealand	65	159
Nicaragua	40	118
Niger	40	152
Nigeria	40	190
Norway	139	219
Oman	60	193
Pakistan	40	206
Palestinian territory	40	123
Panama	40	147
Papua New Guinea	40	259

Paraguay	40	130
Peru	40	151
Philippines	40	139
Quatar	40	243
Russian Federation	45	307
Rwanda	40	194
Samoa	40	150
Sao Tome and Principe	40	139
Saudi Arabia	59	219
Senegal	40	175
Serbia	40	242
Seychelles	42	209
Sierra Leone	40	112
Singapore	123	273
Solomon Islands	40	131
Somalia	40	52
South Africa	40	176
Sri Lanka	40	88
St. Kitts and Nevis	40	150
St. Lucia	40	182
St. Vincent and the Grenadines	40	150
Sudan	40	172
Suriname	40	123
Swaziland	40	147
Switzerland	103	247
Syrian Arab Republic	40	217
Tajikistan	40	116
Tanzania	40	174
Thailand	40	155
Timor-Leste	40	93
Togo	40	165
Tonga	40	128
Trinidad and Tobago	62	204
Tunisia	40	126
Turkey	40	116
Turkmenistan	40	82
Uganda	40	172
Ukraine	40	261
United Arab Emirtes	113	290
United States	116	234
Uruguay	40	148
Uzbekistan	40	116
Vanuatu	40	178
Venezuela, RB	40	228
Vietnam	40	106
Yemen, Rep.	40	127
Zambia	40	189
Zimbabwe	40	97

In the frame of the Jean Monnet Programme, Key Activity 3: European Associations active in the field of education and training, flat-rate financing has been introduced in 2009 and updated in 2011, for the years 2011 and 2012 (see below).

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

Country	Flat-rate (€)
Belgique/Belgie - BE	38.627
Bulgaria- BG	11.186
Ceska Republika - CZ	24.890
Danmark – DK	40.033
Deutschland – DE	36.043
Eesti – EE	21.260
Ellas – EL	27.768
Espana –ES	32.053
France – FR	35.095
Ireland – IE	45.528
Italia – IT	32.511
Kypros – CY	28.880
Latvija – LV	17.106
Lithuania – LT	17.989
Luxembourg – LU	45.855
Magyarország - HU	20.802
Malta – MT	22.797
Nederland – NL	41.244
Oesterreich – AT	40.295
Polska – PL	16.713
Portugal – PT	22.829
Rumania- RO	11.709
Slovenija –SI	27.343
Slovensko –SK	19.428
Suomi – FI	36.992
Sverige – SE	37.940
United Kingdom - UK	38.333
Island – IS	42.650
Liechtenstein – LI*	42.225
Norge – NO	45.855
Turkey – TR	9.223
Switzerland – CH	42.225
Croatia – HR	16.026
FYR Macedonia - FYROM	8.569

* Not available, CH is taken instead

APPENDIX 5

LUMP SUMS AND FLAT-RATE FINANCING AUTHORISED FOR 2012 AND 2013 FOR THE EURIDYCE NATIONAL UNITS

In 2011, the new system for funding the national units was introduced for a nine-month period (April to December 2011). As of 2012, it will cover a twelve-month period (from January to December).

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

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

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

1. Participation in common activities

The EACEA has evaluated the number of days needed by each unit to perform these joint tasks. The amount that will be awarded as a flat-rate financing is calculated by multiplying this number of days by a national cost per day based on Table 9 of Appendix 4⁴², 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, will be 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.⁴³

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 hotel and 4 per diem allowances for each unit. The flat-rate financing varies according to the distance.⁴⁴

⁴² Category "Manager". The manager category has been selected as the work to be implemented is highly skilled.

⁴³ Category 1 — 210 days from 2012: 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;

Category 2 — 137 days from 2012: BE de, CY, LU, MT, LI;

Category 3 — 215 days from 2012: FR, IT, PL, TR;

Category 4 — 292 days from 2012: DE *Länder*, ES, UK-E/W/NI;

Category 5 — 20 days from 2012: DE *Bund*

⁴⁴ Category 1 — €0 (units located in Brussels): BE fr, BE nl

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 €3,370.⁴⁵ The lump sum will be awarded provided the detailed description of the educational system has been updated in at least two different language versions.

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.⁴⁶ 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.

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

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, HR, TR

⁴⁵ The units currently concerned, according to the current national linguistic strategies are: BE de, BE fr, BE nl, BG, CZ, DE *Länder*, EE, EL, ES, FR, IT, LV, LT, HU, NL, AT, PL, PT, RO, SI, SK, LI, TR, CH, HR. The units can decide from one year to the next whether they wish to remove or add the version in their national language.

⁴⁶ 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. €300,000 is reserved for this criterion in 2012.

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.

Integration of new members

A special additional lump sum of €15,000 a year over 3 years is given to new units to enable the implementation of the national units and their gradual integration into the activities of the network. This lump sum is payable de facto.⁴⁷ 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.).

⁴⁷ Turkey will receive this lump sum until 2012 (inclusive).

The estimated distribution of the budget allocated to the Eurydice national units and the 2012 reference scale for calculating criterion 1 are provided in the following tables:

Eurydice National Unit	Estimated contribution in 2012 (€)
BE fr	80.860
BE de	54.723
BE nl	80.860
BG	22.990
CZ	56.250
DK	62.100
DE (Bund)	7.920
DE (Länder)	102.282
EE	22.290
EL	62.710
ES	108.906
FR	79.205
IE	53.280
IT	111.830
CY	36.498
LV	26.130
LT	21.965
LU	55.326
HU	22.630
MT	14.215
NL	55.620
AT	80.170
PL	52.275
PT	77.040
RO	48.140
SI	56.300
SK	49.530
FI	63.650
SE	63.590
UK (ENG/WLS/NIR)	84.420
UK (SCT)	61.050
IS	58.610
LI	53.890
NO	75.830
CH	100.210
HR	72.800
TR	63.905
Total	2.200.000

The 2012 Eurydice daily rates are calculated on the basis of the reference Table 9 of Appendix 4, according to the following formula:

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

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

Country		Maximum eligible LLP daily rates, 'Manager' category (€)	Eurydice daily rate (€)
BE	Belgium	460	369
BG	Bulgaria	40	32
CZ	Czech Republic	134	108
DK	Denmark	419	290
DE	Germany	419	336
EE	Estonia	102	82
EL	Greece	279	279
ES	Spain	321	321
FR	France	435	435
IE	Ireland	309	248
IT	Italy	454	364
CY	Cyprus	316	254
LV	Latvia	78	63
LT	Lithuania	75	60
LU	Luxembourg	496	398
HU	Hungary	107	86
MT	Malta	119	95
NL	Netherlands	305	245
AT	Austria	449	360
PL	Poland	109	87
PT	Portugal	258	207
RO	Romania	84	67
SI	Slovenia	240	193
SK	Slovakia	95	76
FI	Finland	368	295
SE	Sweden	360	289
GB	United Kingdom	355	285
IS	Iceland	338	271
LI	Liechtenstein	449	360
NO	Norway	440	353
CH	Switzerland	478	384
HR	Croatia	141	113
TR	Turkey	86	69