ERASMUS FAQ

1. WHO CAN PARTICIPATE IN ERASMUS?
To participate in the Erasmus programme, you must fulfil the following criteria:
You are a student and enrolled in a formal programme of study at a higher education level leading to a degree or a diploma (including doctoral level) in one of the participating countries.
You are a citizen of one of the participating countries (or are recognised as having an official status of refugee or stateless person or permanent resident).
You have completed at least the first year of your university studies.

2. WHICH COUNTRIES ARE CURRENTLY PARTICIPATING IN THE ERASMUS PROGRAMME?
31 countries are currently participating in the programme: 27 European Union Members, Norway, Liechtenstein, Iceland and Turkey.

3. HOW DO I PARTICIPATE IN ERASMUS AND WHERE CAN I GO?
If you fulfil the above conditions, you should contact the International Relations Office or the Socrates Office of your home University. These offices will provide you with information on all the exchanges your institution is involved in, i.e. which universities, which faculties, in which countries etc. You can also check on the website of your home university regarding their partner institutions or ask local ESN for help (look for your local sections at www.esn.org).
You can study at selected partner institutions of your home university in one of the participating countries. There are a certain amount of places and grants available at each host university, which are given to the students after a selection process organized by your home university.

4. HOW LONG CAN I GO AND WHEN?
In the framework of the Erasmus programme, you can spend between three months and a full academic year abroad. In general, students spend either the first or the second semester, or a whole year abroad. Academic calendars can vary in the different countries.

5. ARE THERE ANY DEADLINES I NEED TO ADHERE TO?
There is no single deadline because each university organises its selection procedure independently. Enquire at your university concerning the application deadlines.

6. CAN I APPLY FOR AN ERASMUS GRANT?
Yes. Erasmus provides mobility grants to many thousands of students. These grants are intended as a contribution towards covering the extra costs involved in studying abroad, such as travel expenses, language preparation costs, higher general costs of living in the host country. The Erasmus grant covers the period of study abroad (from three months to a full academic year). The application procedure for an Erasmus grant varies from country to country. Contact the international relations office of your home university about the grant application.

7. HOW HIGH IS THE ERASMUS GRANT?
The awarded amount varies significantly from country to country. In any case, don't expect a full scholarship. The Erasmus grant is intended as a contribution towards covering the
differences in living expenses abroad (about 150-200 Euro per month). It can be combined with additional funds provided by the university, by the member state or by other public or private bodies. Students with disabilities can also apply for an extra grant covering some additional expenses they might have.

8. **DO I HAVE TO PAY UNIVERSITY FEES ABROAD?**

   It is a condition of the Erasmus programme that no fees (for tuition, registration, examinations, access to laboratory and library facilities etc.) have to be paid to the host institution. However, small fees may be charged for costs, such as insurance, student unions, the use of photocopiersons, laboratory products etc., on an equal basis with local students. Where appropriate, normal fees are payable to the home institution.

9. **WILL I RECEIVE ACADEMIC RECOGNITION AT HOME FOR MY STUDY PERIOD ABROAD?**

   Yes. The Erasmus study period is an integral part of the programme of study at your home university. Full academic recognition must be given for the study period abroad, as decided upon in the Learning Agreement.

10. **WHAT IS A LEARNING AGREEMENT?**

    Erasmus students are expected to complete a Learning Agreement which is to be signed by themselves and the home and host institutions. The Learning Agreement is an informal contract that indicates precisely what courses you will be taking. It should be completed well before you arrive at the host institution. Some modifications to the Learning Agreement are permitted as long as they are agreed by all parties concerned. At the end of the study period abroad, the host university will provide the exchange student as well as the sending university with a transcript reporting the results obtained in the agreed programme of study.

11. **WHAT IS THE ECTS?**

    To facilitate academic recognition, the majority of European universities have adopted the European Credit Transfer System (ECTS). This system provides a common scale for measuring in credits the student workload required to complete course units (for example, one full year of studies generally amounts to 60 credits).

12. **HOW WELL DO I HAVE TO SPEAK THE LANGUAGE OF THE COUNTRY I WILL GO TO?**

    You must have acquired sufficient knowledge of the language in which the courses you will attend will be taught. This can be through school qualification in a foreign language, foreign language courses at university or simply by having spent some time living abroad. Still, some universities offer courses in foreign languages.

13. **ARE THERE ANY PREPARATORY LANGUAGES COURSES?**

    Yes, in general, you can follow preparatory language courses either at your home university before your departure or at your host university before the beginning of your study period abroad. In addition, host institutions of countries, where the national language is less widely used and taught, often offer Intensive Language Preparatory Courses (ILPC) to incoming Erasmus students.

14. **WHO CAN HELP ME WITH INFORMATION ABOUT ACCOMMODATION?**

    Finding accommodation is one of the first steps in your Erasmus experience. Often the cheapest alternative is to have a room on campus. You should contact the campus
accommodation office of your host institution about this as soon as possible. Both Socrates offices of your home and host university country might be able to help you also. You can also ask to ESN local sections for help (look them up at www.esn.org).

15. HOW WILL THE ERASMUS STUDY PERIOD ABROAD AFFECT MY EMPLOYMENT PROSPECTS?
According to recent studies, your prospects for employment increase slightly if you spend some time abroad. Many former ERASMUS students, and especially ‘long-period’ Erasmus students (6 to 12 months), tend to succeed in finding jobs and work tasks linked to the use of the international competences acquired or reinforced during the study period abroad, for example language, professional knowledge of the host country, first hand knowledge of the host culture and society, etc.

16. WHAT CAN I DO IF I HAVE ANY PROBLEMS DURING MY STAY ABROAD?
Identify the problem clearly and check your rights and obligations.
Contact your Erasmus coordinator and use the formal appeals procedure of your home university.
Contact ESN local sections to support you and represent your needs (find your local section at www.esn.org).

17. DOES THE ESN PROVIDE GRANTS TO SUPPORT EXCHANGE STUDENTS?
ESN doesn’t provide any grants, but you can probably get a grant from Erasmus when your application is successful. This mobility grant is not supposed to cover all the living costs, but the differences in costs of living abroad.

18. IS THE ESN CONNECTED WITH THE EUROPEAN COMMISSION AND THE ERASMUS PROGRAMME?
ESN is an independent student network, but we collaborate with European Institutions and universities for concrete projects. Although the name ‘Erasmus’ is used, we are not part of the Erasmus Programme, but a network of students fostering mobility under the principle of students helping students. We welcome Erasmus students as well as all international exchange students from Europe and other parts of the world to our activities and events.
A DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY*
Milton J. Bennett, M.D.

I. DENIAL OF DIFFERENCE

The inability to construe cultural difference. Indicated by benign stereotyping (well-meant but ignorant or naive observations) and superficial statements of tolerance. May sometimes be accompanied by attribution of deficiency in intelligence or personality to culturally deviant behavior. Tendency to dehumanize outsiders.

1. Denial/Isolation: Isolation in homogeneous groups fails to generate either the opportunity or the motivation to construct relevant categories for noticing and interpreting cultural difference.

2. Denial/Separation: Intentional separation from cultural difference protects world view from change by creating the conditions of isolation. Some awareness of cultural difference may yield undifferentiated broad categories, such as "foreigner" or "Asian" or "Black."

Cognitive Structure:
• No categories ("what difference?") or only broad categories for different cultures.

Affective Quality:
• Benign on the surface ("live and let live"), but potentially genocidal when pressed into cross-cultural contact.

Behavioral Emphasis:
• Aggressive ignorance ("I don't need to know"), stress on the familiar.

Exercise of Power:
• Possibility of exploitation.

At this stage, learners say:
• "Live and let live, that's what I say."
• "All big cities are the same-lots of buildings, too many cars, McDonalds."
• "What I really need to know about is art and music."
• "As long as we all speak the same language, there's no problem."
• "The main concerns I have involve knowing how to get around and ordering in restaurants."
• "With my experience, I can be successful in any culture without any special effort."
• "I never experience culture shock."
• "All I need to know about is politics and history-I can figure out the rest of it as I go along."
DEVELOPING COMPETENCE: DENIAL

DEVELOPMENTAL TASK:

To recognize the existence of cultural differences

CHALLENGE AND SUPPORT:

Learners experience of difference: High Challenge Educators should emphasize:
High Support

TO SUPPORT THE LEARNERS:

Content:
• Objective culture: Art, music, literature, theatre, dance
• Heroes and holidays
• Culture specific social science: Politics, history, economics, sociology
• Travel tips: "Do's and taboos"
• Use symbols, not target cultures

Process:
• Illustrate ideas with user-friendly activities
• Embed differences in non-threatening contexts
• Promote an inclusive, non-blaming climate
• Address learner anxieties in existing categories, but limit time
• Build on what they already know

TO CHALLENGE THE LEARNERS:

Content:
• Subjective culture: Selected values, beliefs, and behaviors
• A constructive vision of intercultural interaction

Process:
• Arouse curiosity
• Facilitate structured contact with other cultures through films, slides, panel presentations, etc.

STAGE-APPROPRIATE INTERCULTURAL SKILLS:

• The ability to gather appropriate information about culture
• The initiative to explore aspects of subjective culture
• Trust, friendliness, cooperation
• The ability to recognize difference
II. DEFENSE AGAINST DIFFERENCE

Recognition of cultural difference coupled with negative evaluation of most variations from native culture—the greater the difference, the more negative the evaluation. Characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. Evolutionary view of cultural development with native culture at the acme. A tendency towards social/cultural proselytizing of "underdeveloped" cultures.

3. Defense/Denigration: Cognitive categories for construing cultural difference are isolated by evaluating them negatively, thus protecting world view from change. ("I know Americans have a different culture, but everything about it proves what barbarians they are.")

4. Defense/Superiority: Existing cultural world view is protected by exaggerating its positive aspects compared to all other cultures. Any neutral or positive statement about another culture may be interpreted as an attack.

5. Defense/Reversal: Tendency to see another culture as superior while maligning one's own. Dualistic thinking is identical; only the poles are reversed.

Cognitive Structure:
• Better elaborated categories for cultural difference, but original world view is protected by poor integration of the new categories (hardening of the categories).

Affective Quality:
• State of siege; defense of privilege and defense of identity.

Behavioral Emphasis:
• Same-culture segregation; "backlash" actions; possible support for supremacist and hate groups.

Exercise of Power:
• Exclusionary denial of equal opportunity.

At this stage, learners say:
• "I wish these people would just talk the way we do."
• "Even though I'm speaking their language, they're still rude to me."
• "When you go to other cultures, it makes you realize how much better the U.S. is."
• "These people don't value life the way we do."
• "Boy, could we teach these people a lot of stuff."
• "What a sexist society!"
• "These people are so urbane and sophisticated, not like the superficial people back home."
"I am embarrassed by my compatriots, so I spend all my time with the host country nationals."
"I wish I could give up my own cultural background and really be one of these people."

DEVELOPING COMPETENCE: DEFENSE

DEVELOPMENTAL TASK:

Mitigate polarization by emphasizing "common humanity"

CHALLENGE AND SUPPORT:

Learners experience of difference: Maximum Challenge
Educators should emphasize: Maximum Support

TO SUPPORT THE LEARNERS:

Content:
- Universality of ethnocentrism (in-group/out-group distinctions)
- Existing (but previously unaddressed) differences within the in-group (such as learning styles, personality type, etc.)
- Address affect - something for each person to identify with

Process:
- Avoid cultural contrasts
- Provide reassurance and information about similarities
- Allow structured opportunities to share concerns
- Focus curiosity on the culture of their own group
- Promote cooperative activities

TO CHALLENGE THE LEARNERS:

Content:
- Historical contexts (wars, slavery, colonization, etc.)
- Commonalities, including shared needs and goals, between in-group and out-group

Process:
- Stress conflict mediation and team-building
- Identify existing/transferable skills at dealing with difference
- Promote cooperative activities

STAGE-APPROPRIATE INTERCULTURAL SKILLS:

- The discipline to maintain personal control
• The ability to manage anxiety
• Tolerance
• Patience

III. MINIMIZATION OF DIFFERENCE

Recognition and acceptance of superficial cultural differences such as eating customs, etc., while holding that all human beings are essentially the same. Emphasis on the similarity of people and commonality of basic values. Tendency to define the basis of commonality in ethnocentric terms (i.e., since everyone is essentially like us, "just be yourself").

6. Minimization/Physical Universalism: Emphasis on commonality of human beings in terms of physiological similarity. (e.g., "After all, we're all human!").

7. Minimization/Transcendent Universalism: Emphasis on commonality of human beings as subordinate to a particular supernatural being, religion, or social philosophy. (e.g., "We are all children of God, whether we know it or not.").

Cognitive Structure:
• World view is protected by attempting to subsume difference into familiar superordinate categories ("deep down we're all the same").

Affective Quality:
• Insistently nice.

Behavioral Emphasis:
• Active support for universal religious, moral, or political principles.

Exercise of Power:
• Acceptance of institutionalized privilege.

At this stage, learners say:

• "The key to getting along in any culture is to just be yourself-authentic and honest!"
• "Customs differ, of course, but when you really get to know them they're pretty much like us."
• "I have this intuitive sense of other people, no matter what their culture."
• "Technology is bringing cultural uniformity to the developed world"
• "While the context may be different, the basic need to communicate remains the same around the world."
• "No matter what their culture, people are pretty much motivated by the same things."
• "If people are really honest, they'll recognize that some values are universal."
• "It's a small world, after all!"

DEVELOPING COMPETENCE: MINIMIZATION

DEVELOPMENTAL TASK:

Develop cultural self-awareness

CHALLENGE AND SUPPORT:

Learners experience of difference: Moderate Challenge
Educators should emphasize: Moderate Support

TO SUPPORT THE LEARNERS:

Content:
• Definitions of culture, race, ethnicity, stereotypes, and generalizations.
• Culture, perception, and world view
• Minor subjective cultural differences, such as nonverbal behavior, or communication styles

Process:
• Avoid excessive stress on cultural contrasts
• Expand curiosity about their own culture to other cultures

TO CHALLENGE THE LEARNERS:

Content:
• Categories and frameworks for understanding their own culture, including values and beliefs
• The privilege of dominant groups
• Use authentic materials (advertising, media, etc.) from their own culture

Process:
• Facilitate contact with ethnorelative resource persons in structured activities
• Structure opportunities for difference-seeking
• Focus primarily on cultural self-awareness
• Use selected and trained ethnorelative resource persons
• Build on positive affect to motivate further exploration

STAGE-APPROPRIATE INTERCULTURAL SKILLS:

• Cultural general knowledge
• Open-mindedness
• Knowledge of their own culture
• Listening skills
• The ability to perceive others accurately
• The ability to maintain a nonjudgmental interaction posture

IV. ACCEPTANCE OF DIFFERENCE

Recognition and appreciation of cultural differences in behavior and values. Acceptance of cultural differences as viable alternative solutions to the organization of human existence. Cultural relativity. The beginning of ability to interpret phenomena within context. Categories of difference are consciously elaborated.


9. Acceptance/Value Relativism: Beliefs, values, and other general patterns of assigning "goodness" and "badness" to ways of being in the world all exist in cultural context.

Cognitive Structure:
• Differentiation and elaboration of cultural categories; development of a metalevel view of cultural difference, including one's own culture

Affective Quality:
• Curiosity

Behavioral Emphasis:
• Acquisition of knowledge about cultures, including one's own

Exercise of Power:
• Tends to be avoided through inaction (liberal paralysis)

At this stage, learners say:

• "The more difference the better—more difference equals more creative ideas!"
• "You certainly wouldn't want to have all the same kind of people around—the ideas get stale, and besides, its boring."
• "I always try to study about a new culture before I go there."
• "The more cultures you know about, the better comparisons you can make."
• "Sometimes it's confusing, knowing that values are different in various cultures and wanting to be respectful, but still wanting to maintain my own core values."
• "When studying abroad, every student needs to be aware of relevant cultural differences."
• "I know my homestay family and I have had very different life experiences, but we're learning to work together."
• "Where can I learn more about Mexican culture to be effective in my communication?"

DEVELOPING COMPETENCE: ACCEPTANCE

DEVELOPMENTAL TASK:

Refine analysis of cultural contrasts

CHALLENGE AND SUPPORT:

Learners experience of difference: Low Challenge
Educators should emphasize: Moderate Challenge

TO SUPPORT THE LEARNERS:

Content:
• More complex subjective cultural differences including values analysis
• Elaboration of categories for cultural contrast and comparison
• Relationship between cognitive and communication styles

Process:
• Make cultural difference the focus while deepening cultural self-awareness
• Prepare learners for cultural frame-of-reference shifting

TO CHALLENGE THE LEARNERS:

Content:
• The appropriate use of culture-general (etic) and culture-specific (emic) categories
• Issues of cultural relativity, distinguishing it from moral or ethical relativity
Process:
• Build on enthusiasm for "difference-seeking" to promote examination of more profound contrasts
• Provide guided experiential learning opportunities such as homestays, drops-offs, simulations and role plays requiring intercultural empathy

STAGE-APPROPRIATE INTERCULTURAL SKILLS:
• Cultural specific knowledge
• Cognitive flexibility
• Knowledge of other cultures
• Contextual knowledge
• Respect for others' values and beliefs
• Tolerance of ambiguity

V. ADAPTATION TO DIFFERENCE
The development of communication skills that enable intercultural communication. Effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries.

10. Adaptation/Empathy: Ability to consciously shift perspective into alternative cultural world view elements and act in culturally appropriate ways in those areas.

11. Adaptation/Pluralism: Internalization of more than one complete world view. Behavior shifts completely into different frames without much conscious effort.

Cognitive Structure:
• Knowledge and behavior are linked by conscious intention; category boundaries become more flexible and permeable

Affective Quality:
• Competence

Behavioral Emphasis:
• Intentional perspective-taking, empathy

Exercise of Power:
• Ability to recognize and respond to power in cultural context; some ability to exercise power appropriately in alternative contexts

At this stage, learners say:
• "To solve this dispute, I'm going to have to change my approach."
• "I know they're really trying hard to adapt to my style, so it's fair that I try to meet them halfway."
• "I greet people from my culture and people from the host culture somewhat differently to account for cultural differences in the way respect is communicated."
• "I can maintain my values and also behave in culturally appropriate ways."
• "In a study abroad program, every student should be able to adapt to at least some cultural differences."
• "To solve this dispute, I need to change my behavior to account for the difference in status between me and my counterpart from the other culture."
• "I'm beginning to feel like a member of this culture."
• "The more I understand this culture, the better I get at the language."

DEVELOPING COMPETENCE: ADAPTATION

DEVELOPMENTAL TASK:

Develop frame of reference shifting skills

CHALLENGE AND SUPPORT:

Learners experience of difference: Low Challenge
Educators should emphasize: High challenge

TO SUPPORT THE LEARNERS:

Content:
• Models of culture shock and cultural adaptation
• Advanced cultural topics requiring intercultural empathy (e.g., appreciation of humor, assessment of cultural deviance)

Process:
• Facilitate opportunities for learners to practice behavior in known cultures
• Use trained ethnorelative cultural informants in less structured activities (small groups, case studies, etc.)
• Prepare learners to learn autonomously (use of cultural informants, research strategies, etc.)
TO CHALLENGE THE LEARNERS:

Content:
- Cultural identity development (ethnic identity models, intercultural sensitivity models)
- Re-entry

Process:
- Provide opportunities to interact in previously unexplored cultural contexts
- Address deeper anxiety issues (e.g., "internal culture shock," identity conflicts, etc.)

STAGE-APPROPRIATE INTERCULTURAL SKILLS:

- Empathy
- Risk-taking skills
- Problem-solving skills
- Interaction management skills
- Flexibility

VI. INTEGRATION OF DIFFERENCE

The internalization of bicultural or multicultural frames of reference. Maintaining a definition of identity that is "marginal" to any particular culture. Seeing one's self as "in process."


13. Integration/Constructive Marginality: Acceptance of an identity that is not primarily based in any one culture. Ability to facilitate constructive contact between cultures-for one's self and for others. Participation to some extent in a "marginal reference group," where other marginals rather than cultural compatriots are perceived as similar.

Cognitive Structure:
- World view categories are seen as "constructs" maintained by self-reflexive consciousness (cultures and individuals are "making themselves up")

Affective Quality:
- Confusion, authenticity
Behavioral Emphasis:
• Formation and maintenance of constructed affiliation groups; cultural mediation

Exercise of Power:
• Culturally appropriate, but tending toward consensual

At this stage, learners say:
• "Everywhere is home, if you know enough about how things work there."
• "I feel most comfortable when I'm bridging differences between the cultures I know."
• "Whatever the situation, I can usually look at it from a variety of cultural points of view."
• "In an intercultural world, everyone needs to have a transcultural mindset."
• "I truly enjoy participating fully in both of my cultures."
• "My decision-making skills are enhanced by having multiple frames of reference."

DEVELOPING COMPETENCE: INTEGRATION

DEVELOPMENTAL TASK:
Resolve the multicultural identity

CHALLENGE AND SUPPORT:

Learners experience of difference: Low Challenge
Educators should emphasize: High Challenge

TO SUPPORT THE LEARNERS:

Content:
• Theoretical frameworks for constructing a multicultural identity

Process:
• Create opportunities for marginal peer group interaction
• Provide options for marginals to serve as resource persons
• Model constructive marginality
TO CHALLENGE THE LEARNERS:

Content:
• Cultural mediation models
• Modes of the multicultural self and society
• Models of ethical development

Process:
• Promote a view of self-as-process (choice-making)
• Encourage commitments and boundary setting
• Discuss strategies for cultural identity construction

STAGE-APPROPRIATE INTERCULTURAL SKILLS:

• A culturally sensitive sense of humor
• The ability to create new categories
• Role flexibility
• Identity flexibility

Development of Intercultural Sensitivity

Experience of difference

Denial    Defense    Minimization    Acceptance    Adaptation    Integration

Ethnocentric Stages

Ethnorelative Stages

© Milton Bennett
Objectives and description of the action

The **Erasmus University Charter (EUC)** provides the general framework for the European co-operation activities a higher education institution may carry out within the Erasmus programme. It is a prerequisite for sending and receiving students and teaching staff on mobility assignments, as well as for carrying out intensive programmes and coordinating multilateral projects and networks.

Awarded by the European Commission following a call for proposals, the Charter sets out the fundamental principles and the minimum requirements with which the higher education institution must comply when implementing its Erasmus activities.

The institution's application for an EUC includes an Erasmus Policy Statement (EPS) which will be published and given wide visibility setting out the institution's overall Erasmus co-operation plan in coherence with the strategy defined in the mission statement of the institution and specifying the measures and actions the institution intends to introduce in order to fulfil the requirements of the Charter.

"Standard" Charter obligations apply to institutions wishing to participate in transnational mobility activities for students and for staff. Placement-related Charter obligations apply to institutions wishing to enabling their students to carry out placements in an enterprise during their studies. When awarding the EUC, the Commission informs the recipient institution as to whether its Charter refers to "standard" activities or placements or both. Institutions awarded a Charter covering both "standard" cooperation activities and "placements" are deemed to be holders of an "Extended Charter".

The EUC is generally awarded for the entire duration of the Lifelong Learning Programme (LLP). However, it may be awarded for a shorter period if this is warranted. EUC compliance is monitored on an ongoing basis, and the Charter may in the last resort be withdrawn by the Commission if an institution fails to meet its EUC commitments.

Who can benefit

- Higher education institutions

Who can apply

Higher education institutions

**Selection Procedure**

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For more information, please refer to the general call for proposals

[Application Form](#)
Objectives and description of the action

This action enables students at higher education institutions to spend an integrated period of study of between 3 months and 12 months in another country participating in the programme.

The objectives of such mobility are:
- To enable students to benefit educationally, linguistically and culturally from the experience of learning in other European countries;
- To promote co-operation between institutions and to enrich the educational environment of host institutions;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals;
- To facilitate credit transfer and recognition of periods abroad, utilising ECTS or a compatible credit system.

Erasmus student mobility is carried out in the framework of prior "inter-institutional agreements" between home and host universities, both of which must be holders of a valid Erasmus University Charter.

Prior to their departure, Erasmus students are provided with:
- An "Erasmus Student Charter" setting out their rights and obligations with respect to their period of study abroad;
- A "Learning Agreement" setting out the programme of studies to be followed, as approved by the student, the home and the host institution.

At the end of the period abroad, the host university must provide the Erasmus student and his/her home university with a transcript confirming that the agreed programme has been completed and confirming the results. The home institution must give full academic recognition for satisfactorily completed activities during the Erasmus mobility period, specified in the Learning Agreement.

Students may be awarded an Erasmus grant to help cover the travel and subsistence costs incurred in connection with their study period abroad and for prior language training if necessary.

Erasmus students – whether or not they receive an Erasmus grant – are exempt from paying tuition fees at the host institution. The payment of any national grants or loan to outgoing students should be maintained during the Erasmus study period abroad.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Students registered in a higher education holding a valid EUC.
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<th><strong>Who can apply</strong></th>
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<td><strong>Duration, methods of funding, level of funding</strong></td>
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<td>Please refer to Part I of the Lifelong Learning Programme 2008-2010 General Call for Proposals</td>
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**Application Form**
**Objectives and description of the action**

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

Host organisations for student placements may be enterprises, training centres, research centres and other organisations.

The characteristics of the individual placements are:

- The student must be provided with a Training Agreement regarding the programme of the placement period; this agreement must be endorsed by the home higher education institution and the host organisation.
- At the end of the period abroad, full recognition must be given by the home higher education institution for the period spent abroad as agreed in the Training Agreement.

The period of placement must be covered by a placement agreement between the student beneficiary and his/her home higher education institution. The Placement Agreement is based on the Training Agreement, a key part of which is the Quality Commitment of all parties relating to the placement.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

**Who can benefit**

- Students

**Who can apply**

- Higher education institutions holding an "extended" Erasmus University Charter
- Placement Consortia

**Selection Procedure**

Please refer to National Agency website

**Management of selected projects**

National Agency

**Minimal size of the consortium**

Please refer to National Agency website

**Participating countries**

Please refer to Part II – section 3.1 of the Lifelong Learning Programme 2008-2010 General Call for Proposals

**Duration, methods of funding, level of funding**

Please refer to National Agency website

**Funded activities**

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[Application Form]
Erasmus

Mobility of Individuals

Teaching Assignments for Teaching Staff from Higher Education Institutions and invited Staff from Enterprises

[ERA 4]

Objectives and description of the action

The objectives of the Erasmus Teaching Assignments are:

• To allow students who are not able to participate in a mobility scheme, to benefit from the knowledge and expertise of academic staff from higher education institutions in other European countries
• To promote exchange of expertise and experience on pedagogical methods
• To encourage higher education institutions to broaden and enrich the range and content of courses they offer.

The teaching assignments may be carried out by teaching staff from higher education institutions or by invited staff from enterprises. In all cases, teachers undertaking a teaching assignment must be integrated into the department or faculty of the host institution.

The partner higher education institutions must have agreed in advance on the programme of lectures to be delivered by the visiting teachers. Where the person carrying out the assignment is from a higher education institution, the assignment must be based on an inter-institutional agreement between the home and host institution.

Beneficiaries from higher education institutions are selected by the sending institution, beneficiaries from enterprises by the host institution.

In the case of staff from an enterprise to a university, the mobility assignment is arranged by an invitation of the higher education institution to the staff member of the enterprise. The grant is always managed by the higher education institution.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

• Higher education institution teaching staff; staff from enterprises

Who can apply

Higher education institutions which hold hold an Erasmus University Charter; staff members at these institutions (via their home institution); staff from enterprises (via the host institution)

Selection Procedure | NA1 | Management of selected projects | National Agency

Minimal size of the consortium

Please refer to National Agency website

Participating countries

Please refer to Part II – section 3.1 of the Lifelong Learning Programme 2008-2010 General Call for Proposals
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Application Form
Objectives and description of the action

Within the broad objective of training of staff this action encompasses the following types of mobility:

- Mobility of teaching staff from a higher education institution to another higher education institution or to an enterprise, for the purpose of receiving training.
- Mobility of administrative and other non-teaching staff from higher education institution going to a partner higher education institution or to an enterprise, for the purpose of receiving training.

The purpose is to allow the beneficiaries to learn by transfer of knowledge or know-how from the experiences and good practices of a partner institution or host enterprise, and thereby to acquire practical skills relevant for their current job and their professional development. The activities can be very varied: seminars, workshops, courses and conferences, periods of practical training, short secondments, etc.

The stay in the partner institution can be called a variety of names: short secondment period, job-shadowing scheme, study visit, etc.

Beneficiaries are selected by the sending higher education institution.

A prerequisite for the awarding of any grant is the submission of a work plan agreed by both the sending and the receiving institution or enterprise. The plan must consist of at least: overall aim and objectives, expected results in terms of training or learning activities to be carried out and a programme for the training period.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Teaching, Administrative and other staff from higher education institutions

Who can apply

Higher education institutions holding an Erasmus University Charter; staff members at these institutions

Selection Procedure

NA1

Management of selected projects

National Agency

Minimal size of the consortium

Please refer to National Agency website

Participating countries

Please refer to Part II – section 3.1 of the Lifelong Learning Programme 2008-2010 General Call for Proposals

Duration, methods of funding, level of funding

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Application Form
Erasmus
Mobility of Individuals
Intensive Programmes

ERA 6

Objectives and description of the action

An Intensive Programme (IP) is a short programme of study (2-6 weeks of subject related work) which brings together students and staff from higher education institutions in at least three participating countries in order to:

- Encourage efficient and multinational teaching of specialist topics which might otherwise not be taught at all, or only in a very restricted number of universities;
- Enable students and teachers to work together in multinational groups and so benefit from special learning and teaching conditions not available in a single institution, and to gain new perspectives on the topic being studied;
- Allow members of the teaching staff to exchange views on teaching content and new curricula approaches and to test teaching methods in an international classroom environment.

An IP can be a one-off activity or repeated over a limited number of years (maximum duration of funding three consecutive years, annual application).

It may not consist of research activities or conferences, but should provide something new in terms of learning opportunities, skills development, access to information, etc. for the participating teachers and students.

The following desirable features should be noted:

- The ratio of staff to students should guarantee active classroom participation and promote an element of curricular development in the implementation of the IP;
- The IP should be integrated in the study programme of the participating students and IP for which the students receive full recognition are particularly encouraged;
- In order to enhance the European impact of IP, those involving universities from more than three countries may be given priority;
- Particular consideration will be given to IP in subject areas which do not readily lend themselves to extended periods of study abroad for their students;
- IP which contribute to the dissemination of knowledge in rapidly evolving and new areas will receive special consideration.

Applications are submitted to the NA in the country coordinating the IP, by the institution coordinating the IP on behalf of all the partners. All higher education institutions participating in the IP must hold the Erasmus University Charter.

Selection is carried out by the National Agency (NA) in the coordinating country of the IP, on the basis of a call for proposals published by the NA in complement of the general LLP call for proposals.

Selection of IP participants (students and teachers) is carried out by the IP consortium.

Full details of the conditions for participation and priorities are contained in the general call for proposals relating to the academic year concerned, together with the complementary national calls.

Who can benefit

Students and staff from the IP participating institutions.

Who can apply

The co-ordinating higher education institution of the IP (which must hold an Erasmus University Charter), on behalf of the IP participating institutions (all holding an
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Application Form
Objectives and description of the action

The Erasmus Intensive Language Courses (EILC) are specialised courses in the less widely used and less taught languages organised in the countries where these languages are spoken.

The EILC give Erasmus students visiting these countries for studies and placements the opportunity to study the language concerned for up to six weeks (with a minimum of 60 teaching hours) with the aim of being prepared for the Erasmus mobility period.

Supplementary mobility grants for Erasmus students participating in EILC are awarded and paid by the respective sending higher education institutions. Erasmus students may not be charged a study fee for participation in an EILC course.

The selection of the EILC organising institution is carried out by the National Agency (NA) in the country where the course is to be organised, on the basis of a call for proposals published by the NA in complement of the general LLP Call for proposals.

Students apply for an EILC through their home institution. The selection of EILC students is joint responsibility of the EILC organising institutions and the NA in the host country.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned, and the relevant complementary national calls.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Students registered in a higher education institution holding an Erasmus University Charter, who have been selected for an Erasmus study/placement period. Students whose main subject of study is the language of the country organising the EILC are normally not eligible participants.

- Comenius Assistants may also participate, provided that there is a surplus of places on a course.

Who can apply

Higher education institutions holding an EUC or other organisations specialised in language training.

Selection Procedure

NA1  Management of selected projects  National Agency

Participating countries

Please refer to Part II – section 3.1 of the Lifelong Learning Programme 2008-2010 General Call for Proposals

Duration, methods of funding, level of funding

Please refer to National Agency website

Funded activities

Please refer to Part II – section 7 of the Lifelong
| Political priorities for this action | Please refer to Part I of the Lifelong Learning Programme 2008-2010 General Call for Proposals |

Application Form
Objectives and description of the action

The organisation of mobility of students and university staff (OM) involves creating optimal conditions, through quality support measures, for students and university staff to undertake periods of learning or teaching at higher education institutions or, in some cases, enterprises in other participating countries.

Organisation of mobility may include the following non-exhaustive list of activities:

- Provisions for selecting students and staff to take part in mobility activities
- Providing Linguistic preparation for mobile students and staff
- Providing information and assistance to students and staff (e.g. introduction to the host university/organisation, academic advice to students, assistance with practical matters such as accommodation, social security, residence permits, travel, provision of tutor/mentor for incoming students)
- Academic and organisational arrangements with partner institutions (e.g. for students, the recognition of study periods abroad; for teachers, the inclusion of courses taught in the regular programme of the host university; arrangements for student and course assessment, etc.; this may involve visits to partner universities)
- Development and use of the European Credit Transfer System (ECTS) and the Diploma Supplement (DS)
- Ensuring that students are provided with the necessary agreements on their programme of study and the related assessment arrangements (i.e. learning agreements)
- Arrangements for the monitoring of outgoing students, including visits to partner institutions or organisations
- Organisation of feedback from returning students and staff, and making feedback available to prospective outgoing students and staff (this may include helping local student organisations or selected students in various departments to provide information and counselling services to outgoing or incoming students)
- Specific arrangements to ensure the quality of student placements in enterprises.
- Each higher education institution sending out students and staff for Erasmus mobility periods receives funding for the organisation of mobility from the NA in its country. The level of funding is calculated mainly on the basis of the volume of outgoing mobility.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Higher education institutions which hold an Erasmus University Charter
- Placement consortia

Who can apply

- Higher education institutions which hold an Erasmus University Charter
- Placement consortia

Selection Procedure

NA1 Management of selected projects

National Agency

Minimal size of the consortium

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**Application Form**
Objectives and description of the action

Projects for the Development of Study Programmes, generally referred to as Curriculum Development or "CD" projects, are designed to support the process of innovation and upgrading in university teaching. They may be proposed in any academic discipline. By combining the expertise and state-of-the-art knowledge of universities from several countries, such projects can make a significant contribution to reinforcing the quality and European dimension of higher education teaching. Particular importance is attached to co-operation with the professional world and the world of enterprise.

Erasmus supports the following main types of activities in this area of academic cooperation:

- integrated programmes covering a complete cycle of study (bachelor, master or doctorate level) and leading to a recognised double or joint degree;
- curricula and modules for continuing education designed to update knowledge obtained in the past;
- European teaching modules in highly interdisciplinary areas or in areas with a specific need for strong transnational cooperation in teaching.

After the development phase of one or two years, these programmes or modules should be delivered by partner institutions in a genuinely integrated manner, involving student and staff mobility, joint delivery of parts of the course, agreement on admission criteria, learning outcomes, assessment, quality assurance and recognition (use of the European Credit Transfer and Accumulation System (ECTS) and Diploma Supplement (DS). Joint programmes or modules may concern first cycle (bachelor), second cycle (master) or third cycle (doctoral) studies. The students should receive multiple or joint degrees (or certificates for modules), recognised by the participating institutions and countries.

The application can cover a 3 years period in case of development of a whole study programme and a 2 years period in case of the development of a European module or continuing education course. The last year covered by the grant should be the first year of implementation by the partner institutions.

The implementation and dissemination activities may include:
- delivery of the joint curriculum, continuing education course or European module
- tutoring and guidance
- quality assurance mechanisms
- accreditation
- enlargement of the network of partners
- expansion of the project into sectors like further and adult education
- degree awarding
- promotion of the project among possible employers of graduates
- organisation of and participation in conferences or workshops to demonstrate the products developed.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.
### Who can benefit

- Higher Education Institutions (coordinating institutions must hold the Erasmus University Charter)
- Public Bodies
- Enterprises
- Associations, networks or consortia of higher education institutions or other bodies active in relation to higher education

### Who can apply

The coordinating organisation of the project, on behalf of the project consortium; coordinating organisations which are higher education institutions must hold an Erasmus University Charter

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[Application Form]
Structured partnerships with the business community (including SMEs) can increase the relevance, quality and attractiveness of education and training programmes: accelerated knowledge transfer between higher education institutions and enterprises and vice versa, placements of students, staff and researchers in business and integration of enterprise staff into institutions of higher education can contribute to mutual benefits and enhance the employability and career prospects of graduates and researchers at all stages of their career by adding entrepreneurial skills to their scientific expertise. Links with business can bring additional funding, for example to expand research capacity or to develop and provide new training and retraining courses, and will enhance the impact of university-based research on SMEs and regional innovation. This also implies that the development of entrepreneurial, management and innovation skills should become an integral part of graduate education, research training and lifelong learning strategies for university staff.

Erasmus promotes this process by providing support for two-year projects involving higher education institutions (and other types of organisation from the public or private sector, where appropriate to the topic) from at least three countries participating in the LLP. Key issues to be addressed by such projects include notably the following:

- Promoting entrepreneurship, creative thinking and innovative approaches as part of the curriculum for students and as a skill for teachers/researchers;
- Reinforcing the link between studies and employment needs, for example by promoting business input into course design and content, or through curricular innovation, skills and competence development related to the European Qualification Framework - EQF etc.;
- Developing educational services such as special courses for upgrading knowledge and skills of employees (including language skills to improve competitiveness), provision for part-time students, advanced level vocational training, etc;
- Designing strategies to promote exchanges and cooperation between higher education institutions and enterprises, including the promotion of placements of students and academic staff in industry and analysing the benefits of experiential learning.

Projects which include a strong role for partners from outside academia, notably enterprises (particularly SMEs), professional organisations, chambers of commerce, social partners or local/regional bodies, are particularly encouraged.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Higher education institutions
- Enterprises, in particular SMEs
- Professional organisations
- Chambers of commerce
- Social partners
Local/regional/national bodies

Who can apply
The coordinating organisation of the project, on behalf of the project consortium; coordinating organisations which are higher education institutions must hold an Erasmus University Charter

Selection Procedure | COM | Management of selected projects | Executive Agency
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Political priorities for this action | Please refer to Part I of the Lifelong Learning Programme 2008-2010 General Call for Proposals |

Application Form
Objectives and description of the action

European higher education needs reform in order to play its full role in the Europe of Knowledge and contribute to the Lisbon Strategy for Growth and Jobs. Modernisation of higher education is necessary in the areas of curricula (Bologna process), funding and governance so that higher education institutions can face the challenges posed by globalisation and contribute more effectively to the training and retraining of the European workforce.

Erasmus promotes this process of reform and modernisation by providing support for two-year projects involving higher education institutions (and other types of organisation from the public or private sector, where appropriate to the topic) from at least three countries participating in the LLP. Key issues to be addressed by such projects include notably the following:

- Developing strategies for modernising curricula and making them more transparent (e.g. by describing qualifications in terms of learning outcomes), improving governance and optimising funding, thereby making institutions more responsive to the needs of the labour market, citizens and society at large;
- Developing lifelong learning strategies (linking higher education with vocational education and training provision and certification) and helping higher education institutions become “continuing education centres” or “open learning centres“ for their region;
- Devising measures to enhance the quality of higher education institutions' performance and contribute to their accountability;
- Improving access arrangements for people with non-formal or informal learning backgrounds or with alternative qualifications such as those derived from prior experiential learning;
- Developing strategies to enhance the attractiveness of higher education institutions, to reinforce the provision of guidance, and to inform the public at large more effectively about their work.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

Higher education institutions, associations, networks and other bodies with a role to play in modernising higher education

Who can apply

The coordinating organisation of the project, on behalf of the project consortium; coordinating organisations which are higher education institutions must hold an Erasmus University Charter

Selection Procedure

COM Management of selected projects Executive Agency

Minimal size of the consortium

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*Application Form*
Objectives and description of the action

The objectives of Virtual Campuses Multilateral Projects are:

- To increase virtual mobility as a complement or substitute to physical mobility in addition to any other type of independent mobility
- To integrate a virtual mobility dimension in Erasmus multilateral Curriculum Development projects
- To increase the availability of high-quality European Open Educational Resources in a life long learning context
- To contribute to the modernisation agenda for universities and of higher education in Europe.

European higher education institutions (HEI) are at very different stages in the level of their effective integration of ICT in their education, training and research systems. The Virtual Campus action within Erasmus seeks to support the development/mainstreaming of innovative ICT-based content, services, pedagogies and practice for lifelong learning supported by sustainable organisational, educational and economical models. Grants are provided for two-year projects involving higher education institutions and other relevant organisations from at least three countries participating in the LLP.

The action supports dissemination and deployment, building on existing assets. To engage in this process requires from the institutions organisational maturity and willingness to support the necessary change at all levels. Adequate technical infrastructure is a prerequisite. There is no ideal ‘one size fits all’ model as reflected by the various situations of European higher education institutions as regard the development of virtual campuses.

Projects should be demonstrably embedded in a global strategy for the effective integration of ICT in the participating higher education institutions. The following are some of the key issues which such projects can usefully address:

- developing and disseminating at European level replicable approaches for establishing and sustaining virtual campuses;
- providing open educational resources, ensuring that organisational, technical and quality-related issues are addressed in order to share content and make it easily accessible at European level;
- developing or revising integrated programmes covering a complete cycle of study (bachelor, master, or doctorate levels) and leading to a recognised double or joint degree in which ICT tools and services are used to allow the virtual mobility of students and staff;
- promoting cooperation and exchange of strategic experience between decision-makers in the area of virtual campus developments.

Proposals should:
- Take into consideration the definition of virtual campus, virtual mobility and Open Educational Resources (OER) provided in the glossary;

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1 see http://europa.eu.int/comm/education/programmes/elearning/studies_en.html
- Ensure that full academic recognition is given to the students for studies and courses based on agreements for the evaluation, validation and recognition of competences acquired via virtual mobility;
- Ensure that the relevant aspects (organisational, pedagogical, research, economical) are adequately taken into consideration.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

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[Application Form]
Objectives and description of the action

Erasmus networks are designed to promote European co-operation and innovation in specific thematic areas of particular importance to higher education in a European context. In this way, they contribute to enhancing quality, defining and developing a European dimension within a given academic discipline, study area, or furthering innovation and good practice on other aspects of higher education development. This is achieved by means of co-operation within the network between higher education institutions, university faculties and departments. Such co-operation should also involve academic and other associations, learned societies, enterprises, professional bodies, other partners of socio-economic importance in the public or private sector and, where appropriate, student organisations. All networks should bring together an appropriate range of relevant stakeholders concerned by the theme addressed. Co-operation within networks is expected to lead to outcomes which will have a lasting and widespread impact on higher education institutions across Europe in the field concerned.

Erasmus Thematic Networks may be of two types:

- **Academic Networks** designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary area
- **Structural Networks** designed to help improve and modernise a specific aspect of higher education organisation, management, governance or funding (such as broadening access to higher education, promoting the "knowledge triangle" of education, research and innovation, improving university management, enhancing quality assurance and so on).

Priority themes for both Academic and Structural Networks, are contained in the appropriate call for proposals. Each year, network proposals focusing on subject areas and themes not sufficiently covered by networks already being funded under this action, are particularly encouraged, in order to arrive an optimal coverage of academic disciplines and key aspects of higher education development and management. However, continuing support for networks which have come to the end of their funding cycle is also awarded, provided that they can demonstrate a strong track record of achievements and impact and that extending their funding period will give rise to significant further developments (e.g. in terms of the scope of activities, methodological approach or geographical coverage).

The following is an indicative list of the kind of issues on which Academic projects will tend to focus while respecting the priorities set in the call for proposals:

- **Mapping the field.** This might typically involve describing, analysing, and comparing existing teaching methods, and defining and experimenting with new ones, identifying existing high quality teaching material and placing it at the disposal of the members of the network with the aid of databases.

- **Activities in the Field of Quality Assurance,** whether related to an academic field or an
Facilitating European Co-Operation. Assessing the state of the art in European co-operation, identifying needs and obstacles and ways to overcome them. Setting up tools (the use of ECTS, new models of co-ordination, European strategies). Promoting the production of European modules

Defining and Updating Generic and Sectoral Competences using the method of the Pilot Project “Tuning Educational Structures in Europe”. Now it is up to network projects to take the Tuning results further. Networks are now expected to implement the methodology and outcomes of the Tuning project in their discipline

Promoting Synergies between Teaching and Research by encouraging higher education institutions to integrate research results in their teaching and link Erasmus networks with the Thematic Networks funded by the Research DG

Reinforcing the Link between Education and Society, bringing together public and private sector, scientific and professional players, thereby contributing to Europe's innovation capacity.

Similarly, Structural Networks will normally base their further work on a state-of-the-art mapping of existing practice and emergent trends in different parts of Europe, and are expected to become a sustainable European forum for the development of innovation good practice in the organisational field concerned.

As a minimum, each network is expected to carry out the following operational activities:

- Establish a website and other appropriate tools to support information exchange and dissemination
- Produce an annual report on the state of innovation in its area of activity
- Provide the ‘players’ in Erasmus with full information about the network’s events and activities
- Organise an annual meeting in the thematic area of the Network. The meeting will also bring together representatives of other Erasmus-supported activities in the field concerned, including notably Multilateral Projects and Intensive Programmes. It can take the form of an open seminar or conference, thereby encouraging collaboration between Erasmus-supported projects and other relevant initiatives
- Take appropriate measures regarding the evaluation of the network’s performance.

One of the organisations participating in the network project must act as the co-ordinator. However, other network partners may take the lead on different phases of the work programme. It is vital that the whole of the Network be actively associated with its activities.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

- Higher Education Institutions
- Public Bodies
- Enterprises
- Associations

Who can apply

The coordinating organisation of the network, on behalf of the network consortium; coordinating
organisations which are higher education institutions must hold an Erasmus University Charter

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Application Form
Objectives and description of the action
Projects may be developed under the 'Accompanying Measures' Actions to promote the objectives of Erasmus and to help ensure that the results of Erasmus-supported activities are brought to the attention of a wider public. Projects under the Accompanying Measures may therefore cover communication activities, thematic monitoring of projects and dissemination and exploitation of project results, for example:

- Information and communication activities to promote and improve the visibility of activities and results within the programme
- "Thematic" monitoring of ongoing projects working on a similar theme, including organisation of exchange of experience meetings, publication of updated project compendia and more systematic assessment of project results in support of more effective dissemination and exploitation of the best results
- Collection and provision of information on project results, including via the development of common databases
- Support for dissemination and exploitation conferences and events bringing together projects and potential users within the sector concerned, with a particular emphasis on promoting the transfer and take-up of project results by new users and mainstreaming into education and training systems and practices.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit
Higher education institutions; associations, networks or consortia of higher education institutions; other relevant bodies active in relation to higher education

Who can apply
Coordinating organisation on behalf of the consortium

Selection Procedure | Executive Agency
Minimal size of the consortium | Please refer EAC Executive Agency website
Participating countries | Please refer to Part II – section 3.1 of the Lifelong Learning Programme 2008-2010 General Call for Proposals
Duration, methods of funding, level of funding | Please refer to EAC Executive Agency website
Funded activities | Please refer to Part II – section 7 of the Lifelong Learning Programme 2008-2010 General Call for Proposals
Political priorities for this action | Please refer to Part I of the Lifelong Learning Programme 2008-2010 General Call for Proposals

Application Form
Objectives and description of the action

The main objective of the action is to help higher education institutions (HEI) to establish contacts with prospective partner institutions with a view to establishing:

- New Inter-institutional agreements (not renewals) relating to student and/or staff mobility;
- Erasmus Intensive programmes;
- Erasmus student placements.

In order for a HEI to be able to receive a PV grant, it must be the holder of an Erasmus University Charter (EUC).

The preparatory visit grant may be used to visit:

- Either one or more prospective partner higher education institutions, which must be holders of en EUC;
- Or an enterprise or related body where the establishment of a new scheme for Erasmus student placements or a staff mobility scheme involving an enterprise is the focus of the visit.

Preparatory visit grants may also be used to participate in a partner-finding "contact seminar" organised by a National Agency.

In addition, preparatory visit grants may be awarded to staff at other organisations for the purpose of helping them to establish consortia for the organisation of Erasmus student placements.

Full details of the conditions for participation are contained in the general call for proposals relating to the academic year concerned.

Who can benefit

Individuals working in a HEI holding the EUC (also staff of enterprises in the case of visits designed to help establish student placement consortia). Grants are normally awarded to just one person per visit, but in exceptional cases two staff from the same institution may be awarded a grant to undertake a visit together, provided that their roles in the visit are clearly complementary.

Who can apply

HEI holding the EUC; staff members at HEI (also staff of enterprises in the case of visits designed to help establish student placement consortia)

Selection Procedure | NA1 | Management of selected projects | National Agency

Minimal size of the consortium | Not applicable

Participating countries | Please refer to Part II – section 3.1 of the Lifelong
<table>
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[Application Form](#)
Leonardo da Vinci
Mobility of Individuals
Transnational Placements in Enterprises or Training Institutions for People in the Labour Market

Within the priorities set in the general call for proposals, the following information can be used

Objectives and description of the action

The action Transnational Placements in Enterprises or Training Institutions of the Leonardo da Vinci sectoral programme aims at the support of transnational mobility of workers, selfemployed or people available for employment (including graduates) undergoing a training period abroad in a vocational training context.

The general objectives of this mobility action within Leonardo da Vinci sectoral programme are:

- To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European Labour Market.
- To enhance the attractiveness of vocational education and training and mobility for individuals and to facilitate the mobility of working trainees and to facilitate the mobility of working trainees.

The training placement is considered as a period of vocational training and/or work experience undertaken by an individual participant in a partner organisation in another participating country. Individual participants will receive their grants within a mobility project organised by a coordinating organisation. They cannot directly apply for a grant to National Agencies.

Within the project, co-operation exists between training institutions and/or enterprises. The partners of this cooperation have to ensure that the criteria contained in the Quality Commitment are met:

- Clear description of objectives, content and duration of the training period abroad
- Clear match between the training needs of the individual beneficiary reflected against his professional background and the content of the placement (traineeship)
- Individual, linguistic and cultural preparation of the individual beneficiaries is ensured
- Pedagogical monitoring of the individual beneficiaries is ensured (tutoring and mentoring in cooperation between sending and host organisation)
- Validation of the competences acquired by the individual beneficiary and evaluation of the general outcome within the specific vocational training field (use of Europass Mobility on request)
- Logistic support to individual beneficiary (travel, accommodation, host organisation)
- Dissemination activities are foreseen

Who can benefit

- People in the labour market (workers, selfemployed or people available for employment (including graduates) undergoing a training period abroad in a vocational training context)

Who can apply

- Institutions or organisations providing learning opportunities in the fields covered by the Leonardo da Vinci programme;
- Associations and representatives of those involved in vocational education and training, including trainees’, parents’ and teachers’ associations;
- Enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations;
- Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning;
- Bodies responsible for systems and policies concerning any aspect of lifelong learning vocational education and training at local, regional and national level;
- Research centres and bodies concerned with lifelong learning issues;
- Higher education institutions;
- Non-profit organisations, voluntary bodies, NGOs

Selection Procedure

| Minimal size of the consortium | Please refer to National Agency website |
| Participating countries | Please refer to Part II – section 3.1 of the Lifelong Learning 2008-2010 General Call for Proposals |
| Duration, methods of funding, level of funding | Please refer to National Agency website |
| Funded activities | Please refer to Part II – section 7 of the Lifelong Learning 2008-2010 General Call for Proposals |
| Political priorities for this action | Please refer to Part I of the Lifelong Learning 2008-2010 General Call for Proposals |

Application Form
LIFELONG LEARNING PROGRAMME
GENERAL CALL FOR PROPOSALS 2008-2010
PART 1 – STRATEGIC PRIORITIES

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This is the first of two documents which make up the General Call for Proposals 2008-2010 of the Community's Lifelong Learning Programme. It sets out the priority topics on which applications are invited under the different actions of the programme.

The second part of the General Call sets out the financial and administrative arrangements applying to all the actions covered by this call.

It should be noted that, in the framework of mobility actions, partnerships and 'transfer of innovation' projects under Leonardo da Vinci, national authorities may decide on certain additional priorities such as subject areas, destination countries, etc. These priorities must be coherent with those European priorities set out in this document, and agreed with the Commission. They will be made known either via specific national calls or via the national agencies' websites.

The General Call should be read alongside these documents:


– The individual calls for proposals and any national priorities defined by the National Agencies of each participating country (only for the decentralised actions of mobility, partnerships, and 'transfer of innovation projects' under Leonardo da Vinci).

The priorities set out in this document reflect those issues which are central to policy development at European level in education and training. Proposals addressing these priorities will have a higher chance of being selected for funding than those which do not, if the quality of the proposals is equal.

The current text covers the period 2008 to 2010. While there will be scope for some minor annual adjustments, to reflect developments in the policy process and to cater for the introduction of new programme actions, the Commission expects that the great majority of the current text will remain unchanged.

This document does not contain detailed descriptions of the nature of the different programme actions. These can be found in the Guidelines for Applicants.
INTRODUCTION - GENERAL POLICY CONTEXT

The overarching priority of the Lifelong Learning Programme is to reinforce the contribution made by education and training to achieving the Lisbon goal of making the EU the most competitive knowledge-based economy, with sustainable economic development, more and better jobs, and greater social cohesion. Every part of the programme will give priority to action supporting development of national lifelong learning strategies by the countries participating and reinforcing collaboration between the different parts of the education and training system, strengthening the lifelong learning continuum, and supporting the acquisition of key competences.

Within this context, the priority areas for action 2008 to 2010 are:

- To support implementation of the Education and Training 2010 work programme, aiming at improving the quality of, access to and openness of education and training systems in Europe, in particular by promoting coherence between all stages of lifelong education and training systems, starting from an early age, and improving flexible learning pathways between the different systems, for example through the implementation of the European Qualifications Framework.

- To strengthen the role of education and training within the Lisbon process at both European and national level not only to promote competitiveness but also sustainable economic growth and social cohesion.

- To reinforce the role of higher education institutions in boosting competitiveness through the creation, dissemination and application of knowledge and innovation, and to facilitate access to higher education through action focusing on system reform, strengthening management in higher education institutions and promoting excellence, diversification of the student population and of institutions themselves, and equal opportunities.

- To improve the quality and attractiveness of vocational education and training by implementing the priorities of the Copenhagen process at national level and to promote recognition of non-formal and informal learning.

- To improve the low levels of participation in adult learning in many Member States which are an obstacle to employment and people’s capacity to adapt to rapidly changing working environments.

- To promote greater efficiency and equity in education and training systems, particularly developing provision for the disadvantaged and pre-school approaches, and to strengthen the knowledge base for policy and practice.

- To improve the quality of the education and training of the staff of all types of learning provider, in particular of teachers and trainers.

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1 See Commission Communication "Efficiency and Equity in European Education and Training Systems" (COM(2006)481), and the Conclusions of the Council on the same subject.
• To improve the quality of mobility of individuals, including through implementation of the principles set out in the Recommendation on the quality of mobility\textsuperscript{2} and through use of the Europass framework.\textsuperscript{3}

• To reinforce sustainable development, including issues relating to energy and climate change, through actions in all sectors of education and training.

A full set of reference policy documents on these topics can be found in the DG EAC compendium of main policy initiatives and outputs since the year 2000.\textsuperscript{4}

Moreover, priority will be given in parts of the programme to projects aiming at promoting and developing:

• intercultural dialogue, which will be particularly highlighted in 2008, and

• creativity and innovation, which will be particularly highlighted in 2009.

Across all programmes, it should be noted that increased attention is given to systematic dissemination and exploitation of results at project and programme level. Therefore all project proposals must include a clear plan for dissemination and exploitation of results.

Commission will consider applications for co-funding new work programmes for networks funded under the predecessor of the Lifelong Learning Programme, in the light of the proven performance of the networks concerned.

\textsuperscript{3} http://europass.cedefop.europa.eu/
\textsuperscript{4} http://ec.europa.eu/education/policies/2010/doc/compendium05_en.pdf
The general and specific objectives of the Lifelong Learning Programme overall are set out in Article 1 of the programme Decision and are reprinted below for information. They apply as appropriate to all parts of the programme, are supplemented by specific and operational objectives for each sub-programme, which are reprinted in the relevant chapters of this call for proposals.

The general objective of the programme, as set out in Article 1.2 of the programme Decision, 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, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the European Union so that they become a world quality reference.

The specific objectives, as set out in Article 1.3 of the programme Decision, are:
(a) to contribute to the development of quality lifelong learning, and to promote high performance, innovation and a European dimension in systems and practices in the field;
(b) to support the realisation of a European area for lifelong learning;
(c) to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
(d) to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;
(e) to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
(f) to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
(g) to promote language learning and linguistic diversity;
(h) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(i) to reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;
(j) to promote cooperation in quality assurance in all sectors of education and training in Europe;
(k) to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.
1. **COMENIUS – SCHOOL EDUCATION**

*Introduction: Policy context*

The Member States have set specific targets for improving education, and four out of five of their benchmarks relate to school education. More needs to be done. There has been no improvement in reading literacy, and the rates of improvement in early school leaving and in the completion of upper secondary studies remain too slow. Although the numbers of students in maths, science and technology has reached the target, the numbers outside computing studies are declining and female participation remains too low.

As regards the content of school education, the December 2006 Recommendation sets out eight key competences for lifelong learning, that young people should develop by the end of their initial education and training. These cover not only the fundamental competences (mother tongue, foreign languages, maths and science and digital competence), but also transversal competences (learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression) – many of which are often expressed as cross-curricular objectives in national curricula and thus require focus on whole school development.

In 2007 the Commission organised a public consultation on modernising school education to meet current and future challenges. It also adopted a Communication on improving the quality of teacher education. There is also growing awareness of the importance of pre-school and early learning provision for lifelong learning and as they key to ensure equity in all subsequent levels of education and training.

Therefore, the following priorities reflect the need to develop the essential competences for the knowledge society by all, and to pay specific attention to those with any kind of educational disadvantage. As many challenges call for organisational developments and the professional development of staff, the education of teachers and the development of school leaders of schools are of key importance.

*Introduction: Specific and Operational Comenius objectives*

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5 Council Conclusions of May 2003 on Reference levels of European average performance in education and training (benchmarks) and Annual Progress Report 2007 [http://europa.eu.int/comm/dgs/education_culture/](http://europa.eu.int/comm/dgs/education_culture/)
6 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.
The specific objectives of the Comenius programme, as set out in Article 17.1 of the programme Decision, are:
(a) to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value;
(b) to help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

The operational objectives of the Comenius programme, as set out in Article 17.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
(b) to improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme;
(c) to encourage the learning of modern foreign languages;
(d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(e) to enhance the quality and European dimension of teacher training;
(f) to support improvements in pedagogical approaches and school management.

**Priorities for Comenius actions**

1.1. **Mobility and partnerships**

**School partnerships**

Priority topics

Priority will be given to applications from partnerships which address the following topics:

- any of the eight key competences set out in the 2006 Recommendation⁹;
- overcoming socio-economic disadvantage and reducing early school leaving;
- awakening and reinforcing creativity and innovation;
- extending participation in educational opportunities through sports activity.

**Mobility: Assistantships (Mobility for future teachers)**

Priority topics

None. Assistantships may be organised in any subject.

**Mobility: In-service training (Mobility for school education staff)**

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⁹ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.
Priority topics

Priority will be given to applicants wishing to develop the skills necessary to:

- implement early language learning and Content and Language Integrated Learning (CLIL);
- implement team-teaching and –learning and other collaborative working methods, in order to reinforce the teaching of transversal competences (eg learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression);
- prepare for positions of functional responsibility within the school or to develop competences of existing school leaders;
- teach heterogeneous groups (in terms of socio-economic background, culture and mother tongue, age, or learning needs);
- develop innovative pedagogic approaches involving the creative arts (such as music, theatre, cinema, the visual arts, etc).

1.2. Multilateral projects

All Comenius multilateral projects concern the development or transfer of innovation in order to improve teacher education and the continuing professional development of educational staff, and to make available to them material, methodologies and other support. Priority will be given to the following topics:

1.2.1. Priority 1: Improving motivation for learning and learning to learn skills

In a knowledge-based society, it is vital not only to improve access to learning opportunities, but also to reinforce individuals' motivation to learn at school and throughout life. There is a particular need to accelerate improvement in the completion rate of upper secondary education.

Projects should focus on the development, testing and implementation of materials, new pedagogical methods and strategies designed:
- to increase student motivation and to make learning more attractive, particularly for migrants and for those at a socio-economic disadvantage;
- to strengthen students' acquisition of learning skills;
- strengthening the links between school education and the world of work;
- to strengthen intercultural education and its contribution to social integration;
- to help meet the needs of the children of occupational travellers and of migrant workers.

1.2.2. Priority 2: The development of a range of approaches to teaching and learning to support 'transversal' key competences

Increasingly, initial education is called on to provide learners with "transversal" key competences (see key competences 4 to 8), which require a coordinated approach across a wide range of school staff.

Projects should focus on the development, testing and implementation of courses and pedagogical materials and methods and innovative strategies (eg team teaching).
1.2.3. **Priority 3: School management**

As the school environment becomes more complex, the skills of school leaders such as Principals or Heads have become crucial to schools’ success, but are seldom included in training courses for teachers.

- Projects should focus on developing, testing and implementing approaches to providing practical training in leadership skills and school management, and supporting the development of a culture of evaluation within schools.

1.2.4. **Priority 4: Language learning and linguistic diversity**

Projects should focus particularly on the development, testing and implementation of curricula, courses or materials, methodologies and pedagogical strategies in areas such as:

- early language learning;
- developing and disseminating tools for teaching and learning the less widely used and taught foreign languages;\(^{10}\)
- content and language integrated learning (CLIL); and
- testing people's language skills.

1.2.5. **Priority 5: Improving literacy skills**

The level of literacy skills among school students across the EU is not improving, and in some cases is falling. Reading culture is increasingly under threat from the rival attractions of new media. There is a particular need to strengthen motivation to acquire and develop literacy skills, particularly among boys. The literacy skills of migrants and those at a socio-economic disadvantage often need special attention.

- Projects should focus on the development, testing and implementation of materials, courses, new pedagogical methods and strategies designed to improve the teaching and learning of literacy skills.

1.2.6. **Priority 6: Digital educational content and services**

There is a need to promote and reinforce teachers' skills and knowledge to make best use of the new opportunities created by digital educational content and services of all types, commercially available or informally developed.

- Projects should focus on the development, testing and implementation of materials, courses, and new pedagogical methods designed to improve the use of good quality digital content in teaching in schools, particularly in relation to the acquisition of key competences.

1.3. **Networks**

Priority will be given to the following topics:

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\(^{10}\) This refers to languages that are not commonly taught, regardless whether they are official languages of the LLP participating countries, 'regional' 'minority' or migrant languages, where projects can help to improve the quality of the teaching of these languages, access to learning opportunities in them, encourage the production, adaptation and exchange of learning materials and to encourage the exchange of information and best practice in this field.
1.3.1. **Priority 1: Development of pre-primary and early learning provision**

Under this priority networks should provide a forum for providers, research institutions and associations in pre-primary and early learning provision, with joint involvement of parents as a shared responsibility. They should cover all of the following:

- identifying, exchanging and building on experience and good practice in pre-primary and early learning provision;
- pedagogic approaches which foster creativity in children from an early age;
- early language learning;
- identifying topics for multilateral projects and other cooperation at European level.

1.3.2. **Priority 2: School management**

School Heads / Principals play a vital role in the management and leadership of schools. As in many organisations where leadership is shared, leadership skills are required from all staff in positions of responsibility.

Under this priority networks should focus on:

- improving the preparation and training of effective school leaders;
- disseminating a better understanding of the role of school leaders.

1.3.3. **Priority 3: Supporting entrepreneurship and links with the world of work**

Under this priority networks should cover all of the following:

- successful transition between initial education, continuing training and career, including guidance and counselling;
- using and disseminating the results of Comenius projects, other European measures and other activities in the area of 'school and the world of work';
- exchanging experience and networking stakeholders (experts, institutions, etc) with a view to maximising the contribution made by schools to reducing youth unemployment;
- identifying ways of developing a sense of initiative and entrepreneurship among learners and teachers.

1.3.4. **Priority 4: Digital educational content and services**

Under this priority networks should focus on:

- the collection, validation and dissemination of digital content, and its integration into national and regional education systems;
- ensuring that content is multilingual and reflects European values and ethics;
- providing services and advice relating to copyright, licensing, quality assurance, public-private partnerships and multilingualism;
- promoting digital educational content relating to key competences and encouraging teachers to use digital technology and resources creatively.

1.3.5. **Priority 5: Making science education more attractive**

Under this priority networks should focus on:

- making science studies more attractive for students at secondary level;
- developing and providing information on future scientific studies or careers;
measures to reduce the gender imbalance in science education and careers.

1.4. Accompanying measures

Accompanying measures will support, in relation to the Comenius programme, communication activities, and events for the dissemination and exploitation of results.
2. ERASMUS – HIGHER EDUCATION INCLUDING ADVANCED VOCATIONAL EDUCATION AND TRAINING

Introduction: Policy Context

EU higher education policy aims to support Member States' reforms of their higher education systems, making them more coherent and more responsive to the needs of the knowledge society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. They should enable higher education institutions to play their role in the Europe of Knowledge and make a strong contribution to the Lisbon Strategy for Growth and Jobs.

In the framework of its reflections on the modernisation of universities, the Commission has identified three main reform areas in higher education:

- Curricular reform: The three cycle system (Bachelors-Masters-Doctorate), competence based learning, flexible learning paths, recognition of qualifications and competences, mobility, in coherence with the Bologna process.
- Governance reform: Autonomy and accountability of higher education institutions, strategic partnerships, quality assurance.
- Funding reform: Diversified income of higher education institutions, tuition fees, grants and loans, equity and access, targeted EU funding.

In May 2006, the Commission published a Communication Delivering on the modernisation agenda for universities: education, research and innovation, identifying nine measures considered necessary to deliver the modernisation agenda for higher education institutions, covering these three reform areas: 1) breaking down the barriers around higher education institutions in Europe; 2) ensuring real autonomy and accountability for higher education institutions; 3) providing incentives for structured partnerships with the business community; 4) providing the right mix of skills and competencies for the labour market; 5) reducing the funding gap and making funding work more effectively in education and research; 6) enhancing interdisciplinarity and transdisciplinarity; 7) activating knowledge through interaction with society; 8) rewarding excellence at the highest level; 9) making the European higher education area and the European research area more visible and attractive in the world.

Higher education institutions are invited to play their full part in the knowledge triangle (education, research and innovation) and to engage in projects focusing on reinforced cooperation between higher education institutions and enterprises, a priority which is underlined by the Commission proposal for the establishment of a European Institute of Technology but is very relevant to higher education more generally.

11 COM(2006)208
Implementation of the 2006 Recommendation on Further European Cooperation in Quality Assurance\textsuperscript{13} will continue to be a major emphasis, as will the implementation of the European Qualifications Framework and strengthening its link to the Framework of Qualifications for the European Higher Education Area. The Lisbon Strategy and the Bologna process will continue to be the framework for the policy agenda for higher education, taking due account of the Conclusions of EU and Bologna Ministerial Meetings.

**Introduction: Specific and Operational Erasmus objectives**

The specific objectives of the Erasmus programme, as set out in Article. 21.1 of the programme Decision, are:
(a) to support the achievement of a European Area of Higher Education;
(b) to reinforce the contribution of higher education and advanced vocational education to the process of innovation.

The operational objectives of the Erasmus programme, as set out in Article. 21.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of student and teaching 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 programme and its predecessor programmes;
(b) to improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe;
(c) to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe;
(d) to improve the quality and to increase the volume of cooperation between higher education institutions and enterprises;
(e) to facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others;
(f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

**Priorities for Erasmus actions**

2.1. Mobility

**Mobility of students, including student placement in enterprises, and of teaching and other staff**

Student and teaching staff mobility play a key role in establishing the European Higher Education Area. Institutions participating in Erasmus are called upon to promote a further increase in mobility in order to achieve the objective of 3 million Erasmus students by 2012.

In accordance with the Recommendation on the quality of mobility\textsuperscript{14} and the Erasmus University Charter, a strong emphasis is placed on linguistic preparation and support of Erasmus students, in order to optimise the quality of the mobility period and to reinforce multilingualism and linguistic diversity in European higher education, as well as on ensuring

\textsuperscript{13} Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education, OJ L 64 of 04.03.2006

compliance with the obligations for high quality in the mobility arrangements (academic recognition, accommodation, advisory services etc.).

Under student mobility, there are no priority topics set at European level as regards academic disciplines, though National authorities may publish country-specific priorities. The overall objective is to achieve balanced geographical and subject coverage across the EU.

In the mobility action for teaching and other staff of higher education institutions, priority will be given to ensuring increased mobility to and from enterprises as well as between higher education institutions. Mobility support is also available for the involvement of staff from enterprises in delivering higher education teaching. There are no discipline-specific priorities.

**Erasmus intensive programmes (IP)**

Priority will be given to projects which:
- focus on subject areas which do not readily lend themselves to extended periods of study abroad for their students;
- are part of integrated programmes of study leading to recognised double or joint degrees;
- present a strong multidisciplinary approach;
- respond to demonstrated needs and challenges at European level (including the needs of enterprises) and contribute to the dissemination of knowledge in rapidly evolving and new areas;
- use ICT tools and services to support the preparation and follow-up of the IP, thereby contributing to the creation of a sustainable learning community in the subject area concerned.

### 2.2. Multilateral projects

#### 2.2.1. Curriculum development (CD) projects

CD projects are designed to support the process of innovation and upgrading in university teaching. They may be proposed in any academic discipline, including in the fields of creativity and culture.

Priority will be given to projects which aim at developing or revising one or more of the following:
- integrated programmes covering a complete cycle of study (bachelor, master or doctorate level) and leading to a recognised double or joint degree; and/or:
- curricula and modules for continuing education designed to update knowledge obtained in the past;
- teaching modules in highly interdisciplinary areas or in areas with a specific need for strong transnational cooperation in teaching.

#### 2.2.2. Projects focusing on cooperation between higher education institutions and enterprises

Priority will be given to projects which include a strong role for partners from outside academia, notably: enterprises (particularly SMEs), professional organisations, chambers
of commerce, social partners or local/regional bodies, and which address most and if possible all of the following:

- promoting entrepreneurship, creative thinking and innovative approaches as part of the curriculum for students and as a skill for teachers/researchers;
- reinforcing the link between studies and employment needs, for example by promoting business input into course design and content;
- developing educational services such as special courses for upgrading knowledge and skills of employees (including language skills to improve competitiveness), provision for part-time students, advanced level vocational training, etc;
- designing strategies to promote exchanges and cooperation between higher education institutions and enterprises.

### 2.2.3. Projects supporting the modernisation agenda for higher education institutions

Priority will be given to projects which help higher education institutions to develop one or more of the following:

- strategies for modernising curricula and making them more transparent (e.g. by describing qualifications in terms of learning outcomes), governance and funding, making institutions more responsive to the needs of the labour market, citizens and society at large;
- lifelong learning strategies (linking HE with VET provision and certification) and become "continuing education centres" or "open learning centres" for their region;
- measures to enhance the quality of their performance and contribute to their accountability;
- improved access arrangements for people with non-formal or informal learning backgrounds or with alternative qualifications such as those derived from prior experiential learning;
- strategies to enhance the attractiveness of higher education institutions, to reinforce the provision of guidance, and to inform the public at large more effectively about their work.

### 2.2.4. Virtual campus projects

Priority will be given to projects which are demonstrably embedded in a global strategy for the effective integration of ICT in the participating higher education institutions, and which are aiming at one or more of the following:

- developing and disseminating at European level replicable approaches for establishing and sustaining virtual campuses;
- providing open educational resources, ensuring that organisational, technical and quality-related issues are addressed in order to share content and make it easily accessible at European level;
- developing or revising integrated programmes covering a complete cycle of study (bachelor, master, or doctorate levels) and leading to a recognised double or joint degree in which ICT tools and services are used to allow the virtual mobility of students and staff;
- promoting cooperation and exchange of strategic experience between decision-makers in the area of virtual campus developments.
2.3. Thematic Networks

Erasmus Thematic Networks may be of two types:

- **Academic Networks** designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary area.

- **Structural Networks** designed to help improve and modernise a specific aspect of higher education organisation, management, governance or funding.

The basic minimum set of activities to be carried out by each type of network is described in full in the Guidelines for Applicants. All networks should bring together an appropriate range of relevant stakeholders concerned by the theme addressed.

Priority will be given to network proposals focusing on subject areas and themes not sufficiently covered by networks already being funded under this action. Networks which have come to the end of their funding cycle and submit a proposal to continue, will also be a priority, provided that they can demonstrate in addition to strong past performance (e.g., achievements and impact) that significant further developments of the networks will be implemented (e.g., in terms of their activities, methodological approach, geographical coverage).

Priority under the two types of network are as follows:

### 2.3.1. Academic Networks

- law,
- economics,
- literature,
- the linkage between culture and education,
- philosophy,
- mathematics,
- studies in European integration,
- interculturalism and multilingualism,
- teacher education,
- sustainable development, including issues relating to energy and climate change,
- physical education and sport,
- entrepreneurship and innovation.

### 2.3.2. Structural Networks

- **Access to higher education**
  Key issues include widening access to non-traditional learners such as professionals, older learners and people with non-formal qualifications, and the recognition of prior non-formal and informal learning.

- **The “knowledge triangle” of education, research and innovation**
  Key issues include the reinforcement of links between higher education teaching and research and its application in industry and enterprise, and the establishment of learning regions centred on universities as a driving force for regional development.
The management of higher education institutions
Key issues include enhancing autonomy and accountability for universities, improved staff management systems, and the implementation of both internal and external quality assurance mechanisms.

2.4. Accompanying measures
Accompanying measures will support, in relation to the Erasmus programme, communication activities, and events for the dissemination and exploitation of results.
3. **LEONARDO DA VINCI – INITIAL AND CONTINUING VOCATIONAL EDUCATION AND TRAINING**

**Introduction: Policy context**

The policy framework for the Leonardo da Vinci programme continues to be the Copenhagen process, as updated by the Maastricht Communiqué (2004) and most recently by the Helsinki Communiqué (2006). The main focus of the process is on enhancing the attractiveness, quality and performance of VET systems, improving transparency, information and guidance systems, recognition of competences and qualifications and strengthening the European dimension. During the period to 2010, specific initiatives to promote the further development, testing and implementation of the common European tools for vocational education and training will have an impact on programme activity. These include the development and testing of the European Credit Transfer System for Vocational Education and Training (ECVET) system, the implementation of the European Qualifications Framework (EQF), and the follow-up to the 2004 Council Conclusions on quality assurance in VET. These activities will be instrumental in strengthening mutual learning, cooperative work and sharing experience and know-how.

Special attention will be given to facilitating the participation of sectors, social partner organisations and companies, in particular small and medium-sized enterprises (SMEs), in all Leonardo da Vinci actions.

**Introduction: Specific and Operational Leonardo da Vinci objectives**

The specific objectives of the Leonardo da Vinci programme, as set out in Article 25.1 of the programme Decision, are:

(a) to support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market;

(b) to support improvements in quality and innovation in vocational education and training systems, institutions and practices;

(c) to enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees.

The operational objectives of the Leonardo da Vinci programme, as set out in Article 25.2 of the programme Decision, are:

(a) to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80 000 per year by the end of the Lifelong Learning Programme;

(b) to improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe;

(c) to facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others;
(d) to improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning;
(e) to encourage the learning of modern foreign languages;
(f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Priorities for Leonardo da Vinci actions

3.1. Mobility and Partnerships

Mobility of persons for the purpose of vocational training and of professionals in vocational education and training

Mobility plays a key role in achieving the objectives set in the Copenhagen process on enhanced European cooperation in VET, particularly improving its attractiveness and quality.

Strong emphasis is placed on the quality of the organisation of mobility, including pedagogical, linguistic and cultural preparation and arrangements for the stay abroad on the basis of the principles set out in the European Quality Charter for Mobility, in order to optimize the impact of the mobility experience.

This action covers two types of mobility:

(1) the mobility of trainees in any form of initial vocational training and of people on the labour market in continuing vocational training. A specific priority will be given to projects organising mobility for trainees, ie persons in a dual apprenticeship system or other vocational education system based on alternate learning or work-related training in enterprises;

(2) the mobility of professionals in vocational education and training. A specific priority will be given to the development of the competences of teachers, trainers and tutors and to cooperation with SMEs.

Leonardo da Vinci Partnerships

Priority will be given to applications which address the following topics:

- cooperation between VET institutions, enterprises and/or social partners on issues of common interest linked to VET;

- cooperation between VET stakeholders at national, regional, local and sectoral levels to ensure their active involvement in the implementation of the Copenhagen process, as foreseen in the Helsinki Communiqué.

3.2. Multilateral projects for transfer and development of innovation

“Transfer” of innovation projects focus on the identification of one (or more) innovative solution(s) for adaptation and implementation in some target countries and/or sectors, whereas “development” of innovation projects develop new solutions to help several countries and/or sectors to cope with a common challenge which is not yet addressed at European level.

Vocationally oriented language learning (VOLL) and Content integrated language learning (CLIL) are priorities that apply across all Leonardo projects.

3.2.1. **Priority 1: Developing the skills and competences of VET teachers, trainers and tutors**

Under this priority projects should take into account the need to develop the skills and competences of VET and guidance professionals, including their continuous professional development and their learning of languages. Proposals should include all of the following:

- developing the role of VET professionals in response to systemic changes such as the shift to learning outcomes and competence-based systems;
- strengthening the liaison between VET professionals and working life (enterprises, occupational sectors, etc.);
- developing their pedagogical skills and their involvement in curriculum development.

3.2.2. **Priority 2: Developing the quality and attractiveness of VET systems and practices**

Under this priority projects should:

- develop and test quality assurance procedures in initial training and in continuing vocational education and training, including by using the European Quality Assurance Reference Framework;¹⁶
- foster the development of high quality VET pathways leading to smooth transitions to work and/or progression to further and higher education and promote guidance and counselling at all levels;
- enhance the governance and attractiveness of VET systems through increased cooperation with social partners and all relevant stakeholders.

3.2.3. **Priority 3: Transparency and recognition of competences and qualifications**

Under this priority, projects are intended to support the development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition, such as the Europass portfolio, the ECVET system, and the European Qualifications Framework (EQF). They should support the testing and implementing of elements of such frameworks, such as:

- the description of qualifications in terms of learning outcomes;
- mapping VET qualifications onto the eight EQF reference levels via national qualifications frameworks and systems;
- design of qualifications in transferable units of learning outcomes with allocation of credit points;
- design of VET programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts;

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¹⁶ The European Quality Assurance Reference Framework is a reference system aimed at helping Member States and participating countries to develop, improve, monitor and evaluate their own systems and practices, on the basis of common principles and criteria.
combining and further developing the European tools and frameworks or their application in particular sectors.

### 3.2.4. Priority 4: Skills development of adults in the labour market

Projects under this priority support close links with working life, both in initial and continuing VET, and increased opportunities to learn at work through:
- developing and implementing measures to create learning conducive-workplaces;
- actions to improve the recognition and validation of work-based learning to support career development and lifelong learning;
- developing digital competences;
- vocationally-oriented language learning;
- improving skills acquisition by fostering creativity and entrepreneurship.

### 3.2.5. Priority 5: Raising competence levels of groups at risk

Projects under this priority should focus on:
- integrating groups with particular difficulties on the labour market, e.g. early school leavers, low-skilled workers, people with disabilities, immigrants and those with a migrant background, and ethnic minorities, by developing their work-related skills and competences;
- increasing the interest and participation of men or women in those VET fields in which they remain under-represented (for instance women in technology);
- activities to redress problems caused by demographic change, such as retaining older workers in employment.

This activity will help member states in reaching the benchmarks set for education and training participation by 2010.

### 3.2.6. Priority 6: Developing the learning environment

Project under this priority should promote pedagogical innovation in VET, notably though the use of ICT, by focusing on:
- designing, developing and implementing state-of-the-art tools to assist the delivery of training in all contexts;
- designing and implementing tools to support individuals undertaking self-directed learning;
- strengthening distance learning and language learning through developing new delivery methods.

### 3.3. Networks

Projects under this action should assist cooperation between VET actors, enterprises, economic sectors, social partners and training organisations on a sectoral basis. Networks should support the following:

#### 3.3.1. Stakeholder networks
Identification and dissemination of good training practice in individual sectors and in VET as a whole.

Development and reinforcement of cooperation between VET providers and enterprises.

3.3.2. **ECVET networks**

Support for the testing of the European Credit Transfer System for VET (ECVET), in the following key sectors:
- Automobile manufacturing and maintenance
- Processing industries, chemical industry in particular
- Transport and logistics
- Construction
- Hotel and catering
- Trade
- Craft sector

3.4. **Accompanying measures**

Accompanying measures will support, in relation to the Leonardo da Vinci programme, communication activities, and events for the dissemination and exploitation of results.

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4. **GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS**

*Introduction: Policy context*

The European Union's over-arching policy objective of raising economic growth, competitiveness and social inclusion (Lisbon Strategy) provides the framework for the Grundtvig programme, whose aim is to respond to the double educational challenge of, on the one hand, the large number of adults who left school early, or, in the case of many migrants, never had the possibility to receive a school education, and, on the other hand, an ageing population. Adult education helps to address these challenges by enabling both categories of individuals to improve their knowledge and competences.

Adult education is a vital component of lifelong learning. But adult participation in education and training is not only limited but is also unbalanced. Those with the lowest educational attainments are the least likely to participate in learning. Compared with the Member States' agreed benchmark for lifelong learning participation of 12.5% of the adult working-age population by 2010, the average rate in 2005 was 10.8%, with a wide variation among countries that ranged from 1.3% to 35%.

In order to address this issue as well as the other challenges Europe is facing such as demographic changes, rapid development in other regions of the world and poverty paired with social inclusion, the Commission published a Communication on "Adult Learning: It is never too late to learn"\(^{18}\) in 2006. It underlines the importance of adult learning to support adults' employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society.

Increasing participation in adult learning and making it more equitable is crucial. A culture of quality should be fostered, paying special attention to learners, the professional development of staff, the providers as well as delivery. Implementation of systems for recognition and validation of non-formal and informal learning are essential to help motivate adults. Finally, the quality and comparability of data on adult learning needs to be improved as a basis for future policy-making.

*Introduction: Specific and Operational Grundtvig objectives*

The specific objectives of the Grundtvig programme, as set out in Article 29.1 of the programme Decision, are:

(a) to respond to the educational challenge of an ageing population in Europe;
(b) to help provide adults with pathways to improving their knowledge and competences.

The operational objectives of the Grundtvig programme, as set out in Article 29.2 of the programme Decision, are:

(a) to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013;
(b) to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe;
(c) to assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education;
(d) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;
(e) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(f) to improve pedagogical approaches and the management of adult education organisations.

Priorities for Grundtvig actions

4.1. Mobility and partnerships

Mobility: In-service training grants for staff

There are no priority topics.

Partnerships

Priority topics

Priority will be given to applications from partnerships which address the following topics:

– any of the eight key competences set out in the 2006 Recommendation19;
– overcoming socio-economic disadvantage;
– supporting the integration of migrants;
– enhancing the participation of older learners;
– awakening and reinforcing creativity.

4.2. Multilateral projects

Support will be provided for projects which develop innovation and/or disseminate innovation and good practice with a proven impact.

4.2.1. Priority 1: Key competences20

19 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.
20 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006. The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.
Under this priority projects should focus on:

- widening access to fundamental basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology and digital competence;
- helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to changing society and the requirements of the labour market;
- strengthening adults' self-confidence and promoting their personal fulfilment by developing their cultural awareness and capacity for creative expression;
- improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners.

4.2.2. **Priority 2: Improving the quality, attractiveness of and access to adult education**

Under this priority projects should focus on:

- motivating individual learners to commit to learning, including through guidance services and partnerships with enterprises;
- reinforcing digital competences and using ICT to widen access to adult learning;
- improving the identification of learning needs of teachers, trainers and other staff;
- developing joint approaches to improve quality in qualifications of teachers, tutors and other staff in adult education, and to adapt their training in consequence;
- improving the quality assurance of services and institutions, including exploring how the European Common Quality Assurance Framework for vocational training can be applied to adult education;
- improving the transparency and use of qualifications obtained in adult education and facilitating access to vocational, general and higher education.

4.2.3. **Priority 3: Promoting adult learning for marginalised and disadvantaged citizens and migrants**

Under this priority projects should focus on:

- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market;
- sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration;
- identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants;
- using sport to provide learning opportunities to marginalised and disadvantaged citizens.

4.2.4. **Priority 4: Learning in later life; Inter-generational and family learning**

Under this priority projects should focus on:

- transferring knowledge, methods and good practice for senior citizen education;
- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;
strengthening the contribution of older people to the learning of others.

4.3. **Networks**

4.3.1. **Priority 1: Language learning in adult education**

Under this priority networks should focus on:
- sharing knowledge and disseminating good practice on language learning opportunities for adults;
- identifying present, emerging and future needs for European cooperation on language learning for adults (including formal, non-formal and informal education);
- developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- disseminating schemes and materials for training people teaching languages to adults.

4.3.2. **Priority 2: Academic Networking in adult education**

Under this priority networks should promote closer cooperation and networking between teaching and research relating to adult learning and adult education providers and practitioners. They should focus on:
- developing, testing and promoting quality assurance and enhancement tools in adult learning;
- analysing and comparing national approaches regarding data collection in adult learning;
- researching the benefits and returns of adult learning, including formal, non-formal and informal learning, and the barriers to its uptake.

4.3.3. **Priority 3: Stakeholder Networking in adult education**

Under this priority networks should focus on:
- strengthening cooperation between adult education providers, NGOs, civil society, social partners and decision-makers at local, regional, national and European levels;
- sharing knowledge and disseminating good practice on adult learning opportunities in Europe;
- identifying present, emerging and future needs for European cooperation on adult learning and guidance;
- exploring methods and practices on how adult participation in learning can be raised.

The Commission will also consider applications from partnerships which received co-funding for a Grundtvig thematic seminar in 2004, 2005 or 2006 and wish to create a network.

4.4. **Accompanying measures**

Accompanying measures will support, in relation to the Grundtvig programme, communication activities, and events for the dissemination and exploitation of results.
CHAPTER 2 – TRANSVERSAL PROGRAMME

Specific and Operational objectives of the Transversal Programme

The specific objectives of the Transversal programme, as set out in Article 32.1 of the programme Decision, are:
(a) to promote European cooperation in fields covering two or more sectoral sub-programmes;
(b) to promote the quality and transparency of Member States’ education and training systems.

The operational objectives of the Transversal programme, as set out in Article 32.2 of the programme Decision, are:
(a) to support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and Education and Training 2010 work programme, as well as the Bologna and Copenhagen processes and their successors;
(b) to ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention;
(c) to promote language learning and to support linguistic diversity in the Member States;
(d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(e) to ensure that the results of the Lifelong Learning Programme are appropriately recognised, demonstrated and implemented on a wide scale.

1. **Key Activity 1- Policy Cooperation and Innovation**

1.1 Mobility (study visits)

The focus of this action is to encourage discussion, exchange and mutual learning on themes of common interest at the EU level, promoting quality approaches and transparency of education and training systems.

The programme of study visits will follow the priorities of the education and training policy, including the priorities identified by the Member States. Moreover, special attention will be paid to linking up these themes with the objectives of the 2010 work programme.

Priority topics for study visits are:

- Evidence-based policy making and practice
- Innovative approaches for the implementation of European instruments
- Social inclusion and integration issues
- Improving the attractiveness and quality of VET
- Learning in a work-place environment
- Cost sharing models in education and training
- Increasing adult participation in education and training (e.g. cooperation with social partners)
– Integration of instruments of education and labour policies in lifelong learning strategies
– Innovative approaches to bring the creative arts into education and training
– Guidance and vocational training to address economic change and the ageing of the active population.

1.2 Studies and comparative research

The priority topics for comparative research to strengthen the evidence base for policy and practice in education and training are:

➢ Topic 1: Promoting excellence, efficiency and equity in higher education: student access and retention.


➢ Topic 3: Addressing weaknesses in preschools and in obligatory education concerning acquisition of key competences.

➢ Topic 4: Promoting attractiveness and quality of vocational education and training: governance of VET systems and improving understanding of the links between VET, higher education and working life.

➢ Topic 5: The role of creative activities in the learning process and their impact on people's capacities for innovation.
2. **KEY ACTIVITY 2- LANGUAGES**

*Introduction: Policy context*

Linguistic diversity is a fact of life in Europe. The European Union is committed to preserving and promoting this key feature of our cultures. In the re-launched Lisbon Strategy and in the Education and Training 2010 work programme the ability to communicate in foreign languages is considered a key competence. A labour force with practical language and intercultural skills helps European enterprise to compete effectively in the global marketplace, enhances its own employability, and it is crucial for economic growth and better jobs. Multilingualism also reinforces social cohesion and promotes intercultural dialogue, creating opportunities to discover other values, beliefs and behaviours.

The promotion of language learning and linguistic diversity is an objective of the programme as a whole and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The “Languages” Key Activity complements these sectoral programmes by addressing language teaching and learning needs across two or more of those sectors.

*Priorities for action under Key Activity 2: Languages*

**2.1 Multilateral projects**

These transversal projects must complement at least two of the four preceding programmes and focus on raising awareness of the advantages of language learning, the multilingual character of the European Union, promoting access to language learning resources and developing and disseminating language learning materials, including online courses and instruments for language testing. Whenever appropriate the use of the Common European Framework for Languages of the Council of Europe is strongly recommended.

Priority will be given to proposals addressing one or more of the following topics:
- reinforcing the acquisition of competence in and/or raising awareness to the less used European languages;
- reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe and its competitiveness in a globalised context;
- developing and promoting methodologies to motivate language learners and to enhance their capacity for language learning.

**2.2 Networks**

These transversal networks contribute to the development of language policies in Europe. They promote language learning and linguistic diversity, support the exchange of information about innovative techniques and good practices, especially among decision-makers and key education professionals, and adapt and to disseminate products of former projects to potential end-users (public authorities, practitioners, business, language learners, etc).
Priority will be given to proposals addressing one or more of the following topics:
– identifying, developing and disseminating information on good practice to motivate language learners and to encourage the development of a language-friendly learning environment;
– developing co-operation between language teacher associations and other stakeholders promoting language learning and linguistic diversity;
– developing and promoting the mainstreaming of policies promoting language learning and linguistic diversity at all levels of formal and non-formal education, including the dissemination of the Europass language passport;
– identifying, exchanging and building on good practices on teaching languages to people with special needs.

2.3 Accompanying measures

Accompanying measures will support, in relation to the "Languages" Key Activity, communication activities, and events for the dissemination and exploitation of results.
3. **Key Activity 3- ICT**

**Introduction: Policy context**

Promotion of ICT for learning is an objective of the programme as a whole and of the Comenius, Erasmus, Grundtvig and Leonardo programmes in particular. The “ICT” Key Activity supplements these programmes by addressing ICT for learning needs across two or more of those sectors.

It focuses on the potential of ICT as a catalyst of social and educational innovation and change. It is not about technology but about how learning can be enhanced through ICT (e.g. simulations; discovery learning; attracting drop-outs back to learning; enabling learning outside the school environment; flexible lifelong learning to bridge the digital gap).

Substantial progress has been achieved in all Member States in the field of ICT for education since Lisbon. Almost all education and training institutions are equipped with and networked through ICT. However, more needs to be done to realise the full potential of ICT for supporting innovative pedagogical developments, generalised access to lifelong learning, and advanced education systems management. This will maximise the return on past investments in ICT.

**Priorities for action under Key Activity 3: ICT**

### 3.1 Multilateral Projects

Priority will be given to the following topics:

#### 3.1.1 Priority 1: Identifying and implementing innovative uses of ICT for lifelong learning, in particular for groups at risk of exclusion

ICT enables individuals to enhance their social networking and this has the potential enhance their learning. Learning is mostly a social process. Self-learning and informal peer-learning are important ways of developing e-skills and competences. But they are also increasingly important skills in formal learning. A new generation of ICT-based social networking tools and platforms ('Web 2.0' and other relevant ICT developments) is rapidly growing in popularity. Examples are weblogs, wikis, podcasts, social software, virtual social sites, as well as tools such as mobile phones. These are easy to use, affordable and widespread, in particular among groups at risk-of-exclusion (early school-leavers, ethnic minorities, elderly people, etc), and so offer potential to (re)-connect groups at risk-of-exclusion to public services, learning and civic engagement.

Projects should cover:
- the development and implementation of experimental approaches related to these new trends and tools, including the analysis of their impact in learning outcomes;
- comparative analyses of existing practice to identify transferable good practice and success factors;

#### 3.1.2 Priority 2: ICT as a catalyst for innovation and creativity in lifelong learning
Fostering innovation skills requires novel learning and teaching approaches and strategies based on active learning approaches such as creative problem solving, discovery, learning by doing, experiential learning, critical thinking and creativity. ICT-enhanced learning can effectively underpin these novel approaches. Projects should develop innovative approaches for expanding learning skills and reinforcing innovation capacities.

Priority will be given to projects which identify and use ICT-enabled learning solutions by addressing one or more of the following topics:

- to foster creativity, where the learner can learn through creative expression, critical and lateral thinking to generate new ideas and innovative solutions;
- to foster inquiry based and problem solving approaches, where the learner can learn-by-doing through experiments in real and/or virtual settings;

3.2 Networks

Priority will be given to networks aiming at:

3.2.1 Priority 1: Addressing transversal issues for linking up and connecting learning communities through ICT in an innovative way

The concept of the learning community is gaining currency, based on stronger links between school, home, workplace and local communities. It is a central part of the new ICT services and infrastructures being set up in Europe.

Priority will be given to network proposals addressing one or more of the following topics:

- sharing knowledge and implementing partnerships involving all relevant actors in ICT enabled learning, covering both the demand and the supply sides (eg involving both publishers and ad-hoc content developers);
- providing advice and support on transversal issues which apply to the use of digital content services in formal, non-formal and informal learning settings, such as legal issues on IPR, quality standards, e-assessment and e-portfolios;
- developing wider educational innovation, based on the capacity of ICT to support new pedagogies and their adaptation to social and economic changes, new learning skills, and change management.

3.2.2 Priority 2: Reinforcing the links between ICT, creativity and innovation skills

There is an increasingly important interface between developments in the use of ICT in education and training, the new possibilities these offer to the foster creativity and innovation among individuals, groups and organisations across Europe.

Priority will be given to network proposals addressing one or more of the following topics:
– sharing knowledge and implementing experimental approaches to develop creativity and innovation through ICT use;
– providing advice and support to institutions and practitioners in the field;
– identifying good practice in teaching and learning approaches underpinning the capacity for innovation;
– engaging in publicity and awareness-raising activities.
4. **KEY ACTIVITY 4 - DISSEMINATION AND EXPLOITATION OF RESULTS**

The key activity “Dissemination and Exploitation of Results” reflects a growing awareness amongst both policy-makers and practitioners of the need to secure maximum impact from EU-funded projects and action in support of the revised Lisbon agenda and delivery of the Education and Training 2010 work programme. The prime objective of this key activity is to help to create a framework for effective exploitation of results at local, sectoral, regional, national and European levels. The action funded under this key activity supplements the action on dissemination and exploitation of specific results within the sub-programmes and other key activities.

### 4.1 Multilateral Projects

Priority will be given to multilateral projects focusing on:

- developing suitable infrastructure (analysis, mechanisms, methodologies and practical tools) to facilitate exploitation of results;
- transversal action at European level (by sector, theme or user group);
- promoting “exploitation of results” activities within key existing regional/European/sectoral networks with the aim, in particular, of promoting a virtuous circle between policy development and practical experience, in support of the open method of coordination (OMC) under the Lisbon agenda.

These priorities could include:

- action to develop and embed a European strategy on exploitation of results, supporting studies, demonstration projects and methodologies;
- projects to test and apply the results of ongoing European cooperation, in particular in connection with OMC activities/priorities, benchmarking, etc.;
- European-level activities to promote active exploitation of results (conferences, seminars and other exchanges between products and potential new users). Specific priority will be given to action to apply results within existing networks;
- activities to test and develop ways of embedding the results of projects into policy, defining and presenting mechanisms to link projects, programmes and policies;
- projects to identify, engage and promote appropriate networks for exploitation of results (e.g. action to identify contacts, establish an “exploitation remit”, disseminate networking information to interested promoters/users, and promote transparency and equal access/opportunity);
- action to improve access to results of projects.

Preference will be given to projects which propose an integrated approach across different areas of the Lifelong Learning Programme, involve key decision-makers and/or demonstrate potential for a significant impact at regional, national or European level to improve the efficiency and visibility of education and training at European level.
CHAPTER 3 – JEAN MONNET PROGRAMME

Specific and Operational objectives of the Jean Monnet Programme

The specific objectives of the Jean Monnet programme, as set out in Article 35.1 of the programme Decision, are:
(a) to stimulate teaching, research and reflection activities in the field of European integration studies;
(b) 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.

The operational objectives of the Jean Monnet programme, as set out in Article 35.2 of the programme Decision, are:
(a) to stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the Community;
(b) to enhance knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration;
(c) to support key European institutions dealing with issues relating to European integration;
(d) to support the existence of high-quality European institutions and associations active in the fields of education and training.

JEAN MONNET TEACHING, RESEARCH AND REFLECTION ACTIVITIES

Action (a) of the Jean Monnet programme aims at stimulating teaching, research and reflection in the field of European integration studies at the level of higher education institutions (inside and outside the European Union). The purpose is to enhance knowledge and awareness among academics, students and citizens world-wide of issues relating to European integration.

In this context, the Jean Monnet programme provides EU support for:
- Jean Monnet Chairs and ad personam Jean Monnet Chairs;
- Jean Monnet Centres of Excellence;
- Jean Monnet Teaching Modules;
- Associations of professors, other teachers in higher education, and researchers specialising in European integration studies;
- Information and research activities relating to the Community with the aim of promoting discussion, reflection and knowledge about the process of European integration (i.e. conferences, seminars, round tables and resulting publications, websites, etc.);
- Multilateral Jean Monnet Research Groups.
In accordance with the purpose of the Jean Monnet programme, all supported projects must have as their object "European integration studies". This is defined as the analysis of the origins and evolution of the European Communities and the European Union in all its aspects. European integration studies cover both the internal and external dimension of European integration, including the European Union's role in the dialogue between peoples and cultures and the European Union's role and perception in the world.

With respect to the support measures listed above, priority will be given to projects concerning:

a) Jean Monnet Chairs
- involving the creation of new teaching activities, especially in the candidate countries and the rest of the world;
- covering teaching at undergraduate and graduate level and as well supervision of research at postgraduate level.

b) Ad personam Jean Monnet Chairs
- covering the teaching of regular courses in European integration studies as well as the organisation of regular reflection activities on the European integration process (conferences, seminars, roundtables).

c) Jean Monnet European Modules
- addressing students who do not automatically come into contact with European integration studies (e.g. students in such fields as medicine, engineering, science, education, arts and languages);
- addressing citizens (adult education) and specific civil society groups (e.g. primary and secondary school teachers).

d) Jean Monnet Centres of Excellence
- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.

e) Information and research activities
- involving a transnational dimension (i.e. the creation of joint transnational activities);
- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.

f) Jean Monnet Multilateral Research Groups
- aiming at the production of research results that cannot be achieved through research activities within a national framework;
- involving academic activities which exploit multi-disciplinary resources;
- demonstrating openness to civil society.
Concentric-Circles Approach to Helping New Sojourners

The needs in the inner circle are those that are most immediate to the student sojourner and must be met first. Once these needs are met, the next ring of needs should be addressed.

Adapted from Cornelius Grove, Orientation Handbook for Youth Exchange Programs (Yarmouth, ME: Intercultural Press, 1989, p. 124.)