



LLP Guide 2013

Part II a

Sub-Programmes and Actions

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SECTORAL PROGRAMMES

What are the aims?

- (a) the **Comenius** programme, addresses the teaching and learning needs of all those in pre-school and school education up to the level of the end of upper secondary education, and the institutions and organisations providing such education;
- (b) the **Erasmus** programme, addresses the teaching and learning needs of all those in formal higher education and vocational education and training at tertiary level, whatever the length of their course or qualification may be and including doctoral studies, and the institutions and organisations providing or facilitating such education and training;
- (c) the **Leonardo da Vinci** programme, addresses the teaching and learning needs of all those in vocational education and training, other than at tertiary level, as well as the institutions and organisations providing or facilitating such education and training;
- (d) the **Grundtvig** programme, addresses the teaching and learning needs of those in all non-vocational forms of adult learning, whether formal, non-formal or informal, as well as the institutions and organisations providing or facilitating such learning opportunities.

The actions of the four programmes can be prepared by means of **Preparatory Visits**.

COMENIUS

What are the aims?

Specific objectives

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

Operational objectives

- To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States
- 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
- To encourage the learning of modern foreign languages
- To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning
- To enhance the quality and European dimension of teacher training
- To support improvements in pedagogical approaches and school management

Who can participate?

Basically everyone involved in school education

- Pupils in school education up to the end of upper secondary education
- Schools, as specified by Member States, from pre-school up to the end of upper secondary level
- Teachers and other categories of staff within those schools
- Associations, not-for-profit organisations, NGOs and representatives of those involved in school education
- Persons and bodies responsible for the organisation and delivery of education at local, regional and national levels
- Research centres and bodies concerned with lifelong learning issues
- Higher education institutions
- Bodies providing guidance, counselling and information services

Specific eligibility rules:

Schools participating in the Comenius Programme must be located in a country participating in the LLP and belong to any of the types of institution specified by the relevant National authorities in their list of eligible school types (link:http://ec.europa.eu/education/comenius/eligible_en.htm)



Please note also the specific cases below:

- 1) Schools under the supervision of national authorities of another country (e.g. lycée français, German school, UK "Forces" schools)
The national authorities responsible for supervising the administrative, financial and curricular regime of the school concerned shall decide which establishments are eligible to participate. This principle implies the following operational modalities:
 - The participation of the "national schools" located in a different country will be supported by the Comenius budget of the supervising country (= "country of origin").
 - These national schools can participate in any type of Comenius activity and the same rules shall apply to them as to any other eligible school from the supervising country.
- 2) Specialised schools
The decision on the participation in Comenius of other national schools, such as minority schools, private schools for expatriates etc. is the remit of the national authorities of the country in which the institution is located.
- 3) European Schools
The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. European schools are eligible institutions for participation in Comenius. They shall apply to the NA of the country in which they are located and shall be subject to the same selection procedure as local schools. In the case of Belgium, the three NAs will agree on appropriate arrangements. European schools are subject to the same Comenius rules as any other eligible school in the country in which they are located. However, the participation of European schools - either as a coordinator or as a partner - will be limited to one European school in each Partnership. Staff from European schools are entitled to participate in Comenius in-service training under the same conditions as staff from any other eligible school.

What types of activity?

The following actions are supported by the Comenius Programme:

- **Mobility of individuals to another European country**, which may include:
 - exchanges of pupils and staff within the context of a project or partnership,
 - individual pupil mobility in the context of an ongoing or previous School Partnership
 - participation in training activities for teachers and other educational staff,
 - preparatory visits for School Partnerships, Networks and Multilateral Projects and
 - assistantships for future teachers.
- **School Partnerships** between schools from different European countries, with a view to developing joint learning projects for pupils and their teachers.
- **Comenius Regio Partnerships** between local and regional authorities with a role in school education. Their aim is to enrich the educational offer for school-aged young people by supporting the cooperation between school education authorities, schools and other educational providers in different European regions.

- The **eTwinning** initiative takes advantage of the possibilities offered by the Internet and digital media to promote European school cooperation, collaborative learning and project based pedagogy.
- **Multilateral projects** aim to develop, promote and disseminate new curricula, new teacher training courses or materials and new teaching methodologies, and to provide a framework for the organisation of mobility activities for student teachers.
- **Multilateral Networks** aim to promote European co-operation and innovation in specific thematic areas of particular importance to school education in a European context.
- **Accompanying measures aim** to support various activities which will clearly contribute to achieving the Comenius Programme objectives.

What are COMENIUS actions?

- COMENIUS Preparatory Visits
- COMENIUS Assistantships (ASSISTANTS)
- COMENIUS Assistantships (HOST SCHOOLS)
- COMENIUS Individual Pupil Mobility
- COMENIUS In-Service Training for Teachers and other Educational Staff (IST)
- COMENIUS Multilateral school partnerships
- COMENIUS Bilateral school partnerships
- COMENIUS Regio Partnerships
- COMENIUS Multilateral projects
- COMENIUS Multilateral networks
- COMENIUS Accompanying measures
- eTwinning

ERASMUS

Established in 1987, Erasmus is the EU's flagship education and training programme for mobility and cooperation in higher education across Europe. Its different actions not only cater to students wishing to study or work abroad but also to professors and other staff, even from enterprises, intending to teach abroad and to higher education staff seeking training abroad. In addition, the programme supports higher education institutions (HEI) to work together through intensive programmes, academic networks and multilateral projects as well as to reach out to the world of business.

What are the aims?

Specific objectives

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

Operational objectives

- To improve the quality and to increase the volume of students 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 and its predecessor programmes
- To improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe
- To increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe
- To improve the quality and to increase the volume of cooperation between higher education institutions and enterprises
- To facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

Who can participate?

- Students and trainees learning in all forms of tertiary level education and training
- Higher education institutions, as specified by EU Member States and other participating countries
- Teachers, trainers and other staff within those institutions
- Staff from enterprises involved in teaching activities
- Associations and representatives of those involved in higher education, including relevant student, university, and teacher/trainer associations
- Enterprises, social partners and other representatives of working life
- Public and private organisations, including not-for-profit organisations and NGOs, responsible for the organisation and delivery of education and training at local, regional and national levels.

- Research centres and bodies concerned with lifelong learning issues
- Bodies providing guidance, counselling and information services

Specific eligibility rules:

- To be eligible for the programme, higher education institutions must hold an Erasmus University Charter (EUC)¹, which provides the general framework for the European co-operation activities a higher education institution (HEI) may carry out within the Erasmus programme. It is a prerequisite for HEI to organise student mobility and teaching and other staff mobility, to carry out Erasmus intensive language courses and intensive programmes, and to apply for multilateral projects, networks, accompanying measures and to organise preparatory visits. 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.
- However, the Erasmus programme is open to a wide spectrum of actors (enterprises, social partners, research centres etc) as defined in Article 20 of the Decision of the European Parliament and the Council establishing the LLP. These actors are of course not required to apply for an Erasmus University Charter in order to organise student placements or to participate in multilateral projects, networks or accompanying measures.
- As concerns Erasmus student placements, higher education institutions must hold an Extended Erasmus University Charter (for details see specific information on the EUC) and placement consortia must hold an Erasmus Consortium Placement Certificate.
- A student may receive a maximum of two Erasmus grants: one grant for a period of study and one for a placement.
- For mobility, at least the sending or the receiving country must be an EU Member State.
- At least one of the organisations participating in a consortium must be from an EU Member State.

What types of activity?

- Mobility of individuals² which may include:
 - Mobility of students for the purpose of studying at a higher education institution in another participating country ('Erasmus students')³
 - Mobility of students for the purpose of carrying out placements in enterprises, training centres, research centres or other organisations in another participating country ('Erasmus students')
 - Mobility of teaching staff from higher education institutions or invited staff from enterprises for the purpose of carrying out teaching assignments at a higher education institution in another participating country

¹ The Erasmus University Charter is not required for HEI from countries that are eligible only for participation in Erasmus multilateral projects, networks and accompanying measures (programme actions listed in point A.2 of the Annex to Decision No 1720/2006/EC).

² Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including preparatory and refresher language courses.

³ 1) students in higher education institutions who, enrolled at least in the second year, spend a study period in another participating country within the framework of the mobility action of the Erasmus programme, regardless of whether they have been awarded financial support under the programme. Such periods have to be fully recognised; 2) students in higher education institutions taking part in placements.

- Mobility of teaching or other staff in higher education institutions for the purpose of undergoing training in another participating country
- Erasmus intensive language courses organised for incoming students in participating countries where less widely used and less taught languages are spoken
- Erasmus intensive programmes organised on a multilateral basis.
- Preparatory visits, helping to establish contacts with prospective partners in view of entering into closer co-operation.
- Multilateral projects focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives by developing and implementing projects for increasing attainment levels and strengthening the social dimension of higher education; improving the quality and relevance of higher education, including through cooperation between higher education and the labour market; strengthening quality through mobility and cross-border cooperation; supporting Knowledge Alliances; and improving governance and funding.
- Networks ('Erasmus academic networks') consisting of consortia of higher education institutions, public bodies, enterprises, associations and other organisations and representing either a discipline or a cross-disciplinary field with the aim of developing new learning concepts and competences.
- Initiatives which, though not eligible under the other actions of the Erasmus Programme, will clearly contribute to achieving the Erasmus programme's objectives (accompanying measures).

What are ERASMUS actions?

Preconditions

- ERASMUS University Charter⁴
- ERASMUS Consortium Placement Certificate

Actions

- ERASMUS Preparatory Visits
- ERASMUS Organisation of Mobility
- ERASMUS Student Mobility for Studies
- ERASMUS Student Mobility for Placements
- ERASMUS Staff Mobility – Teaching Assignments by HEI Teaching Staff and by Invited Staff from Enterprises
- ERASMUS Staff Mobility – Training for HEI Staff at Enterprises and at HEI
- ERASMUS Intensive Language Courses
- ERASMUS Intensive Programmes
- ERASMUS Academic Networks
- ERASMUS Multilateral Projects
- ERASMUS Accompanying Measures

⁴ The Erasmus University Charter is not required for HEI from countries that are eligible only for participation in Erasmus multilateral projects, networks and accompanying measures (programme actions listed in point A.2 of the Annex to Decision No 1720/2006/EC).

LEONARDO DA VINCI

What are the aims?

Specific objectives

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

Operational objectives

- 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 LLP
- To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
- 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
- To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning
- To encourage the learning of modern foreign languages
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Who can participate?

- People learning in all forms of vocational education and training except at tertiary level
- People in the labour market
- Institutions and organisations providing learning opportunities in the fields covered by the Leonardo da Vinci Programme
- Teachers, trainers and other staff within those institutions or organisations
- 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
- Persons and bodies responsible for systems and policies concerning any aspect of vocational education and training at local, regional and national level
- Research centres and bodies concerned with lifelong learning issues
- Higher education institutions
- Not-for-profit organisations, voluntary bodies, and NGOs

What types of activity?

The following actions are supported by the Leonardo da Vinci Programme:

- Mobility of individuals⁵ which may include:
 - Transnational placements in enterprises or in training institutions
 - Placements and exchanges aimed at the further professional development of trainers and guidance counsellors, and at those responsible for training establishments and for training planning and career guidance within enterprises
- Partnerships focusing on themes of mutual interest to the participating organisations
- Multilateral projects in particular those aimed at improving training systems by focusing on the transfer of innovation involving the linguistic, cultural and legal adaptation to national needs of innovative products and processes developed in different contexts
- Multilateral projects aimed at improving training systems by focusing on the development of innovation and good practice
- Thematic networks of experts and organisations working on specific issues related to vocational education and training
- Study and preparatory visits for mobility, partnership, project or network activities
- Other initiatives aimed at promoting the objectives of the Leonardo da Vinci Programme ('Accompanying Measures')

What are Leonardo da Vinci actions?

Preconditions

- Leonardo da Vinci Mobility Certificate

Actions

- LEONARDO DA VINCI Preparatory Visits
- LEONARDO DA VINCI IVT (Initial Vocational Training)
- LEONARDO DA VINCI PLM (People in the Labour Market)
- LEONARDO DA VINCI VETPRO (VET Professionals)
- LEONARDO DA VINCI Partnerships
- LEONARDO DA VINCI Transfer of innovation
- LEONARDO DA VINCI Development of innovation
- LEONARDO DA VINCI Networks
- LEONARDO DA VINCI Accompanying measures

⁵ In arranging or supporting the organisation of such mobility, the necessary preparatory measures, including language preparation, have to be adopted and care has to be taken to ensure that adequate supervision and support is available for people in mobility.

GRUNDTVIG

What are the aims?

Specific objectives

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

Operational objectives

- To improve the quality and accessibility of mobility throughout Europe of people involved in adult education and to increase its volume, so as to support the mobility of at least 7.000 of such individuals per year by 2013
- To improve the quality and to increase the volume of co-operation between organisations involved in adult education throughout Europe
- 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
- To facilitate the development of innovative practices in adult education and their transfer, including from one participating country to another
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To improve pedagogical approaches and the management of adult education organisations

Who can participate?

- Adult learners
- Institutions and organisations providing adults with learning opportunities, whether of a formal, non-formal or informal nature
- Teachers and other staff within those institutions or organisations
- Establishments involved in the initial or further training of adult education staff
- Associations and representatives of those involved in adult education, including learners' and teachers' associations
- Bodies providing guidance, counselling and information services relating to any aspect of adult education
- Persons and bodies responsible for systems and policies concerning any aspect of adult education at local, regional and national level
- Research centres and bodies concerned with adult education issues
- Enterprises
- Not-for-profit organisations, voluntary bodies, non-governmental organisations (NGOs)
- Higher education institutions concerned with adult education

What types of activity?

The following actions are supported by the Grundtvig Programme:

- Mobility of individuals⁶, which comprises in-service training, visits, assistantships and exchanges for adult education staff, as well as various opportunities for adult learners including attendance at Grundtvig Workshops and participation in Learning Partnerships and Senior Volunteering Projects under the Grundtvig Initiative for Volunteering in Europe for Seniors ("GIVE")
- Partnerships focusing on themes of mutual interest to the participating organisations ("Learning Partnerships")
- Multilateral projects aimed at improving adult education systems through the development and transfer of innovation and good practice
- Thematic networks of experts and organisations ('Grundtvig Networks') working in particular on:
 - Developing adult education in the discipline, subject area or management aspect to which they relate
 - Identifying, improving and disseminating relevant good practice and innovation
 - Providing content support to projects and partnerships set up by others and facilitating interactivity between such projects and partnerships
 - Promoting the development of needs analysis and quality assurance within adult education
- Preparatory visits: a mobility grant to enable a representative from an institution either to attend a contact seminar or a meeting with prospective partners
- Other initiatives aimed at promoting the objectives of the Grundtvig Programme ('Accompanying Measures').

What are GRUNDTVIG actions?

- GRUNDTVIG Preparatory Visits
- GRUNDTVIG Visits and Exchanges for adult education staff
- GRUNDTVIG Assistantships
- GRUNDTVIG In-Service training for adult education staff
- GRUNDTVIG Workshops
- GRUNDTVIG Learning Partnerships
- GRUNDTVIG Senior Volunteering Projects
- GRUNDTVIG Multilateral projects
- GRUNDTVIG Multilateral networks
- GRUNDTVIG Accompanying measures

⁶ In arranging for or supporting the organisation of such mobility, the necessary preparatory measures should be adopted and care taken to ensure that adequate supervision and support is available for people in mobility.

TRANSVERSAL PROGRAMME

What are the aims?

Specific objectives

- To promote European cooperation in fields covering two or more sub-programmes
- To promote the quality and transparency of Member States' education and training systems

Operational objectives

- To support policy development and cooperation at European level in lifelong learning, notably in the context of the new strategic framework for cooperation in the field of education and training (E&T 2020)⁷, as well as the Bologna and Copenhagen processes and their successors to contribute to the priorities and headline targets of Europe 2020
- 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
- To promote language learning and support linguistic diversity in Member States
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- To ensure that the results of the Lifelong Learning Programme are appropriately recognised, demonstrated and implemented on a wide scale

Please note:

One of the eligibility criteria for the Transversal Programme is that all proposals should cover two or more educational sectors. Some exceptions apply to Key Activity 1 "Policy Cooperation and Innovation in Lifelong Learning" and to Key Activity 4 "Dissemination and Exploitation of Results and Exchange of Good Practice". For details please consult the action-specific *fiches* in Part IIB of this Guide.

If the proposal is only covering one sector, it should be submitted to the related sectoral sub-programme. If, for instance, a proposal aims at developing language learning materials to be used by school education students (target group) then it should be submitted to Comenius.

If however the proposal covers two or more educational sectors, and deals with languages or ICT, it is eligible to be submitted to the relevant Key Activity under the Transversal Programme. In the case where a proposal cuts across more than one educational sector and its target groups belong as well to more than one educational sector, then the proposal should be submitted to one of the Key Activities of the Transversal Programme.

⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: An updated strategic framework for European cooperation in education and training. COM(2008) 865 final: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0865:FIN:EN:PDF>

POLICY CO-OPERATION AND INNOVATION IN LIFELONG LEARNING (KEY ACTIVITY 1)

What types of activity?

The following actions are supported by the key activities of policy cooperation and innovation in lifelong learning:

- Individual mobility including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance and experience in accreditation services, and for social partners
- Multilateral projects aimed at preparing and testing policy proposals developed at the EU level and innovation in lifelong learning
- Multilateral projects to develop lifelong learning measures for Roma integration joining-up educational and other measures to raise the participation and the attainment levels of Roma students in general education and VET
- Multilateral Networks aiming at awareness-raising and dissemination activities regarding the most successful experiences in joining up educational measures and other policy measures for the social integration of Roma children and students in order to raise their school attainment levels.
- Multilateral cooperation networks of experts and/or institutions working together on policy issues. Such networks may include:
 - Thematic networks working on issues related to the content of lifelong learning or to lifelong learning methodologies and policies. Such networks may observe, exchange, identify and analyse good practice and innovation, and make proposals for a better and wider use of such practices across the Member States
 - Fora on strategic issues in lifelong learning
- Observation and analysis of policies and systems in the field of lifelong learning, which may include:
 - Studies and comparative research
 - Development of indicators and statistical surveys, including support for work undertaken in the field of lifelong learning in cooperation with Eurostat
 - Support for the operation of the Eurydice network and funding of the Eurydice European Unit set up by the Commission
- Action to support transparency and recognition of qualifications and competences including those acquired through non formal and informal learning, information and guidance on mobility for learning purposes, and cooperation in quality assurance, which may include:
 - Networks of organisations which facilitate mobility and recognition, such as Euroguidance and National Academic Recognition Information Centres (NARICs)
 - Support for transnational web-based services such as Ploteus
 - Activities under the Europass initiative in accordance with Decision 2241/2004 of the European Parliament and of the Council adopting a single framework for the transparency of qualifications and competences
- Other initiatives ('Accompanying Measures') including peer-learning activities aimed at promoting the objectives of the key activity



Several of these actions of the "Policy cooperation and innovation in Lifelong Learning" key activity are addressed to specified bodies, institutions or organisations, and they are not covered by the general call for proposals. They are subject to separate calls for proposals or other arrangements addressed to the target group in question.

What are Policy Co-operation and Innovation in Lifelong Learning actions?

- KA1 Study Visits for Education and Vocational Training Specialists and Decision Makers
- KA1 Roma Multilateral Projects
- KA1 Networks
- KA1 Roma Networks

LANGUAGES (KEY ACTIVITY 2)

What types of activity?

The following actions, designed to address teaching and learning needs concerning more than one sub-programme area, may be supported under the key activity of language learning:

- Multilateral projects aimed, inter alia, at:
 - Promotion of language awareness and access to language learning resources
 - Developing new language learning materials, including online courses, and instruments for language testing
- Networks in the field of language learning and linguistic diversity. Networks should have the potential to contribute to long-term changes in the education systems by supporting the exchange of information about innovative techniques and good practices, especially among decision makers and key education professionals.
- Other initiatives in line with the objectives of key activity including dissemination and exploitation conferences and events bringing together projects, specific communities and relevant stakeholders ('Accompanying Measures')

What are Language actions?

- KA2 Multilateral projects
- KA2 Multilateral networks
- KA2 Accompanying measures

DEVELOPMENT OF INNOVATIVE ICT-BASED CONTENT, SERVICES, PEDAGOGIES AND PRACTICE FOR LIFELONG LEARNING (KEY ACTIVITY 3)

What types of activity?

The following actions, designed to address teaching and learning needs concerning more than one sub-programme area, are supported under the key activity of ICT:

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

What are ICT actions?

- KA3 Multilateral projects
- KA3 Multilateral networks

DISSEMINATION AND EXPLOITATION OF RESULTS AND EXCHANGE OF GOOD PRACTICE (KEY ACTIVITY 4)

What are the aims?

A prime objective of the Key Activity 4 "**Dissemination and Exploitation of results**" is to help to creating a framework for effective exploitation of results of the Lifelong Learning Programme at local, sectoral, regional, national and European levels, in synergy with communication activities. The actions funded under this key activity supplement the actions on dissemination and exploitation of specific results within the sectoral programmes and other key activities.

What types of activity?

The following actions, intended to create a framework for the effective exploitation of the results of the Lifelong Learning Programme at sectoral, regional, national and European levels, are proposed under the key activity of dissemination and exploitation of results:

- Multilateral projects aimed, inter alia, at:
 - Developing modern, interactive, web-based Communities of Practice to foster dialogue between projects beneficiaries and users, including decision makers, around specific themes and priorities addressed by the LLP actions of the last years, including the definition of indicators for measuring performance and output of the activities.;
 - cross-programme actions promoting the exploitation of results at European level (by sector, theme, user group...); and
 - the promotion of theme-based, targeted information.
 - Assessment of exploitation activities already carried out, in particular best practices where project results have successfully influenced decision makers leading to sustainable and systemic impact.

How do activities under KA4 fit with dissemination and exploitation activities elsewhere in the LLP?

The actions funded under this Key Activity are intended to complement and support the dissemination and exploitation of specific project results integrated within the four sectoral programmes and the other transversal Key Activities; and the activities funded under Accompanying Measures within the four sectoral programmes and Key Activity 2 Languages. The projects funded under this Key Activity should therefore focus on creating systems and mechanisms to support the dissemination and exploitation of results, as well as promoting the exploitation of cross-cutting and EU-level exploitation actions.

What are Dissemination and Exploitation actions?

- KA4 Multilateral projects

JEAN MONNET PROGRAMME

What are the aims?

Specific objectives

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

Operational objectives

- To stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the EU
- To enhance knowledge and awareness among specialists academics and among European citizens generally of issues relating to European integration
- To support key European institutions dealing with issues relating to European integration
- To support the existence of high-quality European associations and institutions active in the fields of education and training

Who can participate?

- Higher education institutions within and outside the EU as recognised within their own countries
- Associations of professors and researchers concerned with the study of the European integration process within and outside the EU
- European Associations active at European level in education and training

What types of activity?

The following actions are supported by the 'Jean Monnet Programme':

Key activity 1: Support for teaching, research and reflection on European integration at the level of higher education institutions world-wide (Jean Monnet Action):

- Unilateral projects, which may include:
 - Jean Monnet Chairs, centres of excellence and teaching modules
 - Associations of professors, other teachers in higher education, and researchers specialising in European integration
 - Support for researchers deepening their research at a host university in another country (not available)
 - Information and research activities relating to the EU with the aim of promoting discussion, reflection and knowledge about the process of European integration and Information and research activities for Learning EU at School

- Multilateral projects and networks which may include support for the establishment of multilateral research groups in the field of European integration.

Key activity 2: Operating grants to support certain operational and administrative costs of the following institutions pursuing an aim of European interest:

- The College of Europe (Bruges and Natolin campuses)
- The European University Institute (Florence)
- The European Institute of Public Administration (Maastricht)
- The Academy of European Law (Trier)
- The European Agency for Development in Special Needs Education (Odense)
- The International Centre for European Training – CIFE (Nice)

Key activity 3: Operating grants to support certain operational and administrative costs of European associations active in the fields of education and training. These beneficiaries are selected following a separate call for proposals

What are the Jean Monnet actions?

- JEAN MONNET Chairs
- JEAN MONNET Chairs Ad Personam
- JEAN MONNET Centres of Excellence
- JEAN MONNET Teaching Modules
- JEAN MONNET Information and research activities
- JEAN MONNET Information and research activities for learning EU at school
- JEAN MONNET Associations of Professors and Researchers specialising in European Integration
- JEAN MONNET Multilateral Research groups
- JEAN MONNET European associations active in education and training