



European Union Programmes Agency
Lifelong Learning Programme
36, Old Mint Street
Valletta VLT 1514 - Malta

tel +356 2558 6130

email llp.eupa@gov.mt

web www.llp.eupa.org.mt



Education and Culture DG

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lifelong

learning programme



lifelong learning programme

The **Lifelong Learning Programme** supports learning opportunities from childhood to old age in every single life situation.

It has a budget of €6,970 million for the period 2007-2013, and is the successor

of the former Socrates, Leonardo da Vinci and eLearning programmes.

Grants and subsidies are awarded to projects and activities that foster interchange, promote bilateral and multilateral partnerships, foster

transnational mobility of individuals and promote quality in education and training systems throughout Europe.

The **Lifelong Learning Programme** is built on **four pillars**, or sectoral programmes:

1. The **Comenius** sectoral programme provides opportunities for schools and colleges (pre-school and school education up to the level of and including the end of upper secondary education) to introduce or strengthen the European dimension in their curriculum.

2. The **Erasmus** sectoral programme for students, scholars, lecturers, professors and general administrative staff in higher education institutions (HEIs). It promotes transnational cooperation among universities and enterprises for student and staff mobility to work and study across Europe.

3. The **Leonardo da Vinci** sectoral programme aims to build a skilled workforce across Europe. It encourages the setting up of partnerships to exchange best practice, to increase the expertise of staff and develop the skills of learners.

4. The **Grundtvig** sectoral programme aims to strengthen the European dimension in adult education and lifelong learning across Europe. It offers opportunities to adult education organisations, providers and learners to set up partnerships, training courses and promote personal development.

These four pillars are joined by a '**transversal programme**', which pursues 4 key activities¹:

1. **Policy cooperation and innovation (KA1)**

- European Qualifications Framework (EQF)
- Europass
- Euroguidance
- Study Visits

2. **Languages (KA2)**

3. **Information and communication technologies - ICT (KA3)**

4. **Dissemination and exploitation of results (KA4)**

¹ The EUPA is responsible for the management of a few activities under KA1, namely, the national Euroguidance Centre and activities pertaining to the Study Visits initiative.



comenius

Covering pre-school through to upper secondary school, the **Comenius** sectoral programme seeks to develop understanding of and between various European cultures through exchanges and cooperation between schools in different countries – these experiences foster personal development, skills and competences, and cultivate the

notion of European citizenship.

Comenius addresses the educational community in its broadest sense, including local authorities, parents associations or teacher training institutes.

Comenius aims to boost the quality of school education, strengthen its

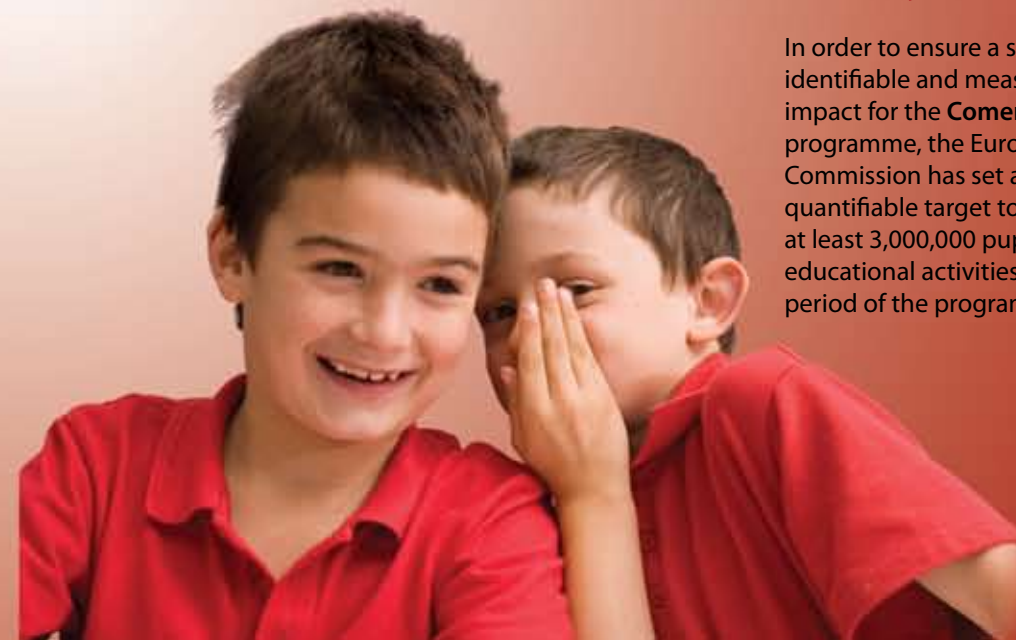
European dimension and promote mobility, language learning and greater inclusion. It supports partnerships between schools in thematic fields of common interest and multilateral projects to develop new pedagogical methods or curricula. It also funds education networks, as well as the on- and off-line twinning between schools.

What activities can one apply for?

- **School Partnerships**
Working with other schools across Europe can bring learning alive for pupils and school staff. School Partnership projects can take the form of a bilateral partnership or a multilateral partnership.
- **In-service Training Courses**
Gives the opportunity to teachers to improve their skills inside or outside the classroom context by attending a training course in another participating country.
- **Assistantships (Sending/Hosting)**
Becoming a Comenius assistant could help one decide if teaching is the career for him/her. A school or college could send or host an assistant to help develop the European dimension in the curriculum.
- **Comenius Regio Partnerships**
Comenius Regio Partnerships help the participating regions to develop and exchange best practice, to develop tools for sustainable cooperation across borders, to strengthen the European dimension in school education and to offer European learning experiences to teachers and pupils and those responsible for administering school systems.

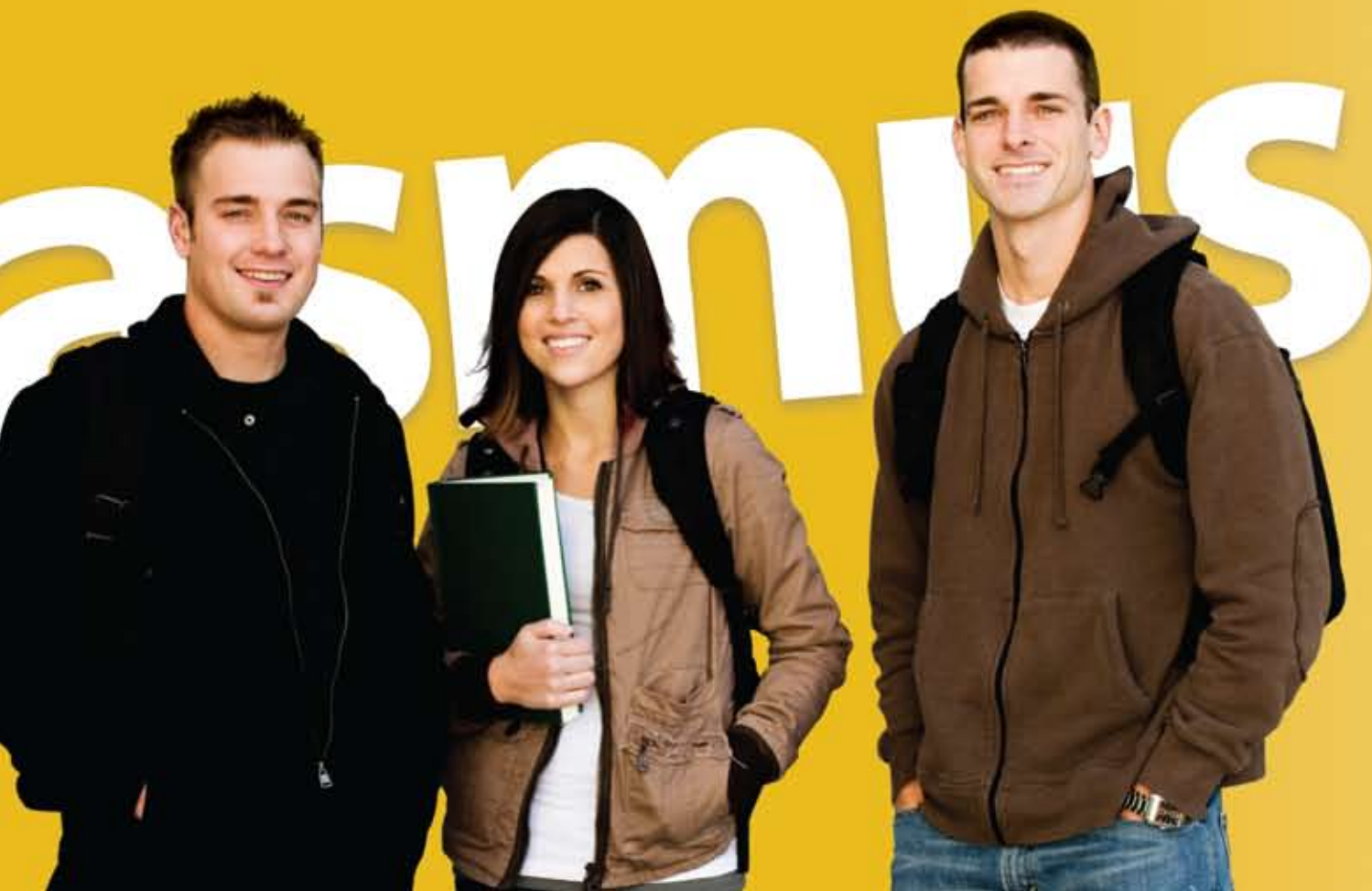
The way forward...

In order to ensure a significant, identifiable and measurable impact for the **Comenius** sectoral programme, the European Commission has set as a quantifiable target to involve at least 3,000,000 pupils in joint educational activities, over the period of the programme.



comenius

erasmus



The **Erasmus** sectoral programme supports the creation of a European Higher Education Area (EHEA) through increased mobility. Together with an enriched study experience, **Erasmus** also provides exposure to different cultures.

In addition to students, **Erasmus** also targets scholars, lecturers, professors and general administrative staff involved in higher education. Through a Higher Education Institution (HEI) which holds an Erasmus University Charter (EUC) **Erasmus** can be relevant also for associations, research centres, counselling organisations, enterprises, social partners and stakeholders, as well as public and private bodies providing education and training at local, regional and national levels.

Erasmus supports actions in the fields of mobility (period of study or placement abroad for students as well as teaching assignments and staff training), Intensive Programmes (IPs) and Erasmus Intensive Language Courses (EILC).

How may one participate?

Students willing to participate in the **Erasmus** sectoral programme must be full-time registered students enrolled in a participating HEI which holds an Extended/Erasmus University Charter.

Students can apply with their HEI either for a Student Mobility Studies period where a student spends a minimum of three months studying at another HEI holding an EUC or for a Student Mobility Placement period where a student spends a minimum of three months working in another HEI holding an EUC or enterprise.

Scholars, lecturers and professors may receive grants for Teaching Assignments where they undergo a period of teaching at the host university for a minimum of five teaching hours and a maximum of six weeks. Grants for Staff Training are also available for scholars, lecturers, professors as well as general administrative staff to spend a period of training in another HEI holding an EUC or enterprise.

HEI students and teachers have the possibility of participating in Intensive Programmes (IP) under the **Erasmus** sectoral programme. These are short programmes of study which can either be a one-off activity or repeated over a limited number of years (maximum three years). It is important that the ratio of staff to students must be such as to guarantee active classroom participation and to promote an element of curricular development in the implementation of the IP.

Erasmus Intensive Language Courses (EILC) are also part of the **Erasmus** sectoral programme. EILC are specialised courses in the less widely known languages of the participating countries.

The way forward...

In order to ensure a significant, identifiable and measurable impact for the **Erasmus** sectoral programme, the European Commission has set as a quantifiable target to contribute to the achievement by 2012 of 3,000,000 individual participants in student mobility under the present programme and its predecessors.

In Malta three HEIs are participating in the **Erasmus** sectoral programme: the University of Malta, MCAST and ITS. The EUPA would like to encourage other HEI's to start participating in the **Erasmus** sectoral programme.

leonardo da vinci



The **Leonardo da Vinci** sectoral programme focuses on the teaching and learning needs of those involved in vocational education and training (VET). It aims to strengthen the competitiveness of the European labour market by helping European

citizens to acquire new skills, knowledge and qualifications. It also supports innovation and improvements in vocational education and training systems and practices, as well as efforts to make them more attractive to potential users.

Leonardo da Vinci is open to the entire spectrum of subjects covered by vocational education and training. It supports the transfer of knowledge, innovation and expertise between all key actors in this domain.

What activities can one apply for?

Leonardo da Vinci funds a wide-range of actions:

- **Transnational Mobility Projects**

It addresses trainees in initial vocational training (IVT), people available on the labour market (PLM) and professionals in vocational education and training (VETPRO), as well as organisations active in these fields.

As an employer one may:

- organise work experience for one's trainees or employees;
- help those looking for work gain new skills.

This action aims to improve the skills of the workforce. One can apply to send individuals to another participating country. Grants contribute to project management, travel costs, living expenses and costs related to the preparation of beneficiaries.

- **Leonardo da Vinci Partnerships**

Leonardo da Vinci Partnership projects are designed to allow organisations from across Europe to work together in a small scale cooperation activity. Partners work on a specific topic or theme and are able to visit each other to share their experiences and practices. The funding provided allows partners to meet, find out about each other's organisations and working practices, and share expertise on the theme.

- **Transfer of Innovation Projects**

This action is designed to adapt existing innovative practice to new settings through working with transnational partners. ToI projects aim to:

- adapt innovative content (including from previous projects);
- produce tangible products;
- transfer the results to new contexts (e.g. target groups, sectors, countries);
- integrate the lessons learned into vocational education and training systems at regional, national or European level, into sectoral training systems and practices, or into companies.

Dissemination and exploitation of results is a key feature of ToI projects. It is also important that one involves the respective target groups and the end-beneficiaries in developing and delivering the project.

The way forward...

The European Commission aims 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 2013.

grundtvig

The **Grundtvig** sectoral programme seeks to respond to the challenges raised by the necessity to update knowledge and to provide adults with pathways to improve their know-how and competences, as they progress through life so that they can adapt to changes in the labour market and society.

Grundtvig focuses on all forms of non-vocational adult and continuing education. It is targeted at learners, teachers, trainers and other staff in adult education and the educational institutions, organisations and other bodies offering and facilitating such learning opportunities. Adult education associations, counselling and information services, policy organisations, NGOs, enterprises, research centres and higher education institutions can work together through transnational partnerships, European projects and networks. Those involved in adult education can also take part in mobility activities.

Grundtvig is open to:

- all persons aged 25 years and over;
- persons aged between 16 and 24 may also be eligible to participate provided that they are school-leavers, and thus they are not enrolled in formal education.

What activities can one apply for?

- **In-service Training Courses**
Gives the opportunity for eligible persons to attend a structured training course, a European conference or seminar on adult education or undertake a period of job-shadowing in another participating country.
- **Partnership Projects**
Partnership projects are about co-operation and exchange of information at a European level. Partnership projects are aimed to promote working with partners from across Europe to share practices, discuss problems and compare solutions on a particular topic. Partnership projects can be on any topic in adult education and can examine non-formal and informal learning as well as formal learning.
- **Visits and Exchanges**
Present or future staff working in the field of adult education may undertake a work-related visit to an institution in a participating country to gain a broader understanding of adult learning in Europe, to improve their practical teaching/coaching/management skills and/or support the work of the host organisation by providing expertise in the area of teaching, management or other related activities.

- **Assistantships (Sending)**
Assistantships grants for young adult educators provides people who are starting to work in the field of adult education with the possibility to gain practical experience.
- **Workshops**
This initiative allows for the organisation of workshops (learning events and seminars) and participation of adult learners in workshops taking place in countries participating in the LLP. Workshops bring together individual or small groups of learners (10 to 20 individuals) from several countries for an innovative multinational learning experience relevant to their personal development and learning needs.
- **Senior Volunteering Projects**
The Grundtvig Initiative on Volunteering in Europe for Seniors (GIVE) provides annual grants to support Senior Volunteering Projects between local organisations located in two countries participating in the LLP. This initiative provides an opportunity for senior citizens to learn, share knowledge and experience – and to “give” – in a European country other than their own.

The way forward...

Through the **Grundtvig** sectoral programme the European Commission aims to support the mobility of 7,000 individuals involved in adult education per year by 2013.

gru



transversal

The **Transversal** programme supports education and training of organisations and individuals in the areas of policy, languages, ICT and dissemination. The European Union Programmes Agency (EUPA) is responsible for the management and implementation of the following activities in Malta, which fall under Key Activity 1:

Euroguidance

The **Euroguidance** centre in Malta forms part of a contact network with other **Euroguidance** centres in Europe and secures the exchanging of careers information between national and European guidance services.

The **Euroguidance** centre answers individual queries and provides details of existing and innovative practice between European guidance services. It aims to promote all updates related to good practice and developments in European career guidance, supports research in vocational guidance, gathers and disseminates information regarding innovative practices in career guidance.

www.euroguidance.net

PLOTEUS

PLOTEUS is the portal on learning opportunities throughout the European Space. **PLOTEUS** aims to help students, job seekers, workers, parents, guidance practitioners and teachers to access information on studying and training in Europe as well as EU-funded opportunities relevant to their learning needs.

<http://europa.eu.int/ploteus/portal/home.jsp>

Study Visits

The **study visits** initiative is one of the key actions of the **Transversal** programme within the **Lifelong Learning Programme**. A **study visit** is a short-term visit of three to five days for a small group of specialists and decision-makers representing various groups in education and vocational training. The group normally consists of 10 to 15 participants and is hosted in an EU member state/ participating country.

Study visits provide a forum for discussion, exchange and learning on themes of common interest and on European and national priorities. By exchanging innovative ideas and practices, participants promote the quality and transparency of their education and training systems. Furthermore, during a **study visit** participants have an opportunity to establish professional contacts that might potentially be used for developing new projects and creating networks.

<http://studyvisits.cedefop.europa.eu/>



european language label

The **European Language Label** has two main aims. The first is to encourage new initiatives in the field of language teaching and learning. The second is to let teachers and learners know about such initiatives, and to inspire them to adapt the ideas and techniques concerned to their own situation.

The European Language Label Award is designed to recognise creative ways to improve the quality of language teaching, motivate students, and make the best of available resources. Award-winning initiatives serve as a potential source of inspiration for projects in other contexts, languages and even other countries.



preparatory visits

A **preparatory visit** may be used to assist organisations prior to submitting projects under Comenius, Erasmus, Leonardo da Vinci and Grundtvig to:

- attend a contact-making seminar to meet potential project partners;
- start building the personal relationships on which a successful partnership is built;
- start filling in a proposal for funding;
- get to know the partner institutions, their systems and work-culture;

- discuss the work plan, the roles and tasks of the co-ordinating institution and the partner institutions, the language(s) to be used, and start planning the intended mobilities/ partner meetings.

Preparatory visits take place prior to the submission of a proposal for funding. The **preparatory visit** must take place at the institution of one of the participating countries, who acts as the host for planning and discussing the topic chosen by the partnership.