

# Lifelong Learning Programme *Infodays*

November 2010

## Comenius





## 21st CENTURY SCHOOLS





## EDUCATION AND TRAINING 2020

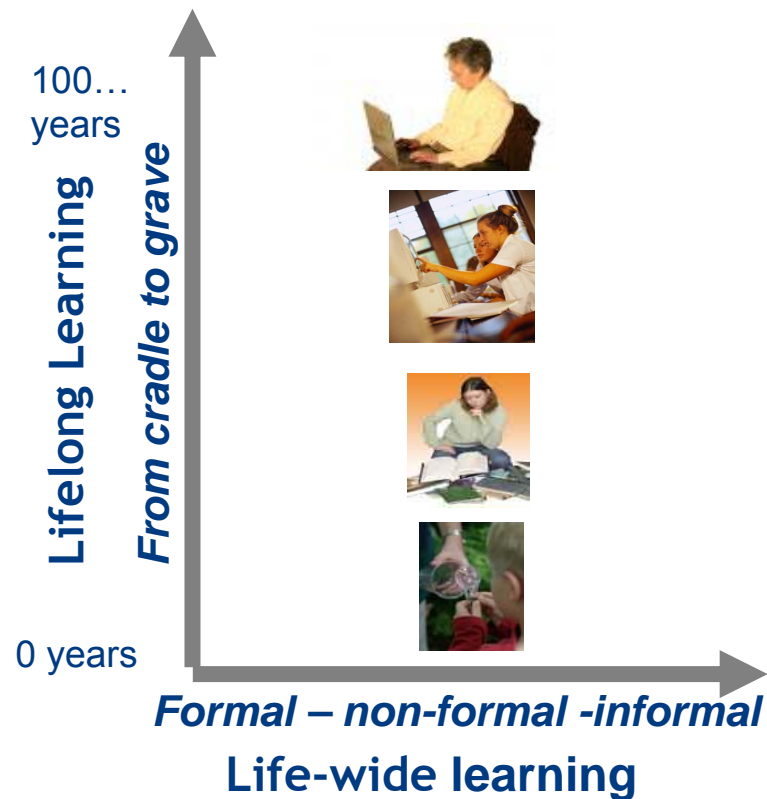
The new strategic framework identifies four long term strategic objectives:

- Making **lifelong learning** and **mobility** a reality;
- Improving the **quality** and efficiency of education and training;
- Promoting **equity**, **social cohesion** and **active citizenship**;
- Enhancing **creativity** and **innovation**, including **entrepreneurship**, at all levels of education and training.





# LIFELONG, LIFE-WIDE LEARNING?



## Quality of education?

A) *Right competences for all individuals:*

- *Personal fulfilment*
- *Social inclusion / citizenship*
- *Employability/careers*

B) *Right competences for the society & the world of work:*

- *Innovation; creativity*

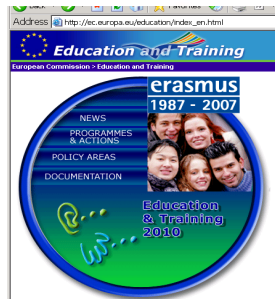
C) *Equity (access - treatment - outcomes)?*





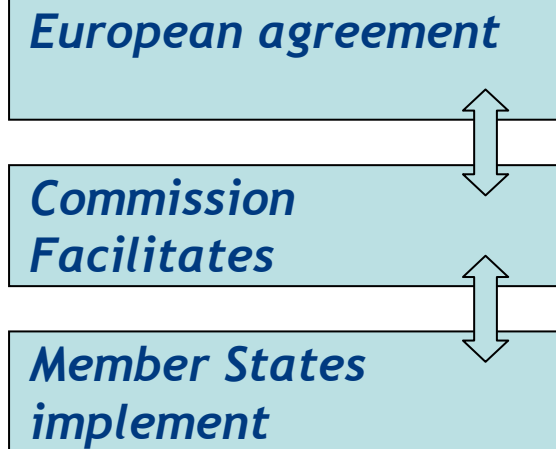
The five benchmarks for 2020	Situation 2007	2020 Target	Trend
Adult participation in lifelong learning	9.7%	15%	+
Low achievers in basic skills (reading, mathematics and science)	R: 24.1 M: 25.6 S: 21.3 (2006)	15%	-
Tertiary level attainment	29.9%	40%	+
Early school leaving	14.8%	10%	+
Early childhood education -new definition-	90.0%	95%	+





# EDUCATION AND TRAINING 2010 WORK PROGRAMME

1. Where are we?
  - Data, indicators, analysis
2. Where do we want to go?
  - Objectives, benchmarks
3. How do we get there?
  - Recommendations,
  - Reference tools,
  - Learning from good practice
  - Lifelong Learning Programme



**Goal: “Comprehensive lifelong learning strategies”**





## ‘EUROPEAN COOPERATION ON SCHOOLS’ THREE AREAS FOR JOINT WORK:

<i>Focus on competences</i>	<i>High quality learning for all</i>	<i>Teachers and school staff</i>
Key competences Literacy/numeracy Learning to Learn Personalised learning Assessment	Early learning Education of migrants Early school leaving Special needs School development: ‘learning communities’	Teacher competences and qualifications School leadership

[http://ec.europa.eu/education/lifelong-learning-policy/doc1130\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc1130_en.htm)





## RECOMMENDATION ON KEY COMPETENCES FOR LIFELONG LEARNING

A Key Competence is a combination of.....  
And that serves for...



Knowledge

Skills

Attitudes

Personal fulfilment

Social inclusion &  
active citizenship

Employment

[http://ec.europa.eu/education/school-education/doc830\\_en.htm](http://ec.europa.eu/education/school-education/doc830_en.htm)








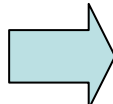
## KEY COMPETENCES

Competences  
overlap & interlock

Underpinned by ...

implications for...

- 
- ✓ *Mother tongue*
  - ✓ *Foreign languages*
  - ✓ *Math & science*
  - ✓ *Digital*
  - ✓ *Learning to learn*
  - ✓ *Mother tongue*
  - ✓ *Social & civic*
  - ✓ *Entrepreneurship*
  - ✓ *Cultural awareness*

- 
- ✓ Critical thinking
  - ✓ Creativity
  - ✓ Initiative taking
  - ✓ Problem solving
  - ✓ Risk assessment
  - ✓ Decision taking
  - ✓ Managing feelings...

School curricula?  
Learning  
environment?  
Teacher  
education &  
professional  
development?





# Teachers are lifelong learners, too!

INITIAL - INDUCTION - CONTINUING

level of  
qualification;  
theory / practice;  
core skills

An opportunity!  
Personal, social,  
professional  
development by  
Mentoring  
Peer support;  
Expertise  
Self-reflection

What learning  
needs?  
Most effective  
means?  
Links to school  
development?





## SCHOOL EDUCATION: EQUIPPING A NEW GENERATION

The European Commission helps EU Member States to work together to develop their school education systems

The screenshot shows the header of the European Commission Education & Training website. It features the European Commission logo and the text "Education & Training". A navigation menu includes "Contact", "Search", "Legal notice", and "English (en)". Below the header, there is a breadcrumb trail: "European Commission > Education & training > School education > Teacher education". A banner image shows four students in front of a chalkboard with mathematical formulas. At the bottom, there are icons for various policy areas: Education & culture DG, Education & training, Youth, Culture, Multilingualism, Citizenship, and Sport, along with accessibility icons for printing and font size.

[http://ec.europa.eu/education/lifelong-learning-policy/doc64\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc64_en.htm)



## COMENIUS' AIMS

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





## OPERATIONAL OBJECTIVES 1/2

- (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 number of **partnerships** between schools in different Member States;
- (c) to encourage the learning of **modern foreign languages**;





## OPERATIONAL OBJECTIVES 2/2

- (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 MULTILATERAL PROJECTS 2011

Priority 1: School development, leadership and links with the world of work

Priority 2: Development of approaches to teaching and learning

Priority 3: Support to literacy and “transversal key competences”

Priority 4: Reducing early school leaving, improving the learning of students with migrant background and promoting gender equality and inclusive approaches to learning





## PRIORITIES FOR NETWORKS 2011

Priority 1: Supporting **entrepreneurship** and links with the world of work

Priority 2: Support to making **science education** more attractive

Priority 3: Development of Pre-school and Early Childhood Education and care (**ECEC**) provision

Priority 4: Development of **Special needs Education (SEN)** towards inclusion of all young people, in particular those with disabilities







## PRIORITIES FOR ACCOMPANYING MEASURES

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





## DECENTRALISED ACTIONS - *National Agencies*

### Partnerships:

- ✓ Comenius School Partnerships
- ✓ Comenius Regio Partnerships

### Mobility of individuals:

- ✓ Preparatory visits
- ✓ In-Service Training
- ✓ Comenius Assistantships
- ✓ Individual Pupil Mobility





## Multilateral Projects





## Multilateral Projects (1/2)

- To improve the initial or in-service training of staff in School Education
- To develop strategies or exchange experiences
- To improve the quality of teaching and learning in the classroom

*They may include projects aimed at achieving 3 types of objectives:*





## Multilateral Projects (2/2)

- (I) developing, promoting and disseminating educational best practices, including new teaching methods or materials;
- (II) developing or exchanging experience on systems of providing information or guidance particularly adapted to the learners, teachers and other staff concerned by the Comenius programme;
- (III) developing, promoting and disseminating new teacher training courses or course content;





## Participants:

Typically educational staff training institutes, universities, schools, associations, bodies involved in guidance and counselling, educational authorities...

Minimum number of eligible countries: 3 (at least 1 from an EU Member State)

## Duration:

Max. 3 years

**Selection:**  
By the Executive Agency

## Maximum grant:

150 000 € per year and  
in any case 300.000 €  
(even for a project of 3 years)



# Comenius Multilateral Networks





## What are the Comenius Networks for?

- (I) developing education in the discipline or subject area in which they operate, for their own benefit and for that of education more widely;
- (II) acquiring and disseminating relevant good practice and innovation;
- (III) providing content support to projects and partnerships set up by others;
- (IV) promoting the development of needs analysis and its practical applications within school education;







## What are the Comenius Multilateral Networks for?

- They are designed to promote European cooperation and innovation in specific thematic areas of particular importance to School Education
- They constitute a forum and a platform for players in the field of School Education





## As a minimum

Each Network will be expected to:

- 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 Comenius with full information about the network’s events and activities
- Organise an annual meeting of Comenius projects working in the thematic area of the network.

This meeting can be in the form of an open seminar or conference, combining several objectives of the network.





## Participants:

At least one organisation from each of six different countries, at least one from an EU Member State. The co-ordination of a Comenius network must be undertaken by an institution with a strong organisational base (a public authority, a higher education institution, a teacher training institution, a research centre etc).

## Duration:

up to 3  
years

## Selection:

By the  
Executive  
Agency

**Maximum grant: 150 000 € per year**

**Up to 450.000 € (for 3 years)**





## Comenius Accompanying measures

- Activities not eligible under the main Actions,
- Dissemination activities, conferences, seminars, campaigns, exchange of experiences...

Partnership	min. 1 partner
Duration	max. 1 year
Grant	up to 150.000 €
Selection	by the Executive Agency





## Calendar

	<i>Deadline for submission</i>	<i>Information on the results</i>	<i>Sending agreement</i>	<i>Indicative starting date</i>
<b>Multilateral Projects, Multilateral Networks, Accompanying Measures</b>	28/02/11	June	September	October





## Useful figures for 2011

- **Expected number of co-funded projects (indicative): 48**

37 MPs, 7 Networks, 4 Accompanying Measures.

- **Funds available :**

9 700 000 € for MPs, 3 150 000 € for Networks,  
550 000 € for Accompanying Measures.





## 9 Award Criteria

- Relevance
- Quality of the Work Programme
- Innovative character
- Quality of the consortium
- European added value
- The cost-benefit ratio
- Impact
- Quality of the valorisation plan (dissemination and exploitation of results)
- Participation of organisations from third countries (where applicable)





## 2010 Selection overview

Applications received 215 (179 CMP + 21 CNW + 15 CAM)

Applications approved 44 (33 CMP + 7 CNW + 4 CAM)

- **Main topics covered by approved CMP:**

- Supporting transversal key competences (18)

- Digital educational content and services (12)

- Language learning and linguistic diversity (8)

- Improving Reading literacy (5)

- **Thematic areas covered by approved CNW:**

- Science education, Early school leaving, Early childhood education, Special needs, entrepreneurship and the world of work, developing digital learning environment for the acquisition of key competences.







## 2010 Selection overview

### Ineligibility:

Only one proposal ineligible.

- Reason: Insufficient number of countries in the formal partnership





## Main weaknesses concerning Multilateral Projects

- Insufficient participation of schools in formal partnerships
- Insufficient presence of relevant pedagogical aspects in applications





## Main weaknesses concerning Comenius Networks

- Insufficient number of public authorities and schools

Need to continue to promote Comenius Networks more!





## Indicative comments from experts (1)

- **Relevance:**

“The proposal adequately addresses the priority 1 of the Call for Networks.”

“The project focuses on clearly described objectives and details of their content are supplied.”

“Needs are clearly identified.”

“The project focuses on too many aspects.”





## 2010 Selection

### Indicative comments from experts (2)

- **Quality of the Work Programme:**
  - «There is a step by step planning.»
  - « Evaluation is ongoing throughout the project.»
  - « Activities are clearly scheduled. The project will be managed with relevant deadlines.»
  - « It is not convincingly demonstrated to what extent the activities proposed are networking activities.»
  - « An annual report on the state of innovation in the area of activity of this network is not envisaged.»





## 2010 Selection

### Indicative comments from experts (3)

- Innovative character:
  - « The application presents a clear and convincing description of how the project may offer something new to its target public.»
  - « Innovation in this project is to build up a network.»
  - « The application does not demonstrate to which degree school practice would be affected by introducing the solutions proposed.»
  - « The significant added value compared to the previous project should have been outlined in more detail.»





## 2010 Selection

### Indicative comments from experts (4)

- **Quality of the consortium:**
  - «The consortium presents a sufficiently broad scope of complementary skills and expertise.»
  - «The roles and tasks of the applicant (P1) are too dominant.»
  - «The Third country partner is too central thus minimising the capacity of the core consortium.»
  - «Despite the relevant expertise, the lack of institutional diversity is a weakness of the partnership.»
- **European added value:**
  - «Through the project, an innovative practice can be implemented throughout Europe.»
  - «Linguistic issues have been appropriately addressed. The products will be offered in many languages.»





## Indicative comments from experts (5)

- **Cost-benefit ratio:**

- « It seems to be an efficient way of investing money, neither over nor under estimated.»
- « The distribution of staff days among the partners does not have a logical explanation.»
- « The consortium plans to produce/disseminate guidelines but no expenditure is included for printing these.»

- **Impact:**

- « Target groups are clearly identified and calculated realistically.»
- « There is no concrete evidence in which way the main target group is reached.»







## 2010 Selection

### Indicative comments from experts (6)

- **Quality of the Valorisation Plan:**
  - « There is a good strategy for valorisation/exploitation in the network, involving especially existing partnerships, National Agencies and policy makers.»
  - « All partners are involved in a dissemination process.»
  - « Dissemination activities start much too late in the project life.»
  - « The dissemination plan is weak since it is made for the participating countries but not at a European level.»
  - « Comenius projects in the thematic area of the network have not been identified as target group.»





## Multilateral Projects: one example

- Priorities covered: Improving reading literacy/language learning and linguistic diversity
- Objectives: to rethink literacy learning and teaching in the sense of a pedagogy of multiliteracies / to raise language awareness
- Main results: development of a computer software / a manual for teachers
- Partnership: 8 partners; 5 countries involved including 1 Third country
- Beneficiary institution: University
- Duration: 2 years
- Maximum grant: 264 994 €





## Multilateral Networks: one example

- Main thematic area: Development of Special needs education
- Aims: to address challenges posed by immigration and mobility within the EU, to provide pupils with quality education, to make learning in Europe more equitable and attractive reducing early school leaving and improving pupils achievement
- Outcomes: a European platform, training sessions, discussion forums, intercultural exhibitions, analysis, workshops, seminars...
- Partnership: 17 partners; 8 countries involved
- Beneficiary institution: Association
- Duration: 3 years
- Maximum grant: 449 995 €





## Information and contacts

### DG Education and Culture

- Call and annexes: [http://ec.europa.eu/education/llp/doc848\\_en.htm](http://ec.europa.eu/education/llp/doc848_en.htm)
- Comenius: [http://ec.europa.eu/education/comenius/doc859\\_en.htm](http://ec.europa.eu/education/comenius/doc859_en.htm)

### Executive Agency

- <http://eacea.ec.europa.eu/index.htm>
- e-mail: [eacea-info@ec.europa.eu](mailto:eacea-info@ec.europa.eu)
- Helpdesk LLP : [EACEA\\_LLPCOMENIUS@ec.europa.eu](mailto:EACEA_LLPCOMENIUS@ec.europa.eu)
- Compendia can be found at the bottom of this page:  
Projects selected in 1995-2006:  
<http://eacea.ec.europa.eu/static/en/Bots/condocs.htm>  
Projects selected in 2007-2009:  
[http://eacea.ec.europa.eu/llp/results\\_projects/project\\_compendia\\_en.php](http://eacea.ec.europa.eu/llp/results_projects/project_compendia_en.php)
- Results of the selection 2010:  
[http://eacea.ec.europa.eu/llp/funding/2010/selections/selection\\_lifelong\\_learning\\_sub\\_programme\\_2010\\_en.php](http://eacea.ec.europa.eu/llp/funding/2010/selections/selection_lifelong_learning_sub_programme_2010_en.php)

