

Lifelong Learning Programme *Infodays*

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Lifelong Learning Programme Policy context and priorities Call for proposals 2011-2013

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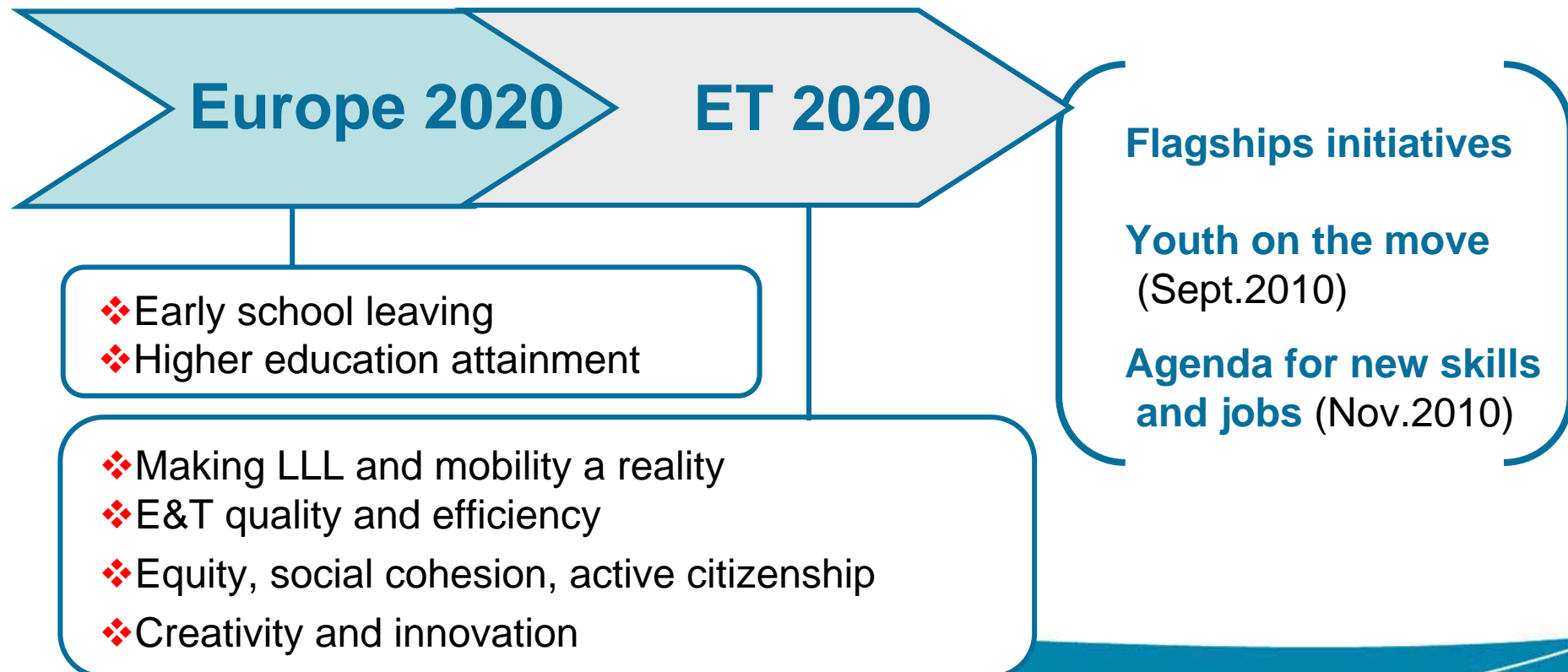
Education and Culture DG

EAC
EA
Education, Audiovisual & Culture
Executive Agency



Policy context

Lifelong Learning Programme (LLP) contributes to **strategies and initiatives:**



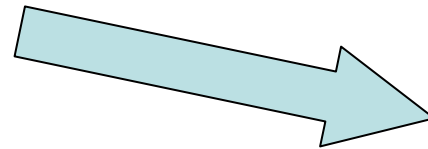


Europe 2020 targets

Early School Leaving

2009

14.4%



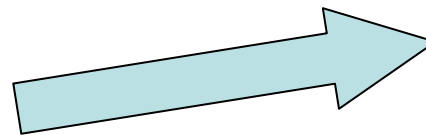
2020

10% at most

Higher Education Attainment (Age 30-34)

2009

32.3%



2020

40% at least





ET 2020 - How to reach its objectives

<p>lifelong learning and mobility</p> <ul style="list-style-type: none">❖ lifelong learning strategies❖ qualifications frameworks❖ Youth on the Move <p>→ mobility for all</p>	<p>quality and efficiency in E&T</p> <ul style="list-style-type: none">❖ New Skills and Jobs❖ high quality of teaching and teacher training❖ more attractive and efficient E&T
<p>equity, social cohesion and active citizenship</p> <ul style="list-style-type: none">❖ high quality of early education❖ inclusive education❖ more targeted support for those at educational disadvantage	<p>innovation and creativity in E&T</p> <ul style="list-style-type: none">❖ transversal key competences❖ partnerships with the world of work (labour market needs)





Youth on
the Move

An initiative of the European Union



- ❖ An EU “flagship initiative” to respond to the **challenges young people face** and to help them succeed in the knowledge economy - adopted 15 September 2010
- ❖ An EU **integrated strategy for young people**, embracing both education/training and employment
- ❖ One of seven “flagships” in the **Europe 2020 strategy** for “smart, sustainable and inclusive growth”





Youth on
the Move

An initiative of the European Union

Why?

- ❖ “Europe’s future depends on its 100 million young people”
- ❖ By 2020, 35% of all jobs will require **high-level qualifications** (today: 29%) = “knowledge economy”
- ❖ Too many **early school leavers** (15% of 18-24 year olds have less than upper secondary education)
- ❖ Only 31% of EU population have an **HE degree** (USA: > 40%, Japan: > 50%)
- ❖ **Youth unemployment** is too high: 21%





“Learning

- mobility → <http://europa.eu/youthonthemove/>
- → <http://www.facebook.com/YouthontheMoveEurope>

❖ Council Recommendation on learning mobility + Mobility Scoreboard (adopted + 2012)

❖ Guidance on the rights of mobile students (ECJ rulings) (adopted)

❖ European Skills Passport (building on Europass, covering informal/non formal learning) (2011-2012)





Agenda for new skills and jobs

• Why?

- ❖ By 2020, **16 million more jobs will require high qualifications**, while the demand for low skills will drop by 12 million jobs.
- ❖ About **80 million** people have **low or basic skills**, but LLL benefits mostly the more educated.
- ❖ Achieving longer working lives will require possibility to acquire and develop **new skills throughout lifetime**.
- ❖ **Fighting poverty**: 80 million people (19 million children) were at risk of poverty prior to the crisis. 24% of the low-skilled population is at risk of poverty . Unemployed people are particularly exposed.





Agenda for new skills and jobs

- Actions linked to E&T
- Overall objectives:
 - **Modernisation of labour markets** to raise employment levels
 - Acquisition of **new skills** to enable workforce to adapt to new conditions and career shifts, reduce unemployment and raise labour productivity
- Focus on:
 - ❖ **Implementation of ET 2020** (in particular LLL principles, flexible learning pathways; attractiveness of VET)
 - ❖ Ensure that **competences required** to engage in further learning and the labour market are acquired and recognised throughout all levels and forms of learning (including non formal and informal)
 - ❖ Improvement of **skills needs forecasting**
 - ❖ Partnerships and **common language** between the worlds of business, employment, education & training





School education - Comenius

- ❖ Key Competences for lifelong learning
- ❖ Improving the quality of teacher education and other school staff
- ❖ High quality learning for every student: reduce the number of young people who cannot read properly and the number of early school leavers; improve learning achievements for learners from a migrant and disadvantaged background and with special needs
- ❖ From 2011 more focus on the quality of learning at early years





Higher Education - Erasmus

**EU2020 and E&T2020
benchmarks & targets**

**EU flagship initiatives
Youth on the Move, New Skills and Jobs,
Innovation Union**

New structure on Erasmus centralised actions
Ex. New priorities on social dimension and
excellence in higher education

**modernisation agenda for universities:
Curricular, governance and funding reforms**

**New agenda for
the Bologna process**





Vocational Education and Training (VET) Copenhagen Process – Leonardo da Vinci

- ❖ Enhance quality, performance and attractiveness of VET
- ❖ Improve transparency, guidance and recognition
- ❖ Test and implement the common VET tools: ECVET, EQAVET, EQF

- ❖ Strong messages within the Bruges Review:
 - ❖ Increasing role of ECVET
 - ❖ Contribution of VET to excellence and equity





Adult learning – Grundtvig

- ❖ Action plan on Adult Learning (2008)
- ❖ Five priority themes

The **Grundtvig** Programme supports:

- ❖ acquisition of key competences
- ❖ promotion of a socially inclusive labour market and society
- ❖ adults' employability





Priorities 2011-2013

- ❖ A thorough revision after three years
- ❖ Some priorities will apply to all sectors
- ❖ Closer links with current policy issues
- ❖ Stability, with possible adaptations over 2011-2013





Priorities 2011-2013

1. **Strategies** for lifelong learning and mobility
 - ❖ initiatives between **regions/sectors/educational institutions**
 - ❖ projects to explore **learning outcomes** and effective lifelong **guidance**; and to implement **EQF, NQFs, Europass** and **ECVET**
- 2. **Cooperation** between education & training and world of work
 - ❖ contribution of **social partners**
- 3. **Training** of teachers, trainers and E&T institutions' managers
 - ❖ cooperation and exchanges of **good practice** in these areas
 - ❖ **Quality assurance** mechanisms at all levels of E&T





Priorities 2011-2013

- 4. Acquisition of **key competences** throughout the E&T system
 - ❖ projects on communication in the mother tongue; and in foreign languages; mathematics, science and technology; digital competence; learning to learn; social and civic competences; initiative and entrepreneurship; cultural awareness and expression

- 5. **Social inclusion** and **gender equality** in E&T
 - ❖ projects on early school leaving and special needs; > access to new learners in higher education; migrants guidance for groups with special needs in schools, VET and adult education





Selection

- ❖ quality of applications
- ❖ balanced coverage of the priorities

“Applications must address at least one of the priorities in order to be selected”





Transversal conditions

- ❖ Multilateral projects and networks are open to third countries' partners
- ❖ Accompanying measures in all sectoral programmes and Languages (KA2)
- ❖ Across all programmes:
 - ❖
 - ❖ **“All project applications must include a clear plan for dissemination and exploitation of results”**
- ❖ Networks funded in previous years
- ❖ → co-funding, if:
 - proven performance
 - added value of the new application





More information at

http://ec.europa.eu/education/index_en.htm

http://ec.europa.eu/education/llp/doc2314_en.htm (How to participate)

Thank you for your attention!

