

Lifelong Learning Programme
Infodays

November 2010

KEY ACTIVITY 3
Information & Communication Technologies





Content

1. Policy overview on KA3 ICT
2. KA3 priorities
3. Transversality
4. Facts and Figures 2010
5. Award criteria
6. Application quality - some advice





1. Policy overview on KA3 ICT





Core policy messages

- Digital competences are undeniable part of the future 21st century skills for jobs and life
- The citizens and workforce of tomorrow are at this very moment already at school
- New millennium learners may be digital natives but are not by definition effective learners
- Use of ICT at home has a positive impact on performance but
- Emerging of a new digital divide
- Need for a new policy and research framework
- Schools are at the forefront of the technology-rich world



The European Policy Framework

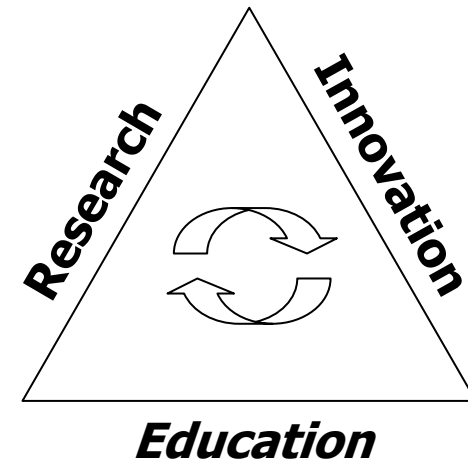
Key Competences for Lifelong Learning, 2006/962/EC

mother tongue; foreign languages; maths/science/technology; digital competence, learning to learn; social & civic competences; entrepreneurship; cultural awareness & expression



Strategic Framework for European Cooperation in E&T, COM(2008) 865

- Lifelong learning and mobility
- Quality & efficiency of E&T
- Equity & active citizenship
- Innovation, creativity, entrepreneurship



Creativity and Innovation
 European Year 2009



SWP: The Use of ICT to support innovation and lifelong learning for all, SEC(2008) 2629



The European Policy Framework

EUROPE 2020

Education is at the core of Europe 2020

Several Flagships highlight the importance of ICT and digital competences for employability and inclusion in a digital society

Key Lessons learned by the ICT CLUSTER of 18 Member States (2009)

Educational Transformation in a digital world: **Handbook for Policy makers**

STUDIES related to :

- Learning 2.0/ New learning communities through ICT
- European-wide comparison of the impact of ICT on school education (STEPS)
- Development of methodologies for ICT indicators
- The future of Learning in 2020





LLP - ICT Key Activity 3

- To support the development of innovative ICT based content, services, pedagogies and practice for lifelong learning.
- To complement ICT enhanced learning activities and projects under the sectoral programmes Comenius, Erasmus, Grundtvig and Leonardo da Vinci by addressing ICT teaching and learning needs across two or more of those sectors = **TRANSVERSALITY**.





2. KA3 priorities





ICT Multilateral Projects - *Priority 1:*

Reinforcing transversal competences, such as digital competence, bridging the worlds of education and work.

- pedagogical support, learning opportunities and the assessment approaches that will encourage the acquisition of digital competence;
- learning of digital competence through informal and non formal learning, linking these to the formal education possibilities within a LifeLong Learning context (curricula, learning outcomes)





ICT Multilateral Projects - *Priority 2:*

Innovative pedagogy and assessment methods for diverse learning pathways.

- Develop and analyse innovative pedagogy and assessment approaches and methods to support diverse individual learning pathways in order to help learners to bridge more effectively the worlds of education and work.
- Help organisations and learners be able to better assess all types of learning outcomes and future learning needs.





ICT Multilateral Projects

- Using on-line learning communities to develop transversal competences;
- Analysing how digital competence can be better integrated in curricula and learning outcomes (formal, informal and non formal);
- Supporting the use of informal and non formal learning in the workplace;
- Using ICT for diversification and personalisation of learning pathways;
- Using ICT-based social networking tools and platforms to re-attract individuals at risk-of-exclusion;
- Exploring best practices and reinforcing virtual mobility crossing the worlds of education and work;
- Experimenting with new formative and summative assessment approaches that support online collaborative learning, self-directed learning and virtual mobility, etc.





ICT Networks - *Priority 1:*

European-wide stakeholders' communities promoting digital competence and other key transversal competences for life and employability

- sharing knowledge, exchanging good practices and developing new strategic partnerships involving all relevant actors in ICT enabled learning, covering both the demand and the supply sides
- providing advice and support on transversal issues which apply to the use of digital content services in formal, non-formal and informal learning settings;
- developing future visions, foresight scenarios, and recommendations on the changed nature and added-value of ICT for transforming education and training systems towards the needs of the future knowledge society.





ICT Networks - *Priority 2:*

European-wide stakeholders' communities tackling the socio-economic digital divide

- Analysing, reinforcing and disseminating findings on how digital competences can assist groups at risk-of-exclusion
- Sharing knowledge, exchanging good practices and developing new strategic partnerships involving all relevant actors across all societal domains;
- Developing foresight scenarios, recommendations and operational guidelines on what education can do to tackle these digital divides and re-connect otherwise excluded individuals.





ICT Networks

- Support knowledge sharing
- Increase the visibility and awareness of the benefits and impacts of ICT enabled learning
- Contribute to the uptake and efficient use of ICT enabled learning
- Organisation of conferences, workshops, fora, summer universities, etc. designed to help attain the objectives of the network and disseminate results





3. TRANSVERSALITY





Transversality

Comenius School education <i>ICT</i>	Erasmus Higher education & advanced training <i>ICT</i>	Leonardo da Vinci Vocational education and training <i>ICT</i>	Grundtvig Adult education <i>ICT</i>
Transversal Programme 4 key activities - Policy Cooperation; Languages; ICT (KA3) ; Dissemination and exploitation of results (valorisation)			
Jean Monnet Programme 3 key activities - Jean Monnet Action; European Institutions; European associations			





4. Facts and Figures 2010





Overview of results of the call 2010

	Received	Selected	
MLP	224	18 (6)	8.14%
NW	16	2	12.5%
	240	20	8.43%





General quality of proposals

- The **level of demand** for Key Activity 3 has again increased in 2010 compared to 2009 (240 applications as opposed to 211 in 2009).
- **Priorities** were well address by applicants.
- 35 (14.75%) applications had 3rd countries participation .
- Some proposals (3) were ineligible because they did not comply with **formal eligibility criteria**.
- **Pedagogical dimension** needs further strengthening as projects are often tool oriented.
- **Innovation** is low due to lack of awareness of the state of the art.





Indicative Budget

	2011 Indicative budget (MioEUR)	Estimated number of projects	Maximum Community amount (EUR)	Maximum Community contribution (%)
Multilateral projects	7.100.000	18	200.000/ Year (400.000 max)	75%
Networks	2.550.000	6	150.000/ Year (450.000 max)	75%





Deadlines

	Deadline for submission	Information on results of selection process	Sending agreements to beneficiaries	Start date of projects
Multilateral projects	31/03/2011	July	October	November
Networks	31/03/2011	July	October	November





Formal requirements

	Where to apply	Who applies	Maximum duration of projects	Minimum numbers of partners/ countries
Multilateral projects	Executive Agency	Legal body (located in one of LLP participating countries)	3 years	3 partners/ 3 countries
Networks	Executive Agency	Legal body (located in one of LLP participating countries)	3 years	5 partners/ 5 countries





What's new in 2011?

- **Exclusive priorities !**
- **Same weighting for each award criterion**
- **Application form**
- **Specific to KA3 MPs: Max Grant limited to 400.000 €**





5. Award criteria





Be successful in each award criteria!

1. Relevance
2. Quality of the work programme
3. Innovative character
4. Quality of the Consortium
5. European added value
6. Cost-Benefit ratio
7. Impact
8. Quality of the dissemination and exploitation plan
9. **Participation of organisations from third countries** *(if applicable)*



1. RELEVANCE



Relevance	4,5	5	> 2
<p>The vision of exploiting the potential of Web 2.0 technologies (collaborative networking) for enhancing the continuing education of veterinarians in Europe responds excellently to the objectives of the present Call. The project's vision, objective, practical goals are clear, precise, and well described. The primary target group, veterinary personnel, is well defined. The procedure outlined as part of WP1 offers sufficient guarantees that empirical data will be collected and studied. The proposal supports transversality since it aims to bring together learners from higher education and practitioners from the world of veterinary medicine and education within one community of practice.</p>			

Relevance	2	5	> 2
<p>While the topic is highly interesting, the transversality of the project is problematic i.e. there is only clear evidence of university actors and beneficiaries in the project proposal. Other educational areas / target groups are mentioned, but the entire application fails to demonstrate their direct involvement in activities and content and how they will precisely and concretely benefit from the project.</p>			





6. Application quality- some advice





Application quality - some advice...

- Coherent (problems, solutions, target groups, activities, budget, ambitions/resources/competence)
- Simple and clear (identifying the need for such a proposal, the solutions, and the outputs)
- Evidence based (ex-ante needs analysis, state of art)
- Rigorous in its planning (which activities, when, for how long, and with what resources)
- Explicit (do not take for granted any information, if it is not in the application it cannot be taken into account)
- Clearly-defined (a proposal is not about solving the worlds' problems, but about solving a specific issue however complex this might be)





Application quality - some advice...

1. Skilled project manager (and team)
2. Read support materials carefully
3. Choose the right part of the programme for your proposal
4. If it's not written in the application, it cannot be taken into account by experts
5. All skills needed in the consortium: identify new partners to cover "missing skills":
 - your networks and those of your other partners
 - previous projects
 - national agencies
 - Partner Search Database
6. Co-operate with your partners on application form
7. Decide: this year or next?





For more information on Key Activity 3 (ICT) of the LLP... :

- [Official documentation of the Call](#)

- Contact:

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GOOD LUCK !

