

Trainers' Digest



ETUI-REHS

European Trade Union Institute

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*ETUI-REHS EDUCATION'S
information bulletin about EU
training programmes*

New Priorities of Lifelong Learning Programme (Call 2008-2010)

The General Call for Proposals 2008-2010 of the Community's Lifelong Learning Programme, to be launched in autumn 2007, will contain a series of new priority topics for which applications are invited.

Before starting the project application process, we advise you to read carefully the following documents:

- The Call for Proposals 2008 (due to be published on 1 October 2007)
- The Decision of the European Parliament and Council establishing the Lifelong Learning Programme 2007-13 (OJ L 327 of 24.11.06)
- The Guidelines for Applicants
- The individual calls for proposals, and any national priorities defined by the National Agencies of each participating country for the decentralised mobility actions, partnerships, and 'transfer of innovation projects' under Leonardo da Vinci.

The priorities reflect issues that are central to education and training policy development at European level. Proposals addressing these priorities will have a better chance of being selected for funding than those which do not, assuming that the quality of the proposals is the same.

Moreover, priority will be given in parts of the programme to projects aiming at promoting and developing:

- **intercultural dialogue**, as 2008 will be the European Year of intercultural dialogue

and

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- **creativity and innovation**, which will be in the focus of the 2009 European Year.

It should be noted that increased attention is being paid in all sub-programmes to systematic dissemination and exploitation of results, now known as "valorisation". All project proposals must therefore include a clear plan for dissemination and exploitation of results.

In this document, we will concentrate mainly on the priorities of the Leonardo, Grundtvig and Transversal sub-programmes, which are of particular interest for trade unions.

Priorities under Leonardo da Vinci (vocational education and training) subprogramme

A. Priorities included under "Mobility "

-Mobility of persons for the purpose of vocational training and of professionals in vocational education and training

Strong emphasis is placed on the quality of the organisation of mobility, including pedagogical, linguistic and cultural preparation and arrangements for the stay abroad based on the principles set out in the European Quality Charter for Mobility, in order to optimize the impact of the mobility experience.

This action covers two types of mobility:

- (1) the mobility of trainees in any form of initial vocational training and of people on the labour market in continuing vocational training. A specific priority will be given to projects organising mobility for trainees, ie persons in a dual apprenticeship system or other vocational education system based on alternate learning or work-related training in enterprises;
- (2) the mobility of professionals in vocational education and training. A specific priority will be given to the development of the competences of teachers, trainers and tutors and to cooperation with SMEs.

B. Priorities included under " Partnerships"

Priority will be given to applications which address the following topics:

- cooperation between VET institutions, enterprises and/or social partners on issues of common interest linked to VET;
- cooperation between VET stakeholders at national, regional, local and sectoral levels to ensure their active involvement in the implementation of the Copenhagen process, as foreseen in the Helsinki Communiqué.

C. Priorities included under "Multilateral projects for transfer and development of innovation"

While the "Transfer" of innovation projects focuses on the identification of one (or more) innovative solution(s) for adaptation and implementation in some target countries and/or sectors, "development" of innovation projects proposes new solutions

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to help several countries and/or sectors to deal with a common challenge that is not yet addressed at European level.

Vocationally Oriented Language Learning (VOLL) and Content Integrated Language Learning (CILL) are priorities that apply in all Leonardo projects.

■ **Priority 1: Developing the skills and competences of VET teachers, trainers and tutors**

Under this priority projects should take into account the need to develop the skills and competences of VET and guidance professionals, including their continuous vocational development and their learning of languages. Proposals should include all of the following:

- developing the role of VET professionals in response to system-based changes such as the shift to learning outcomes and competence-based systems;
- strengthening the liaison between VET professionals and working life (enterprises, occupational sectors, etc.);
- developing their pedagogical skills and their involvement in curriculum development.

■ **Priority 2: Developing the quality and attractiveness of VET systems and practices**

Under this priority projects should:

- develop and test quality assurance procedures in initial training and in continuing vocational education and training, including by using the European Quality Assurance Reference Framework (a reference system helping Member States to monitor and evaluate their own systems and practices);
- foster the development of high quality VET pathways leading to smooth transitions to work and/or progression to further and higher education, and promote guidance and counselling at all levels;
- enhance the governance and attractiveness of VET systems through increased cooperation with social partners and all relevant stakeholders.

■ **Priority 3: Transparency and recognition of competences and qualifications**

Under this priority, projects are intended to support the development of national and sectoral qualifications systems and frameworks which incorporate common European tools developed to promote transparency and recognition, such as the Europass portfolio, the ECVET system, and the European Qualifications Framework (EQF). They should support the testing and implementing of elements of such frameworks, such as:

- the description of qualifications in terms of learning outcomes;
- mapping VET qualifications onto the eight EQF reference levels via national qualifications frameworks and systems;
- designing of qualifications into transferable units of learning outcomes through the allocation of credit points;

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- designing of VET programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non-formal contexts;
- combining and further developing the European tools and frameworks or their application in particular sectors.

■ **Priority 4: Skills development of adults in the labour market**

Projects under this priority support close links with working life, both in initial and continuing VET, and increased opportunities to learn at work through:

- developing and implementing measures to create learning-conducive workplaces;
- actions to improve the recognition and validation of work-based learning to support career development and lifelong learning;
- developing digital competences;
- vocationally-oriented language learning;
- improving skills acquisition by fostering creativity and entrepreneurship.

■ **Priority 5: Raising the competence levels of vulnerable groups**

Projects under this priority should focus on:

- integrating groups with particular difficulties in the labour market, e.g. early school leavers, low-skilled workers, people with disabilities, immigrants and those with a migrant background, and ethnic minorities, by developing their work-related skills and competences;
- increasing the interest and participation of men or women in those VET fields in which they remain under-represented (for instance women in technology);
- activities to redress problems caused by demographic change, such as retaining older workers in employment.

This activity will help member states in reaching the benchmarks set for education and training participation by 2010.

■ **Priority 6: Developing the learning environment**

Projects under this priority should promote pedagogical innovation in VET, notably through the use of ICT, by focusing on:

- designing, developing and implementing state-of-the-art tools to assist the delivery of training in all contexts;
- designing and implementing tools to support individuals undertaking self-directed learning;
- strengthening distance learning and language learning through developing new delivery methods.

D. Priorities in “Networks”

Projects under this action should assist cooperation between VET actors, enterprises, economic sectors, social partners and training organisations on a sectoral basis. Networks should support the following:

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➤ **Stakeholder networks**

- Identification and dissemination of good training practice in individual sectors and in VET as a whole.
- Development and reinforcement of cooperation between VET providers and enterprises.

➤ **ECVET networks**

Support for the testing of the European Credit Transfer System for VET (ECVET), in the following key sectors:

- Automobile manufacturing and maintenance
- Processing industries and the chemical industry in particular
- Transport and logistics
- Construction
- Hotel and catering
- Trade
- Craft sector

E. Priorities in “Accompanying measures”

Accompanying measures should support communication activities and events for the dissemination and exploitation of results.

Priorities under Grundtvig (adult education and other education pathways) subprogramme

A. Priorities included under “Mobility and partnerships”

➤ **Mobility: In-service training grants for staff**

There are no priority topics.

➤ **Partnerships**

Priority will be given to applications from partnerships, which address the following topics:

- any of the eight key competences set out in the 2006 Recommendation on key competences for lifelong learning (OJ L 394/10 of 30.12.2006): communication in mother tongue; communication in foreign languages; mathematical competence and basic competence in science and technology; digital competence; learning to learn; social and civic competences; initiative and entrepreneurship; cultural awareness and expression;
- overcoming socio-economic disadvantage;
- supporting the integration of migrants;
- enhancing the participation of older learners;
- awakening and reinforcing creativity.

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B. Priorities included under “Multilateral projects”

■ Priority 1: Key competences

Under this priority, projects should focus on:

- widening access to fundamental basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology and digital competence;
- helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to the changing society and the requirements of the labour market;
- strengthening adults' self-confidence and promoting their personal fulfilment by developing their cultural awareness and capacity for creative expression;
- improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners.

■ Priority 2: Improving the quality and attractiveness of, and access to adult education

Under this priority projects should focus on:

- motivating individual learners to commit to learning, including through guidance services and partnerships with enterprises;
- reinforcing digital competences and using ICT to widen access to adult learning;
- improving the identification of the learning needs of teachers, trainers and other staff;
- developing joint approaches to improve quality in qualifications of teachers, tutors and other staff in adult education, and to adapt their training accordingly;
- improving the quality assurance of services and institutions, including exploring how the European Common Quality Assurance Framework for vocational training can be applied to adult education;
- improving the transparency and use of qualifications obtained in adult education and facilitating access to vocational, general and higher education.

■ Priority 3: Promoting adult learning for marginalised and disadvantaged citizens and migrants

Under this priority projects should focus on:

- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market;
- sharing good practice on intercultural education and learning by marginalised citizens, and their linguistic, social and cultural integration;
- identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants;

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- using sport to provide learning opportunities to marginalised and disadvantaged citizens.

■ **Priority 4: Learning in later life; inter-generational and family learning**

Under this priority projects should focus on:

- transferring knowledge, methods and good practice concerning senior citizen education;
- equipping senior citizens with the skills that they need in order to cope with change and remain active in society;
- strengthening the contribution of older people to the learning of others.

C. **Priorities under "Networks"**

■ **Priority 1: Language learning in adult education**

Under this priority, networks should focus on:

- sharing knowledge and disseminating good practice on language learning opportunities for adults;
- identifying present, emerging and future needs for European cooperation on language learning for adults (including formal, non-formal and informal education);
- developing strategies to address gaps in adult language learning, where provision is currently inadequate;
- disseminating schemes and materials for training people teaching languages to adults.

■ **Priority 2: Academic networking in adult education**

Under this priority networks should promote closer cooperation and networking between teaching and research relating to adult learning and adult education providers and practitioners. They should focus on:

- developing, testing and promoting quality assurance and enhancement tools in adult learning;
- analysing and comparing national approaches regarding data collection in adult learning;
- researching the benefits and returns of adult learning, including formal, non-formal and informal learning, and the barriers to its uptake.

■ **Priority 3: Stakeholder networking in adult education**

Under this priority, networks should focus on:

- strengthening cooperation between adult education providers, NGOs, civil society, social partners and decision-makers at the local, regional, national and European levels;
- sharing knowledge and disseminating good practice on adult learning opportunities in Europe;
- identifying present, emerging and future needs for European cooperation on adult learning and guidance;

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- exploring methods and practices on how adult participation in learning can be raised.

The Commission will also consider applications from partnerships which received co-funding for a Grundtvig thematic seminar in 2004, 2005 or 2006 and wish to create a network.

D. Priorities included under “Accompanying measures”

Accompanying measures should support communication activities and events for the dissemination and exploitation of results.

Priorities under Transversal subprogramme (innovation, languages, ICT, valorisation)

Key Activity 1- “Policy Cooperation and Innovation”

A. Priorities included under “Mobility (study visits)”

The focus of this action is to encourage discussion, exchange and mutual learning on themes of common interest at the EU level, whilst promoting quality approaches and transparency of education and training systems.

The programme of study visits will follow the priorities of the education and training policy, including the priorities identified by the Member States. Moreover, special attention will be paid to linking up these themes with the objectives of the 2010 work programme.

Priority topics for study visits are:

- Evidence-based policy making and practice
- Innovative approaches for the implementation of European instruments
- Social inclusion and integration issues
- Improving the attractiveness and quality of VET
- Learning in a workplace environment
- Cost sharing models in education and training
- Increasing adult participation in education and training (e.g. cooperation with social partners)
- Integration of instruments of education and labour policies in lifelong learning strategies
- Innovative approaches to bring the creative arts into education and training
- Guidance and vocational training to address economic change and the ageing of the active population.

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B. Priorities included under “Studies and comparative research”

The priority topics for comparative research aimed at strengthening the evidence base for policy and practice in education and training are:

- Topic 1: Promoting excellence, efficiency and equity in higher education: student access and retention.
- Topic 2: Further development of adult learning provision: identification, assessment and promotion of quality in organisation, management and funding of adult learning.
- Topic 3: Addressing weaknesses in pre-schools and in compulsory education with respect to the acquisition of key competences.
- Topic 4: Promoting the attractiveness and quality of vocational education and training: governance of VET systems and improving understanding of the links between VET, higher education and working life.
- Topic 5: The role of creative activities in the learning process and their impact on people’s capacities for innovation.

2. Key Activity 2- Languages

A. Priorities included under “Multilateral projects”

Priority will be given to proposals addressing one or more of the following topics:

- reinforcing the acquisition of competence in and/or raising awareness of the less-used European languages;
- reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe and its competitiveness in a globalised context;
- developing and promoting methodologies to motivate language learners and to enhance their capacity for language learning.

B. Priorities included under “Networks”

These transversal networks contribute to the development of language policies in Europe. They promote language learning and linguistic diversity, support the exchange of information about innovative techniques and good practices, especially among decision-makers and key education professionals, and adapt and disseminate products of former projects to potential end-users (public authorities, practitioners, business, language learners, etc).

Priority will be given to proposals addressing one or more of the following topics:

- identifying, developing and disseminating information on good practice for motivating language learners and encouraging the development of a language-friendly learning environment;
- developing co-operation between language teacher associations and other stakeholders promoting language learning and linguistic diversity, including promotion of the Europass language passport;

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- developing and promoting the mainstreaming of policies promoting language learning and linguistic diversity at all levels of formal and non-formal education;
- identifying, exchanging and building on good practices on teaching languages to people with special needs.

C. Priorities included under “Accompanying measures”

Accompanying measures will support communication activities and events geared to the dissemination and exploitation of results.

3. Key Activity 3- ICT (Information and communication technologies)

A. Priorities included under “Multilateral Projects”

Priority will be given to the following topics:

■ Priority 1: Identifying and implementing innovative uses of ICT for lifelong learning, in particular for vulnerable groups

ICT enables individuals to enhance their social networking and this has the potential to enhance their learning. Learning is mostly a social process. Self-learning and informal peer-learning are important ways of developing e-skills and competences. But they are also increasingly important skills in formal learning. A new generation of ICT-based social networking tools and platforms ('Web 2.0' and other relevant ICT developments) is rapidly growing in popularity. Examples are blogs, wikis, podcasts, social software, virtual social sites, as well as tools such as mobile phones. These are easy to use, affordable and widespread, in particular among vulnerable groups (such as early school-leavers, ethnic minorities, elderly people, etc), and so offer potential to (re)-connect groups that risk being excluded from access to public services, learning and civic engagement.

Projects should cover:

- the development and implementation of experimental approaches related to these new trends and tools, including the analysis of their impact in learning outcomes;
- comparative analyses of existing practice to identify transferable good practice and success factors.

■ Priority 2: ICT as a catalyst for innovation and creativity in lifelong learning

Projects should develop innovative approaches for expanding learning skills and reinforcing innovation capacities.

Priority will be given to projects which identify and use ICT-enabled learning solutions by addressing one or more of the following topics:

- to foster creativity, whereby the learner can learn through creative expression, critical and lateral thinking to generate new ideas and innovative solutions;

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- to foster inquiry-based and problem-solving approaches, where the learner can “learn by doing” through experiments in real and/or virtual settings.

B. Priorities included under “Networks”

Priority will be given to networks aiming at:

■ **Priority 1: Addressing transversal issues for linking up and connecting learning communities through ICT in an innovative way**

The concept of the learning community is gaining currency, based on stronger links between school, home, the workplace and local communities. It is a central part of the new ICT services and infrastructures being set up in Europe.

Priority will be given to network proposals addressing one or more of the following topics:

- sharing knowledge and implementing 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, such as quality standards, e-assessment and e-portfolios;
- developing wider educational innovation, based on the capacity of ICT to support new pedagogical methods and their adaptation to social and economic changes, new learning skills and change management.

■ **Priority 2: Reinforcing the links between ICT, creativity and innovation skills**

Priority will be given to network proposals addressing one or more of the following topics:

- sharing knowledge and implementing experimental approaches to developing creativity and innovation through ICT use;
- providing advice and support to institutions and practitioners in the field;
- identifying good practice in teaching and learning approaches underpinning the capacity for innovation;
- engaging in publicity and awareness-raising activities.

4. Key Activity 4 - Dissemination and Exploitation of Results

The key activity “Dissemination and Exploitation of Results” reflects a growing awareness amongst both policy-makers and practitioners of the need to secure maximum impact from EU-funded projects and action supporting the revised Lisbon agenda and delivery of the Education and Training 2010 work programme. The prime objective of this key activity is to help to create a framework for effective exploitation of results at the local, sectoral, regional, national and European levels. The action funded under this key activity supplements the action

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on dissemination and exploitation of specific results within the sub-programmes and other key activities.

A. Priorities included under “Multilateral Projects”

Priority will be given to multilateral projects focusing on:

- developing suitable infrastructure (analysis, mechanisms, methodologies and practical tools) to facilitate exploitation of results;
- European level (by sector, theme or user group);
- promoting “exploitation of results” activities within key existing regional, European and/or sectoral networks

These priorities could include:

- action to develop and embed a European strategy on exploitation of results, supporting studies, demonstration projects and methodologies;
- projects to test and apply the results of ongoing European cooperation;
- European-level activities to promote active exploitation of results (conferences, seminars and other exchanges between products and potential new users). Specific priority will be given to action to apply results within existing networks;
- activities to test and develop ways of embedding the results of projects into policy, defining and presenting mechanisms for linking projects, programmes and policies;
- projects to identify, engage and promote appropriate networks for exploitation of results (e.g. action to identify contacts, establish an “exploitation remit”, disseminate networking information to interested promoters/users, and promote transparency and equal access/opportunity);
- action to improve access to the results of projects.

Preference will be given to projects which propose an integrated approach covering different areas of the Lifelong Learning Programme, involve key decision-makers and/or can demonstrate their potential for having a significant impact at regional, national or European level in terms of improving the efficiency and visibility of education and training at European level.

Information and advice

The online library of ETUI-REHS Education's EU Information Service will give updated details about the future calls for proposals at:

http://www.etui-rehs.org/education/eu_information_service/library

If you need a special assistance in preparing your project proposal, or suggestions in partners search, please contact us at here: spennell@etui-rehs.org

The Call for Proposals, including funding, eligibility rules, application packages and relevant contact details for further information, are also posted at the following EC web address of the EC:

http://ec.europa.eu/education/programmes/newprog/index_en.html

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