



Preparation of a new programme in the field of education and training post-2013

Results of the public consultation

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Background of the consultation process

This report summarises the results from the public consultation on the future European programme in education and training, which was held by DG Education and Culture of the European Commission from May 2010 until April 2011. The consultation has been composed of two parts. First part – online public consultation - took place between 15.09.2010 and 30.11.2010 with the aim to gather views from a large audience, both individuals and professionals, public and private, involved or interested in education and training within the EU and in non-EU countries. In addition, all interested parties and stakeholders of the current Lifelong Learning Programme were consulted through the number of conferences, seminars and meetings and were invited to give the Commission their comments also in the form of written contributions and / or position papers. This document presents an analysis of both the results of the online questionnaire that formed part of the online consultation as well as of position papers and other written contributions submitted to the Commission until the end of April 2011.

The public consultation for the future education and training programme was launched in parallel with consultations for the Youth in Action and Erasmus Mundus programmes of the DG Education and Culture. The results of all these consultations, which will be published simultaneously, will be reflected by the Commission in the preparation of new post-2013 programmes in the area of education, training and youth.

Part 1: Online consultation

1.1 Number of responses to the online consultation and distribution by country

A total of 1.390 responses to the online consultation were received: 874 responses were submitted as individual responses and 516 responses were submitted on behalf of an organisation or a public authority or body. Nearly all respondents (both individuals and institutions) were living in the EU (95.47%). Over 95% of them were EU nationals, while 0.94% and 2.95% were from AELE and candidate countries respectively. The table below shows the percentages of EU nationals among all respondents:

Table 2.1: Distribution of respondents by nationality (%)

1. IT	14.96	8. UK	5.11	15. IE	1.58	22. CZ	1.01
2. DE	13.02	9. PT	4.82	16. LV	1.51	23. DK	0.86
3. EL	7.34	10. RO	3.67	17. CY	1.37	24. LT	0.50
4. FR	6.47	11. NL	3.31	18. HU	1.37	25. MT	0.50
5. BE	5.97	12. AT	2.88	19. BG	1.22	26. SK	0.14
6. ES	5.61	13. FI	2.37	20. SI	1.15	27. LU	0.07
7. PL	5.11	14. SE	2.23	21. EE	1.01		

Source: LLP online consultation

1.2 Previous experience in transnational activities in education and training

881 respondents (individual respondents and individuals responding on behalf of an organisation altogether) representing almost two thirds of all respondents, had received or are currently receiving support from the current LLP 2007-2013. Part of the respondents also had received in the past or are receiving support for transnational activities in education and training from other EU funding programmes or indeed other funding opportunities (national, regional/ local/ bank).

Table 2.2: Share of respondents who have benefitted from funding opportunities for transnational activities in education and training (multiple answers possible)

Lifelong Learning Programme (LLP 2007-2013)	63.38%
Previous generation of education and training programmes 2000-2006 (Socrates II, Leonardo da Vinci II, eLearning)	20.79%
European Social Fund (ESF)	20.65%
Others	14.96%
National grant	12.73%
Regional or local grant	11.29%
Erasmus Mundus	8.42%
Youth in Action (2007-2013)	7.63%
European Regional Development Fund	7.55%
TEMPUS	5.97%
Youth Programme (2000-2006)	4.39%
Sponsors	4.24%
Culture Programme	3.24%
Marie Curie Programme	2.66%
Bilateral programmes with industrialised countries (Australia, Canada, New Zealand, Japan, South Korea, US)	2.59%
Banking loan	1.51%

Source: LLP online consultation

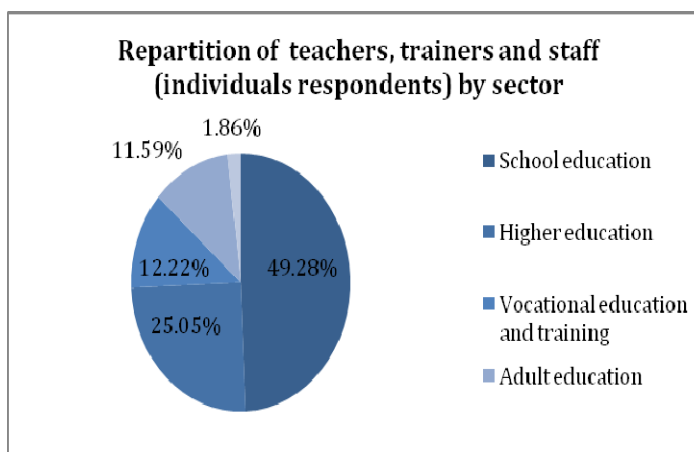
1.3 Profile of individual respondents

Almost two thirds of individual respondents (62.75%) were women. The most represented age category among respondents was the 30-45 age group, followed by the 45-60 age group. Regarding their occupational status, the majority of individual respondents were teachers and trainers. A large part of this work in schools, as shown in the figure below:

Figure 1.1 Occupational status of individual respondents to the online survey, by sector of education

Percentage of respondents by category (basis: 874 respondents)

Teacher / Trainer / Staff	55.26%
Employed adult	15.33%
Researcher	8.81%
Learner	6.75%
Policy developer or administrator	6.64%
Other organisation	3.55%
Parent	1.95%
Unemployed adult	1.49%
Elected political representative	0.23%



Source: LLP online consultation

1.4 Profile of organisations

Around 12% of the respondents that took part in the survey on behalf of an organisation represented an organisation registered in the Register of Interest representatives. Overall, out of the 516 organisational respondents, represented more frequently were NGOs and NPOs or education providers at various levels, as shown in the table below:

Table 2.3 Distribution of institutional respondents by type of organisation

NGO/NPO/association/foundation/institution /voluntary body	26.16%
Adult education provider	22.67%
Higher Education institution	21.32%
Vocational Education and Training provider	18.99%
School	9.88%
Other organisation	8.72%
Regional or local authority	8.53%
Business association/representation or Chamber of commerce	7.56%
Research centre/body/association	6.98%
National authority	6.01%
Enterprise	5.23%
Intermediary organisation (providing guidance, counselling and information services)	4.46%
Teacher/academic staff/trainer association	4.07%

Student/ pupil/trainee association or representative body	3.88%
LLP National Agency	2.33%
Trade union or body representing trade unions	1.55%

Source: LLP online consultation

1.5 Implications for the reminder of the summary

A large number of individuals and organisations responded to the consultation. However, given the profile of both institutional and individual respondents, it is important to underline that the quantitative results of the consultation (answers to multiple choice questions) should be treated with caution. This is for two reasons. First, respondents are self-selecting, and they cannot be regarded representative of any broader population. Some educational sectors are represented more heavily than others. Second, most respondents are benefitting or have benefitted from the current LLP, and could potentially have a vested interest in particular strands of the current programme. On the other hand, those individuals and organisations that have experienced the current programme are also in a position to better assess its value and propose future changes, and patterns of response did not tend to vary strongly between participants and non-participants in the programme, as detailed in the text.

These implications also apply to the qualitative information presented in the report (answers from respondents to the open questions of the questionnaire), where there is a stronger risk of no-response bias, as only a fraction of all respondents answered to each open question. For each question, a brief summary of comments from respondents is provided to complement and illustrate the presentation of the results.

2 Results of the online consultation

This section presents an overview of results in relation to the different aspects covered by the consultation on the future programme:

- Main objectives
- Scope
- Activities (Mobility, Cooperation, Policy support activities)
- Transversal activities (Promotion of Multilingualism and Digital Competences)
- Management, information and communication
- Interaction with other programmes in the field of education and training
- Funding

2.1 Main objectives

The consultation asked respondents to state whether four proposed objectives (making lifelong learning and mobility a reality, improving the quality of efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity and innovation including entrepreneurship) are relevant for the future programme. The large majority of respondents considered all four objectives to be relevant. This applied to respondents regardless of their background characteristics (e.g. whether they responded as individuals or on behalf of an organisation, whether they had benefitted from the LLP in the past or not):

- 96.4 % of respondents agreed with the relevance of improving the quality of efficiency of education and training (96.8% of individuals, 95.7% of organisations, 96.5% of LLP beneficiaries and 96.3% of non LLP beneficiaries)
- 96.0 % of respondents agreed with the relevance of making lifelong learning and mobility a reality (96.3% of individuals, 95.3% of organisations, 97.2% of LLP beneficiaries and 93.9% of non LLP beneficiaries)
- 87.3% of respondents agreed with the relevance of promoting equity, social cohesion and active citizenship (87.9% of individuals, 86.2% of organisations, 88.1% of LLP beneficiaries and 85.9% of non LLP beneficiaries)
- 91.1% of respondents agreed with the relevance of enhancing creativity and innovation, including entrepreneurship (91.3% of individuals, 90.7% of organisations, 90.6% of LLP beneficiaries and 91.9% of non LLP beneficiaries)

About one third of all respondents (33.53%) considered that additional objectives should be included in the future programme, whereas 29.93% of respondents considered that additional objectives are not necessary - the reminder of respondents not expressing an opinion. These shares were similar among respondents who benefit from the LLP compared to other categories of respondents.

Additional comments were also provided by some respondents in relation to the need to add a new objective related to the *employability of young people*, by *'tuning education to the needs of the labour market'*, offering *'courses suited to the needs of today'* or *'enhancing partnerships with enterprises'*. Another prominent new issue highlighted by respondents was the need to consider environmental sustainability, while fewer respondents advocated greater emphasis on the promotion and recognition of informal learning.

In addition, many respondents stressed the need to prioritise particular aspects already covered by the main objectives, for example:

- Regarding lifelong learning and mobility: better catering for the needs of senior learners in a lifelong perspective (to address demographic change), contributing to reinforce a sense of European identity (via actions promoting cross-cultural teaching,

multilingualism, and cultural awareness) and understanding of the EU, developing guidance;

- Regarding quality and efficiency of education and training: raising standards across the EU and developing cooperation networks, developing activities for teachers (to offer them opportunities for mobility, reinforce their motivation and raise the quality of teaching) and more generally for multipliers who include guidance counsellors, encouraging the development of learners' key competences, improving the comparability of education standards (including degrees),
- Regarding equity, social cohesion and active citizenship: encouraging gender equality and territorial cohesion, targeting vulnerable groups (early school leavers, people with disabilities, people with learning difficulties, offenders), promoting intergenerational solidarity and Human Rights education, promote the participation of non-institutional organisations in the programme by designing more activities towards them;
- Regarding creativity and innovation: developing the use of ICT, more emphasis on digital competences and new innovative curricula and pedagogic approaches (such as 'serious games'), promoting multidisciplinary, developing new innovative projects in addition to the well-established programmes.

2.2 Scope

2.2.1 Activities

Concerning the scope of the programme, a very large majority of respondents over 90% (92% of those who had been LLP beneficiaries and 89% of those who had not) considered that the future programme should continue to include activities covering the whole spectrum of lifelong learning. Some concerns were raised in the qualitative feedback that the programme is too broad, making it very difficult to have an overview of its outcomes. Several respondents thus considered that each sector/level of education should continue to have a separate sub-programme adapted to its needs and mainly work towards the simplification of procedures within the programme. For example, one respondent noted *'how crucial it is to maintain the existing structure of LLP, especially its division into sectoral programmes, while increasing their synergy based on the lifelong learning perspective. It is vital to benefit from good practices instead of creating new mechanisms. Some changes are acceptable, but only in order to simplify procedures'*.

Other respondents supported the view that the current structure (a 'silo approach') was hampering innovation, and that more transversal activities were needed in order to allow experimentation, bridge the gap between different learning fields/sectors and also with other policy fields such as employment. They thus called for greater emphasis on horizontal and accompanying measures activities, which they reported, are generally not given enough attention in the programme.

Regarding new areas to be included in the scope of the future programme, extracurricular activities and volunteering were mentioned.

2.2.2 Geographical scope

Regarding the geographical scope of the future programme, 70% of all respondents (69%, of beneficiaries compared to 72% of non-beneficiaries) agreed that it should be open to non-EU countries. Around 23% of all respondents did not support this idea. The support to the opening up of the programme scope to non-EU countries was generally motivated, as shown in comments from respondents, by the growing importance of countries outside the EU in the world economy and politics. In their comments, respondents mentioned the participation of the following countries/areas as priorities:

- European countries in the wide sense (e.g. Members of the Council of Europe, candidate countries, Members of the European Higher Education Area)
- Neighbouring countries including Mediterranean countries

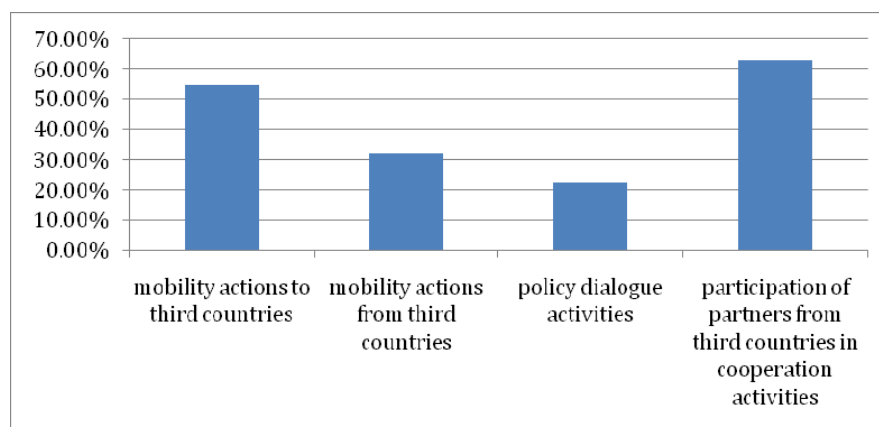
- BRIC countries
- South and Southeast Asia (e.g. Japan, China, South Korea, Singapore)
- Latin America
- Main partners such as the US

Particular consideration was given to the opening up the LLP to third countries in Higher Education. According to one respondent, *‘Erasmus creates possibilities for mobility and cooperation that are less complex than the actions for third countries under Erasmus Mundus and other international cooperation programmes. Erasmus-type actions for third countries could be important ‘icebreakers’ and facilitate more structural cooperation later on’.*

Respondents providing qualitative feedback shared the view that their support for the participation of non-EU countries was conditional on their contribution to the funding of the programme. Moreover, an even balance between mobility actions *to* and *from* third countries would have to be ensured. It was also suggested that the starting point should be that the LLP is generally only for EU countries (as one of its objectives is to create a sense of European identity). Third countries could, however, participate in individual pilot projects. Other respondents called for a better harmonisation between the LLP and cooperation programmes, such as TEMPUS and ALFA, that are already open targeted to cooperation with third countries.

Regarding the different possible types of participation of non-European countries, respondents prioritised more often cooperation activities, as shown below.

Figure 2.1 Type of participation of non-European countries in the future programme

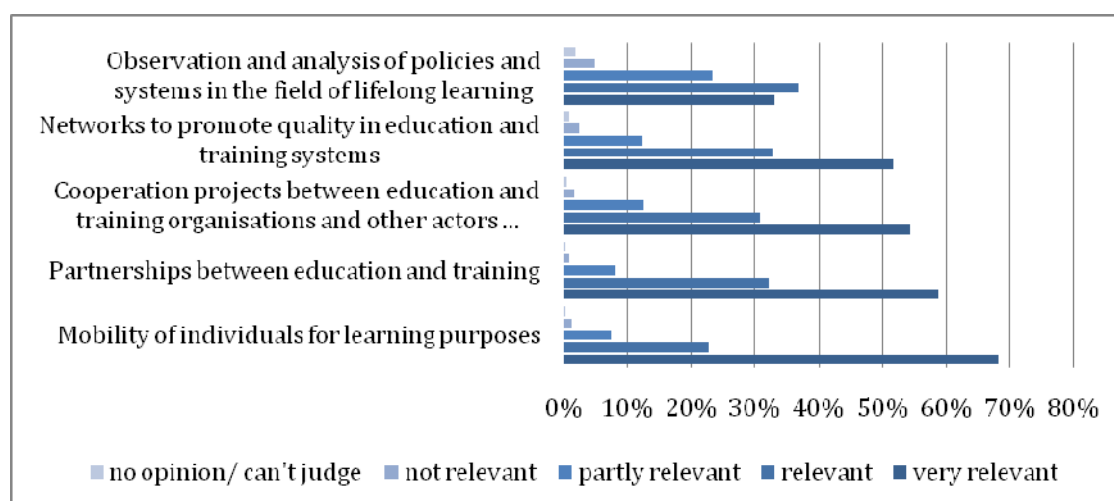


Basis: 971 respondents, two answers maximum per respondent

2.3 Activities

The consultation asked about the relevance of current LLP activities under a new programme. According to the respondents, the relevance of these activities varies significantly. Mobility was the most relevant activity, followed by partnerships between education and training institutions. Cooperation projects and networks were also considered very relevant by over 50% of respondents. Observation and analysis of policies and systems was seen as less relevant by respondents.

Figure 2.2 Relevance of current LLP activities for the future



Basis: 1390 respondents

While the graph above only displays results for all respondents, answers from LLP beneficiaries and other categories of respondents to these questions are relatively consistent. The only significant difference is that non-LLP beneficiaries attribute even more importance to the mobility of individuals and partnerships, which they describe more frequently as very relevant. Indeed, 72.9% of respondents who do not benefit from the LLP consider mobility as very relevant activities for the future (compared to 60.1% of LLP beneficiaries), while 27.1% of them perceived partnerships as very relevant (against 20.3% of LLP beneficiaries).

The following subsections review respondents' views on mobility, cooperation and policy support activities in more detail.

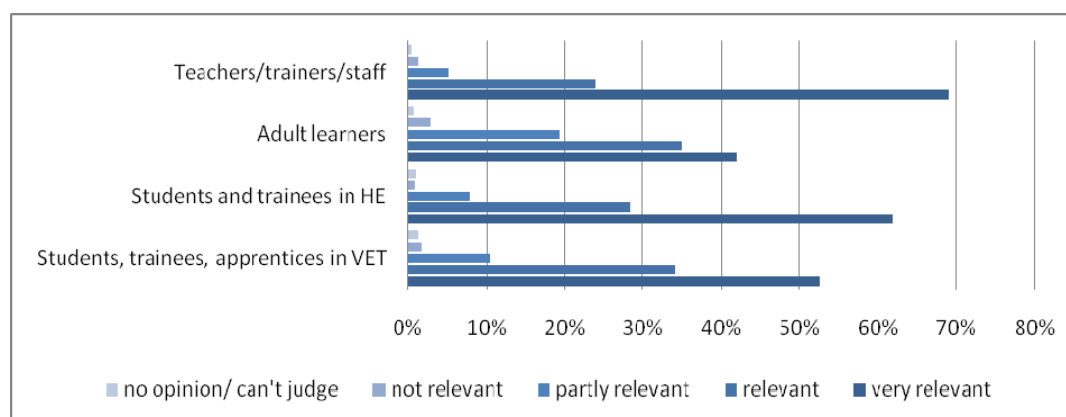
2.3.2 Mobility

About two thirds of respondents (65.25%) considered that both the personal and professional development of participants *and* cooperation between institutions/organisations should be central aims of the mobility periods funded by the programme.

With regard to the personal and professional development of participants, respondents mentioned most frequently the promotion of general personal and intercultural learning (30%), the exchange of experiences (26%) and the acquisition of professional experience (20%) –study and language learning received somewhat less support as guiding principles for the mobility periods.

When considering potential beneficiaries, teachers, trainers and staff were considered the most relevant target groups for mobility actions in a new programme. These were followed by students and trainees in higher education and students, trainees and apprentices in VET. The mobility of adults received lower support. It is important to note that only 53 respondents that identified themselves as 'learners' responded to this question. On the other hand, around 83% of the 431 teachers answered the survey considered the mobility of teachers, trainers and staff relevant or very relevant, which is actually below the level of relevance reported for the mobility of teaches/ trainers/ staff. This suggests that other types of respondents than teachers/ trainers/ staff believe in the high level of relevance of the mobility of this group in a new programme.

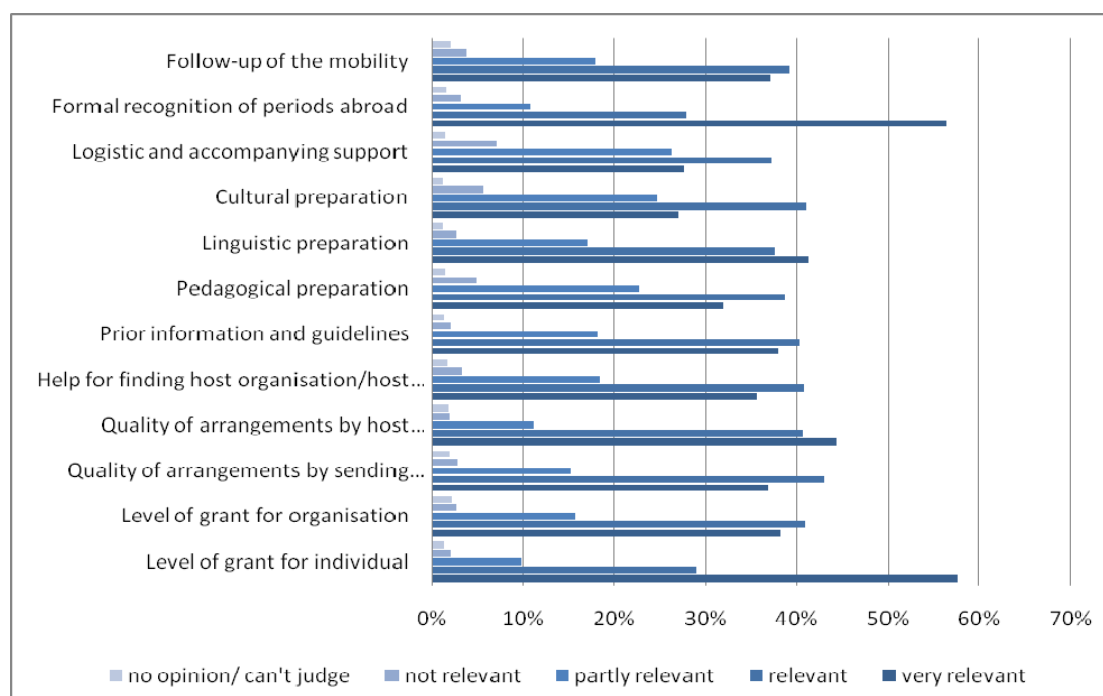
Figure 2.3 Relevance of different target groups for mobility actions in a new programme



Basis: 1390 respondents

Respondents were also asked to rank a set of actions that could be implemented in order to foster mobility. They highlighted in particular the level of grant for individuals and the formal recognition of periods abroad as the two most important factors to promote mobility –with over 50% of respondents reporting that these are aspects to improve in order to promote mobility. Linguistic preparation and quality of arrangements by the host organisation were also highlighted as highly relevant by over 40% of respondents.

Figure 2.4 Elements to improve in order to promote transnational mobility activities



Basis: 1390 respondents

Increasing the level of available grants was identified in the qualitative feedback as particularly important in the current context of financial crisis, which may have an impact on the level of co-financing that could be expected from families and other organisations. The timing of the availability of the grant was also seen as important in this context. Sending the

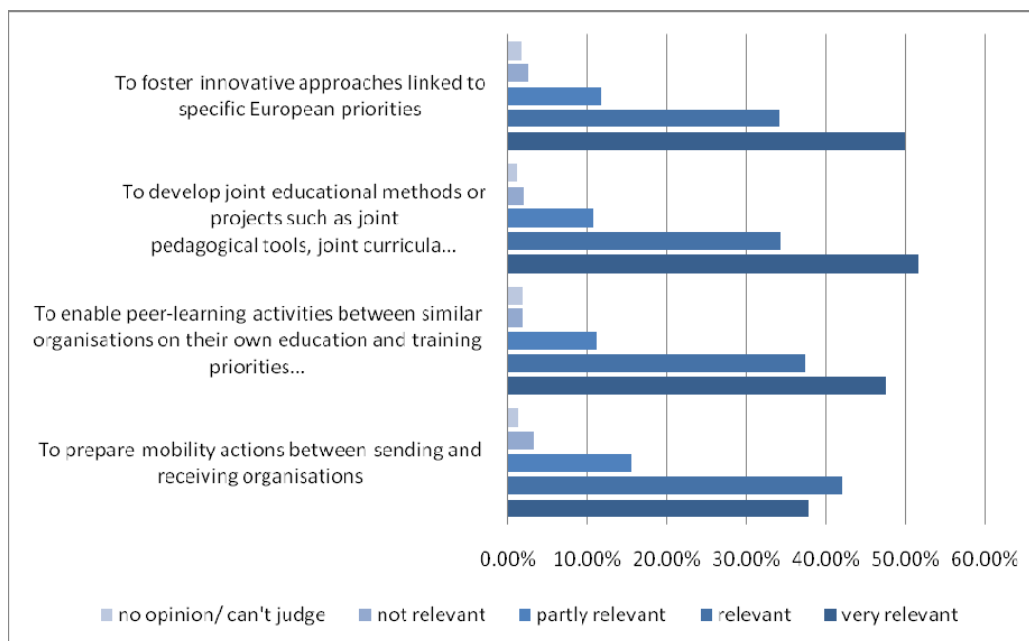
grant in advance was thus also considered useful. In addition, respondents suggested other aspects to improve:

- Evenness of access to information on mobility across countries
- Diversity of participants, in particular to improve the number of older learners benefiting from mobility
- Support during the application procedure
- Guidance before, during and after mobility, including help to find accommodation in the host country
- Active communication and cooperation with employers
- Revision of rules regarding minimum duration of mobility (which prevent many learners of taking part)
- Virtual mobility and more generally flexibility in the choices regarding the type of mobility (e.g. possibility of combining short periods of mobility with e-learning)
- Simplification of the procedure for application and management (extensive comments regarding the improvement of the management are also presented in section 5 of this summary).

2.3.3 Cooperation

The consultation document asked about the main purpose that cooperation projects should have in the new programme. On the whole, fostering innovative approaches in relation to specific European priorities and developing joint educational methods received the greatest level support. Enabling peer-learning activities between similar organisations and preparing mobility actions were ranked slightly lower.

Figure 2.5 Main purpose for cooperation projects under the new programme



Basis: 1390 respondents

Additional objectives mentioned by respondents were:

- to encourage mutual academic recognition of experience and qualifications
- foster a spirit of transnational collaboration; and
- foster long-term stable partnerships to improve quality in education.

Concerning innovative approaches linked to European priorities, respondents mentioned that these could relate to:

- enhancing multidisciplinary,
- the promotion of cultural exchange and intercultural dialogue, as well as
- approaches aiming to improve the employability of graduates and
- the linkage between theoretical knowledge and practical experience.

Respondents also highlighted the need to broaden the scope of cooperation projects to new actors such as employers (e.g. prioritising projects that involve representatives from the world of work).

A majority of respondents, around two thirds, considered that the future programme should put more emphasis on cooperation with the world of work, culture and civil society. Many respondents suggested in their qualitative feedback that a new programme should '*bring together education and training institutions, social partners and public and private employers*', *networks of intermediary organisations and systemic cooperation mechanisms*'. Several respondents argued that this should become a transversal objective for all sub-programmes.

Furthermore, several respondents mentioned that efforts to improve the employability of learners should be the focus of mobility actions such as work placements. Therefore, a crucial objective of cooperation projects that bring together representatives of the world of work and educational institutions should be convincing employers to create more placement opportunities. Over half of the respondents also considered that the future programme should be more open to the participation of *regional and local authorities* (57.41%).

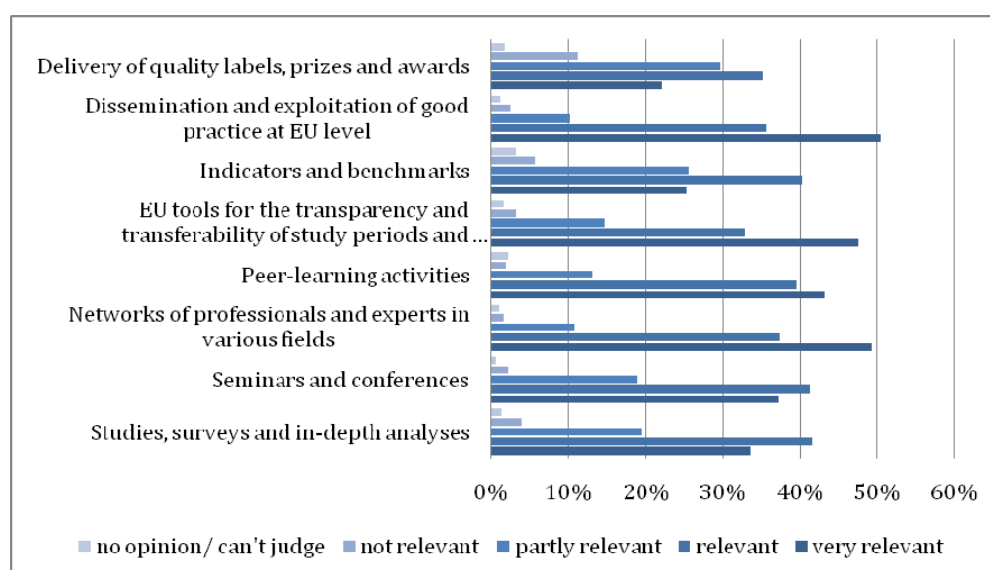
Regarding mechanisms to foster cooperation, almost three quarters of respondents considered that a dedicated ICT platform (such as the European e-twinning platform currently available for teachers interested in European collaboration) could provide support for all cooperation activities and for people and organisations working in all sectors of education.

Respondents mentioned that 'e-twinning' offers an interesting model for the future; also with a view to take into account CO2 emissions in the future mobility programme. More emphasis should be put on an action line promoting *virtual mobility* as a cost efficient mechanism. However, virtual mobility was highlighted as a good *complement or preparation* to physical mobility, but not a substitute.

2.3.4 Policy support activities

Concerning policy support activities, those seen as most relevant by respondents were the dissemination and exploitation of good practice at EU level, networks of professionals and experts working in various fields, the development and implementation of EU tools for the transparency and transferability of study periods and qualifications and peer-learning activities and networking.

Figure 2.6 Relevance of policy support activities under a new programme



Basis: 1390 respondents

The consultation also asked whether respondents are familiar with a set of European tools for recognition and certification of periods abroad. Over half of respondents were familiar with at least one of the European tools for recognition and certification of study/placement periods (Europass, ECTS and ECVET).

In the qualitative comments, study visits were mentioned as a relevant activity. Another beneficial activity suggested by a respondent was to launch public consultations involving education and training professionals. It was also mentioned that networks should involve a variety of stakeholders, such as social partners of professionals. It was also mentioned that more attention should be given to the exchange of good practice amongst local and regional public authorities dealing with education and training. Several respondents expressed the view that financing studies and seminars to support policy development should not be the main objective of the LLP.

2.4 Transversal dimension

Within the current LLP, some activities, such as the promotion of multilingualism and the development of digital competences, have a transversal dimension.

2.4.1 Multilingualism

The most supported objectives for a new programme in the area of multilingualism were:

- to facilitate learners' mobility (64.39%),
- to promote intercultural competences (54.6%) and
- to support the Barcelona target - which calls for each European citizen to learn at least two foreign languages.

In their qualitative comments, several respondents added that the promotion of multilingualism should start as early as possible - from pre-primary school. It was highlighted that other objectives for this policy could relate to the promotion of active citizenship and the improvement of the understanding between people in Europe, as well as to the creation of equal training and job opportunities across the EU. According to several respondents, the focus should be on basic and conversation skills to foster the capacities of integration, and ultimately employability, of learners.

A few respondents remarked in their qualitative comments that efforts should focus particularly on supporting lesser known European languages, while for many others, they should be channelled into improving English language skills. A small number of respondents suggested that promoting the learning of the neighbouring countries' language(s) should be a lower priority. In addition, other respondents recalled that non-EU languages should also be supported, including those languages spoken by a large number of migrants.

Within the future programme, around half (47%) of respondents considered that there should be both a mainstreaming of actions to develop multilingualism and some separate actions, while a third (35%) of respondents favoured mainstreaming and less than a fifth (17%) separate actions).

2.4.2 Development of digital competences

The consultation also asked whether the development of digital competences should be mainstreamed throughout the programme, be separate from other actions or a combination of both in the future programme. Respondents made very similar statements to those for multilingualism: around half (49%) considered that both should options should be used, slightly under 40% favoured mainstreaming, and less than 15% supported separate actions.

In their qualitative feedback several respondents warned that if it is compulsory for projects to include several transversal measures related to multilingualism and digital competences, this would generate extra costs, could exclude good innovative ideas or could create 'hybrid' projects that do not achieve any of their objectives sufficiently well.

2.5 Management, information and communication

The consultation dealt separately with aspects linked to the management, information and communication about the whole programme and dissemination activities, which are reviewed below.

2.5.1 Management

Respondents were asked to rank specific ways to improve the management of the programme. They generally argued in the sense of further simplification. In this respect the Grundtvig programme was identified as particularly difficult to manage and understand.

General recommendations mentioned include:

Projects

- Prioritise the quality of projects over the strict respect of budgetary rules. Controls must aim to avoid frauds but not impede projects giving interesting results on the grounds;
- Give more opportunities for long-term projects in order to give time for sustainable and multiplier effects;

Guidelines and information

- Avoid changing the guidelines and objectives year on year;
- Unify the rules for the different sub-programmes and/or for all countries;
- Provide training for target groups on how to apply and manage a project (e.g. via workshops);
- Develop information kits on all programmes activities and in all languages;

EACEA

- Improve the usability of the EACEA website and programmes websites which are not always easy to use or informative;

- Ensure that the National Agencies and the EACEA set up 'consumer consultative groups' to provide informed feedback from the field throughout the lifetime of the new programme and improve its relevance and responsiveness
- Increase the number of staff at the EACEA for a better reactivity and availability;
- Give EACEA a mentoring and monitoring role to support large projects (e.g. that last up to five years and have a budget of up to EURO 1 million) and to inform EU policy development.

National Agencies

- Increase the availability of managers in National Agencies and improve communication flows with beneficiaries;
- Devolve the more responsibility for managing programmes to the National Agencies including the freedom to shift funds between different beneficiaries and action categories;
- Simplify the software used by National Agencies and train institutions on how to use them;
- Create partnerships between the Commission and the National Agencies with interested regions;
- Have one single contact person for the application and the management of the project;

Related to the timing of processes:

- Take into account the constraints of the academic calendar;
- Increase the time from the call for proposals and the deadline for application;
- The award decision must be communicated to beneficiaries more quickly
- National agencies should provide no later than in April mobility kits and financial contracts

Funding

- Review the amount of grants for mobility, to increase it;
- Ensure that each partner is liable for the share of funding that they use;
- Generalise the use of lump sum grants;
- Allow for flexibility in spending during the execution of the project;
- Accept volunteer time as 'in-kind' match funding for projects. NGOs rely a lot on volunteer time. This needs to be factored in to the system of flat rate grants, as the NGO might have few employees, but needs to cover the costs (travel, subsistence) of volunteers.

Monitoring and evaluation

- Apply a grading system similar to that used for assessing the application to all aspects of the reporting, the final payment should be linked to the quality of the reports
- Improve the relevance of follow-up questionnaire at the end of mobility programmes

Furthermore, a large number of additional suggestions were made in relation to the *simplification* of the management of the programme:

- Make application forms available well in advance and in all EU languages.
- Improve and simplify the definition of priorities in calls for projects;
- Introduce a two-step application process: firstly a short project application (summary and administrative eligibility), then a fuller application package for selected ideas only;
- Provide templates of completed forms, so that applicants have concrete examples to follow;
- Require less information in the application form (especially relating to partner organisations);
- Organisations with a proven track record should be given multiple-year contracts or a simplified funding procedure (e.g. by receiving a certificate), so some documents have to be sent only once;

- Simplify the terminology and reformulate questions that are repetitive and unclear: the current application forms are not designed to bring out the best in a project proposal;
- Questions should only focus on the description of the project and the capacity of the applicant;
- Provide contact persons for necessary support on a decentralised level i.e. in National Agencies;
- Specify clearly to whom an application should be submitted (to EACEA, National Agencies or other executive bodies, etc.); it would help to have a centralised digital platform where all application forms for different projects are sent;
- Send to applicants an electronic confirmation of reception of the application;
- Publish selection rates for each call online;
- Allow to merge the applications of various related activities into one single form.

Specific application 'hurdles' were highlighted by respondents in relation with selection criteria, such as the need to provide bank guarantees, which holds back many applications particularly from NGOs. The large number of partners required for partnerships was raised as a particularly difficult aspect to manage by a few respondents. Too many supportive documents are required for networking projects.

2.5.2 Information and communication

Regarding the **name of the future programme**, almost three quarters of respondents considered that the future programme should still be called 'Lifelong Learning Programme'¹.

In their qualitative feedback, several respondents stressed the importance of continuing with a name with which people are already familiar. However, considered that this name is 'too long', 'dull' and the abbreviation LLP is 'not well known'. They recommend a short name or not using English but Latin for example. The majority of titles suggested by respondents include the words 'learn'/'learning', such as:

- LEARN!,
- Life-be-Learning,
- Learn in Progress (LiP),
- Learning for All,
- Programme for border-less learning

Several comments suggested adding the adjective 'European' to 'Lifelong Learning Programme' or use a different title including the words 'Europe/European', for example:

- Europe learns,
- Europe gets trained,
- Learning in Europe,
- EuroLearners,
- European Education and Training Programme,
- European Programme for Education,
- European initiative for Education and Training,
- Open Programme of Education and Formation for Europe,
- EuroCulture Passport,
- Europe for All...

Other respondents thought that the notions of cooperation, innovation, culture, mobility, competences and labour market integration should be reflected in the title of the programme.

¹ Among the remaining 29.57%, 17.34% had no opinion, while 12.23% were not in favour of keeping the same name.

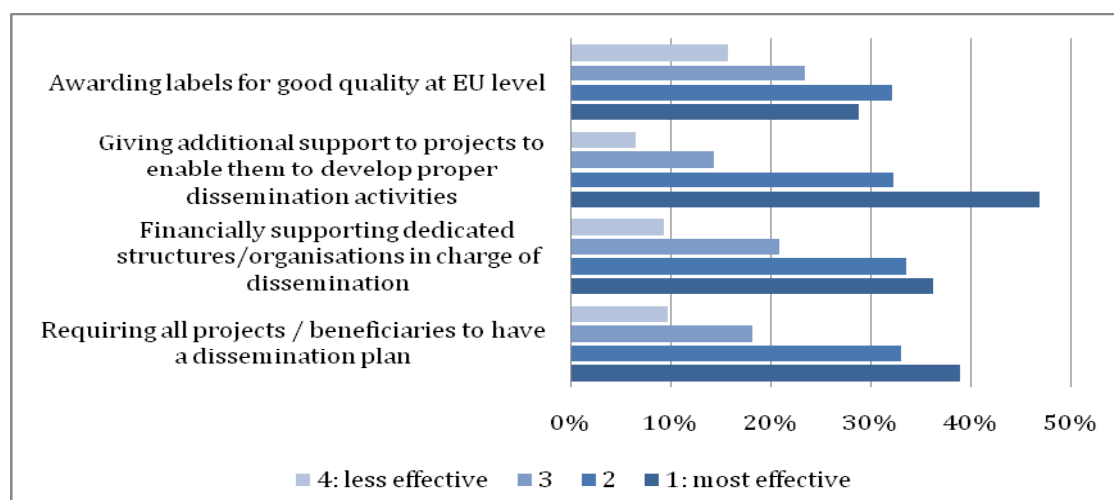
Regarding the **names of the different sectoral programmes**, respondents recommended to use 'short and catchy names'. The current names received support, as they are well recognised.

Respondents who benefited from the 2007-2013 LLP were asked for their feedback on several aspects related to 'user-friendliness':

- Almost three quarters of respondents agreed/ tended to agree that information on the programme was easy to find;
- A third agreed/ tended to agree that supporting documents were easy to understand;
- 58% considered that application forms were friendly and proportionate.

Among measures to help ensure the **dissemination and exploitation of the results** of the activities of the future programme, respondents ranked as the provision of a additional support to projects (so they can better develop their own dissemination activities) and the requirement to have a dissemination plan as the most efficient measures, as illustrated in the figure below. Awarding quality labels and financially supporting dedicated dissemination organisations received less support.

Figure 2.7 Most effective measures for the dissemination and exploitation of results



Basis: 1390 respondents

In their qualitative feedback respondents highlighted that some opportunities for sharing outcomes are missed, and that more work is needed to show the benefits that come from mobility, particularly from an employer's perspective.

Respondents were also asked to rate the efficiency of mechanisms for informing and **communicating with the public on the future programme** from 1 to 8 (1 meaning very efficient). Websites were highlighted as the most appropriate channel (with a grade of 2.4), followed by printed publications and conferences (3.9 both), TV/radio advertising (4.3), social media (4.4), national campaigns (4.7) and finally rewards/labels (5.2).

In their qualitative comments several respondents highlighted specific aspects related to communication on the future of the programme including:

- Creation of a consolidated website with mailing lists/text messaging service,
- A 'Frequently asked questions' section on the LLP website dealing with the future programme,
- A You-tube video to promote stories from participants,
- Use teachers at the local level to act as consultants to help dissemination in schools;
- Compulsory seminars on the dissemination of results for all project organisations during the second half of the project;

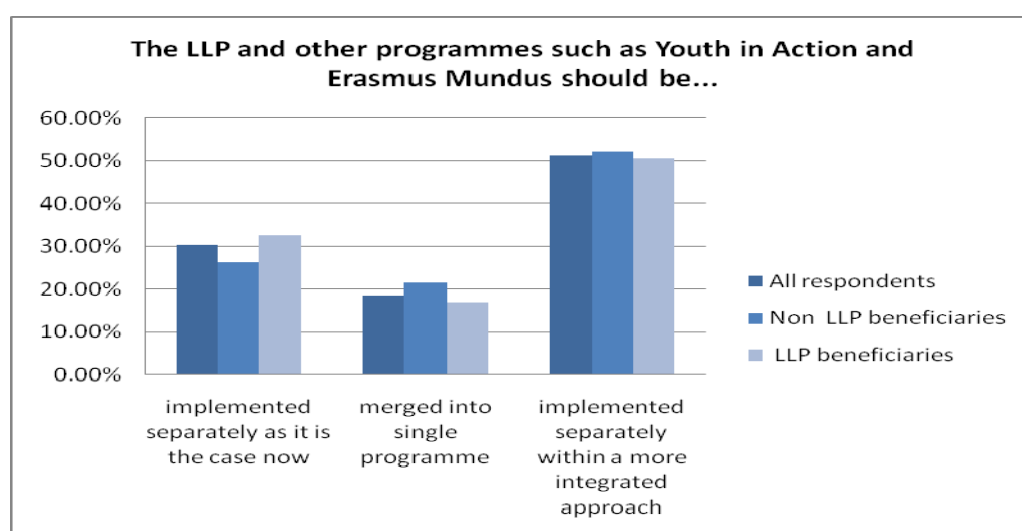
- Online database of all projects funded and their findings;
- Support with the preparation of dissemination toolkits;
- Create an interactive platform for Jean Monnet centres and diffusion lists.

2.6 Interaction with other funds and programmes

2.6.1 Interaction with other programmes in the field of education and training

Regarding the interaction with other programmes in the field of education and training (such as Youth in Action or Erasmus Mundus), overall, just over half of respondents (51%) considered that the successor of the LLP should continue being implemented separately from these programmes, although following a more integrated approach. Around a third (30.2%) favoured a simple 'status quo' and a fifth (18.6%) supported a merger between these programmes. As illustrated by the graph below, respondents benefitting from the LLP were slightly more likely to support a separate implementation and less likely to support a merger.

Figure 2.8 Interaction of the LLP with other programmes



Basis: 1390 respondents, 509 non LLP beneficiaries and 881 LLP beneficiaries (no answer such as 'no opinion' could be chosen)

Among all respondents who favoured an integrated approach, slightly over one third (35%) considered that it could take the form of a common management approach, while a similar proportion (34%) mentioned the use of common national agencies. Slightly fewer respondents (25%) mentioned that the common management approach could entail the use of a common IT system.

Regarding the cooperation between the Erasmus and Erasmus Mundus programmes, almost two thirds of all respondents (63%) agreed that it should be enhanced. Given that a significant share of respondents, (28%), had no opinion or could not judge, this is strong support for greater cooperation between the two programmes.

2.6.2 Interaction with other European programmes

In addition to the LLP, other European funds and programmes (such as the European Social Fund) support Lifelong Learning objectives. Over half of respondents (56%) agreed that such funds and programmes could finance complementary activities to those of the successor of the LLP, while slightly under a fifth (18%) considered that they could be used to support similar activities.

In the qualitative feedback it was suggested that there is scope for increased synergy between the new Programme and other EU programmes in Research, Justice and Human Rights, Culture and Regional, and that this possibility should be explored. One suggestion of how the new Programme and the ESF can complement each other is for ESF to continue and develop proven good-quality LLP activities. Another respondent suggested strengthening the synergies with the TEMPUS programmes, which has a more structural impact.

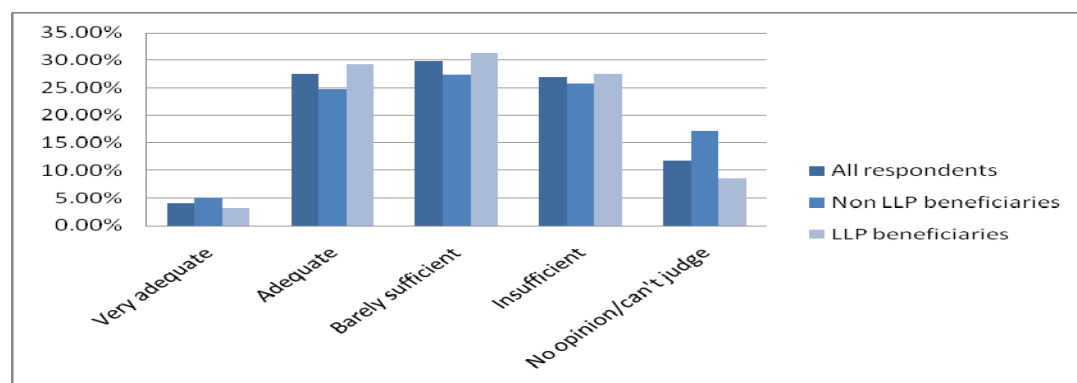
2.7 Funding

2.7.1 Overall funding levels

Respondents were consulted on the levels and characteristics of the **funding** for the current LLP programme and the new programme. In relation to the budget of the current LLP, overall 31.5% of respondents considered its budget as adequate or very adequate. A similar proportion (30%) expressed the view that the current levels of funding are barely sufficient and a slightly smaller share of respondents reported that they are insufficient (27%).

As illustrated by the graph below, answers to this question were similar for beneficiaries and non-beneficiaries (the greater proportion of 'no opinion' among non-LLP beneficiaries explaining most of the variations).

Figure 2.9 Perception of the level of the current LLP budget



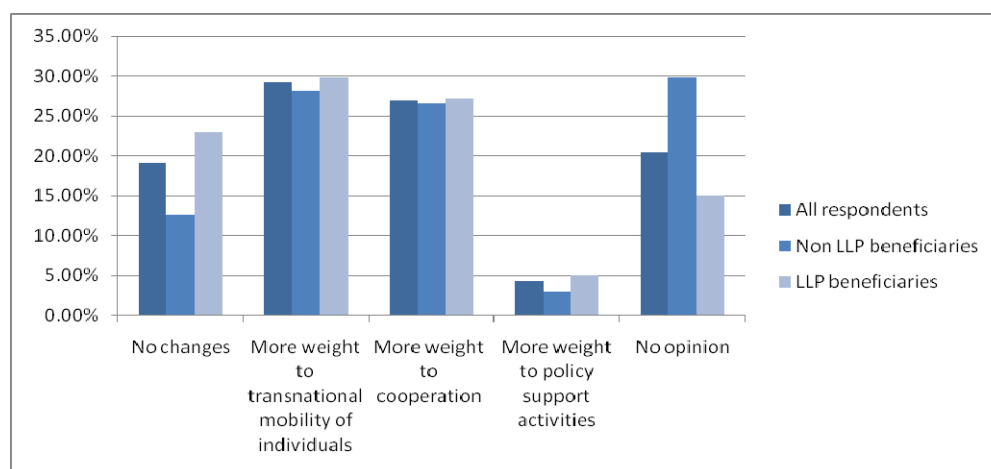
Basis: 1390 respondents, 509 non LLP beneficiaries and 881 LLP beneficiaries

2.7.2 Split of the future programme budget by activity

In relation to the current split of the LLP budget, a majority of respondents suggested changes for the future programme. 29.2% of all respondents expressed the view that transnational mobility should receive more support. Cooperation activities were also considered as an important priority, being mentioned by about 23% of respondents. By contrast, only 4% of all respondents believed that policy support activities should be given more budgetary weight in the new programme.

The graphs below illustrate the opinion on the split of the future programme for all respondents, compared to the results for beneficiaries and non-beneficiaries

Figure 2.10 Modifications on the split of the budget in the new programme, LLP beneficiaries and non LLP beneficiaries

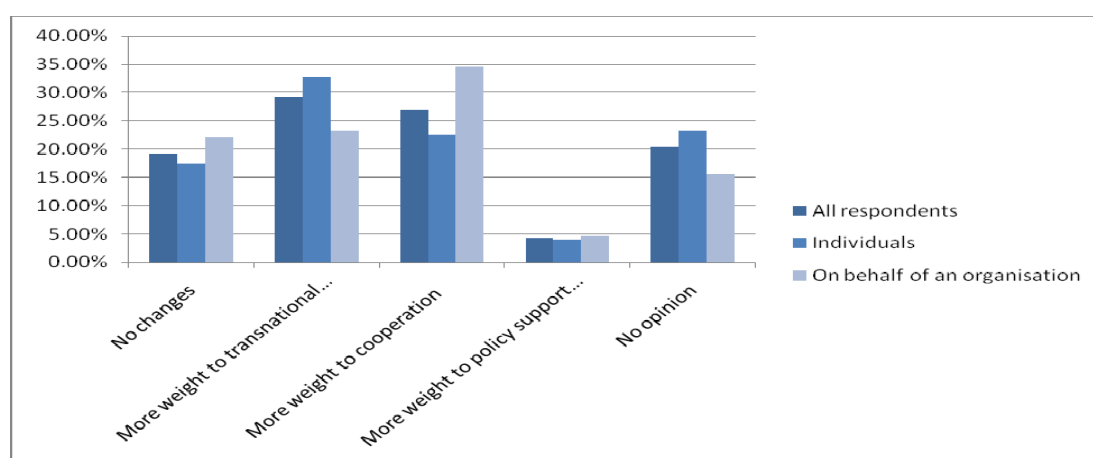


Basis: 1390 respondents, 509 non LLP beneficiaries and 881 LLP beneficiaries

LLP beneficiaries are more likely than other respondents to support a 'no change' option. However, views on the types of activities that should receive more support are consistent among LLP beneficiaries and non-LLP beneficiaries. It should also be noted that a significant share of non-LLP beneficiaries did not answer this question.

An additional check was performed to check differences between individuals and organisations in relation to this question, given that it could be expected that individuals favoured mobility and organisations cooperation projects/ policy support activities. The results of this further analysis are provided in Figure 3.11, which confirms that individual respondents tend to favour greater support to transnational mobility of individuals (at 32.7% compared to 23.3% for respondents representing an organisation). However, in terms of activities deserving more support, the largest difference is to be found for cooperation projects where support is in the region of 22.5% for individuals and 34.5% for organisations. Results show consistency in terms of the level of support for policy activities (low in both cases).

Figure 2.11 Modifications on the split to the budget in the new programme according to individual respondents and respondents representing an organisation



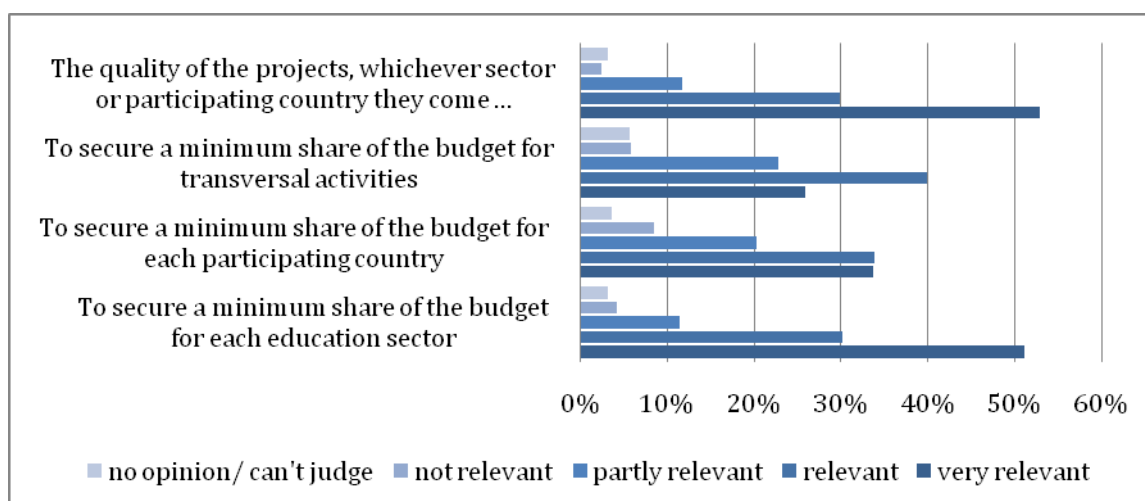
Basis: 1390 respondents, 874 individual respondents and 516 respondents on behalf of an organisation

With regards to the type of activities that deserve more support, a small number of respondents indicated in their qualitative feedback that initiatives that foster the employability of individuals (e.g. training focusing on sectors with labour shortages, or mobility opportunities for people having finished their education but who need capacity building through experience), activities linked to ICT and dissemination of project outcomes (which should benefit from a separate budget) should be given more weight.

2.7.3 Budget allocation criteria

The most relevant criterion to take into account when allocating the budget of the future programme should be the quality of the projects, according to a majority of respondents (considered very relevant by over 50% of respondents). This was closely followed by 'securing a minimum share of the budget for each education sector' (also considered 'very relevant' by over 50% of respondents). Securing a minimum share of the budget by country or for transversal activities received lower support.

Figure 2.12 Budget allocation criteria for the new programme



Basis: 1390 respondents

3 Summary of results of the online consultation

This section provides a summary of the main finding and recommendations from the online consultation on a future European programme in education and training. The summary presents main findings and recommendations (section 3.1) and specific recommendations on management (section 3.2).

3.1 Summary of main findings and recommendations from the online consultation

	Main findings	Recommendations
Main objectives	<ul style="list-style-type: none"> The four objectives of improving the quality of efficiency of education and training, making lifelong learning and mobility a reality, enhancing creativity and innovation, including entrepreneurship and promoting equity, social cohesion and active citizenship are considered very relevant for the future programme 	<ul style="list-style-type: none"> Lifelong learning and mobility: cater for the needs of senior learners, develop guidance; Quality and efficiency of education and training measures: raise standards across the EU and develop cooperation networks, develop activities for teachers and multipliers, encourage the development of learners' key competences Equity, social cohesion and active citizenship: encourage gender equality and territorial cohesion, target vulnerable groups, promote intergenerational solidarity and Human Rights education, promote participation of non-institutional organisations; Creativity and innovation: develop the use of ICT, more emphasis on digital competences and new innovative curricula and pedagogic approaches Add new objectives related to employability and environmental sustainability.
Scope of Activities	<ul style="list-style-type: none"> The future programme should continue to include activities covering the whole spectrum of lifelong learning. Each sector should continue to have a separate programme adapted to its needs, although with more attention paid to horizontal activities to allow experimentation. 	<ul style="list-style-type: none"> Put greater emphasis on horizontal and accompanying measures. Explore new areas such as extracurricular activities and volunteering.

Geographical Scope	<ul style="list-style-type: none"> The future programme should be opened to non-EU countries, in particular in higher education, due to the growing importance of countries outside the EU in the world economy and politics. 	<ul style="list-style-type: none"> The participation of the European countries in the widest sense should be complemented with participation from neighbouring countries, BRIC countries, South and Southeast Asia, Latin America, and main partners such as the USA Participation of non-EU countries could be conditional on their financial contribution to the programme. Even balance between mobility actions to and from third countries will have to be ensured.
Mobility	<ul style="list-style-type: none"> The personal and professional development of participants and cooperation between institutions/organisations are the central aims of mobility periods. Teachers, trainers and staff considered the most relevant target groups for mobility actions (possibly reflecting characteristics of those responding). The level of the grant and formal recognition of periods abroad are the two most important factors to promote mobility. Linguistic preparation and quality of arrangements by host organisation are highly relevant 	<ul style="list-style-type: none"> Increase the diversity of participants (especially older learners) Increase guidance and support before, during and after mobility Revise rules regarding the minimum duration of mobility Encourage virtual mobility and flexibility in the choice of type of mobility
Cooperation	<ul style="list-style-type: none"> Fostering innovative approaches in relation to specific European priorities and developing joint educational methods should receive the greatest level of support. Greater emphasis should be put on cooperation with the world of work, culture and civil society and on ensuring that the programme is more open to the participation of regional and local authorities. Virtual mobility is a good complement or preparation to physical mobility, but not a substitute. A dedicated ICT platform could provide support for all cooperation activities and for those working in all sectors of education. 	<ul style="list-style-type: none"> To increase cooperation the programme should develop fora that bring together education and training institutions, social partners and public and private employers, networks of intermediary organisations and systemic cooperation mechanisms. Focus on mobility actions such as work placements to improve employability of learners. Foster long-term stable partnerships
Policy support activities	<ul style="list-style-type: none"> Most relevant are: the dissemination and exploitation of good practice at EU level, networks of professionals and experts in various fields, development and implementation of EU tools for transparency and transferability of study periods and qualifications and 	<ul style="list-style-type: none"> Involve social partners of professionals in networks more closely. Foster the exchange of good practice amongst local and regional public authorities dealing with education and training.

	peer-learning activities and networking.	
Multilingualism	<ul style="list-style-type: none"> Most supported objectives are to facilitate learners' mobility, promote intercultural competences and support the Barcelona target of learning two foreign languages. 	<ul style="list-style-type: none"> Promotion of multilingualism should start from pre-primary school. Focus on basic and conversation skills to foster integration and employability capacities.
Digital Competences	<ul style="list-style-type: none"> A combination of both mainstreaming and separation is the most supported option. A transversal dimension should not be made compulsory. 	
Information and communication	<ul style="list-style-type: none"> The future programme should still be called 'Lifelong Learning programme'. The most appropriate channel for informing and communicating with the public on the future programme are websites, followed by printed publications and conferences, TV/radio advertising, social media, national campaigns and finally rewards/labels. 	<ul style="list-style-type: none"> The name of the programme should include the words learning or learn and/or the adjective 'European'. Develop better websites/interactive platform with mailing lists, text messaging service, 'Frequently asked questions' section, You-tube videos, etc. Develop compulsory seminars on the dissemination of results, support with the preparation of dissemination toolkits, Provide training for target groups on how to apply and manage a project (e.g. via workshops).
Interaction with other funds and programmes	<ul style="list-style-type: none"> The new programme should be implemented separately from other programmes although following a more integrated approach. 	<ul style="list-style-type: none"> Cooperation between the LLP and Erasmus Mundus and Tempus should be enhanced.
Funding	<ul style="list-style-type: none"> The budget for the LLP is generally considered insufficient; transnational mobility and cooperation projects should receive more funding. Most relevant criterion when allocating the budget should be the quality of the projects. 	<ul style="list-style-type: none"> Initiatives that foster employability of individuals, activities linked to ICT and dissemination of project outcomes should be given more weight. Need to devote more funding to VET and adult education. Increase the amount of grants for mobility

3.2 Summary of specific recommendations from online consultation on programme management

EACEA and National Agencies	<ul style="list-style-type: none"> ▪ Improve the usability of the EACEA website ▪ Ensure that the National Agencies and the EACEA set up 'consumer consultative groups' ▪ Give EACEA a mentoring and monitoring role to support large projects and to inform EU policy development, increase the number of staff at the EACEA to enhance availability ▪ Increase the availability of managers in National Agencies and create single contact points ▪ Devolve more responsibility for managing programmes to the National Agencies including the freedom to shift funds between different beneficiaries and action categories ▪ Simplify the software used by National Agencies and train institutions on how to use them ▪ Create partnerships between the Commission and the National Agencies with interested regions
Funding	<ul style="list-style-type: none"> ▪ Generalise the use of lump sum grants, allow for flexibility in spending during the project ▪ Accept volunteer time as 'in-kind' match funding for projects.
Application	<ul style="list-style-type: none"> ▪ Take into account the constraints of the academic calendar and allow more time for applications ▪ Make application forms available well in advance and in all EU languages ▪ Improve and simplify the definition of priorities in calls for projects ▪ Introduce a two-step application process: firstly a short project application (summary and administrative eligibility), then a fuller application package; organisations with a proven track record should be given multiple-year contracts or a simplified funding procedure ▪ Specify clearly to whom an application should be submitted, simplify the terminology and reformulate questions that are repetitive and unclear, questions should only focus on the description of the project and the capacity of the applicant; provide templates of completed forms, require less information in the application form (especially relating to partner organisations) and allow to merge the applications of various related activities into one single form. ▪ Send applicants an electronic confirmation of reception of the application
Monitoring and evaluation	<ul style="list-style-type: none"> ▪ Apply a grading system similar to that used for assessing the application to all aspects of the reporting ▪ Improve the relevance of follow-up questionnaire at the end of mobility programmes

Part 2: Written contributions and position papers

1 Number and type of contributions

In total, 123 position papers and other written contributions to the consultation process were analysed to produce this summary (see the full list of contributions in Annex 1).

Nearly all contributions came from EU Member States. The vast majority of contributions were sent by organisations, although there were also a small number of contributions from individuals – such as teachers and experts. A significant number of contributions were elaborated by transnational organisations or umbrella organisations with memberships spanning across several Member States.

The written contributions varied widely in their nature. Contributions included short statements or comments complementing the answers provided to the online consultation, structured position papers and summaries of findings from conferences, projects, etc. on the performance of the current Lifelong Learning Programme or about elements of potential relevance for the elaboration of the future programme.

2 Problem definition

In conceptualising the problems the majority of responses referred to factors associated with the current **demographic, economic and social climate** as detailed below. The main problems highlighted in the position papers were as follows:

General problems

- **As a general point, it was mentioned that lifelong learning is still not a reality:** there are few learning opportunities in the workplace and the participation of adults in formal education is still the exception. Many individuals still do not see lifelong learning as part of their personal and professional development, which is also related to the reluctance of employers to conceptualise it as such.
- There are problems in relation to the **quality of education**, partly derived from structural problems in the academic profession (e.g. low attractiveness, bad working conditions, lack of career opportunities).
- Taking the upcoming **demographic changes** in Europe into consideration, it was argued that this is a timely and important topic for lifelong learning.
- Society has moved towards **individualisation**, characterised by increased individual choice and responsibility. In this situation individuals are increasingly responsible for their own qualification development, particularly in situations where previous organizations, employers and the community have had the responsibility and previously supplied guidance and roadmaps for professional knowledge and skills. The associated platforms for supporting this shift involve broad ongoing training systems and associated online environment. These new informal systems appear to be more supportive than earlier transformative education system. This raises the question as to how such Support Systems may be implemented, transferred and integrated into various formal systems and traditional systems and how to support such support systems.
- The **commodification of education**, in particular higher education, is seen as a problem, in particular because it exacerbates **inequalities in education** and goes against the view of education as a public good and a public responsibility.

Problems related to particular target groups

- **Young people lack the competences they need:** the output of the school system in terms of job preparation is poor; there are high drop-out rates from upper secondary level and first apprenticeships.
- At a time of great economic uncertainty and of **high unemployment** (10% unemployment of the working population in Europe of the latest Eurostat figures August 2010) it is the young people who are affected the most (20.2% unemployment of under 25s) and their employment must be a priority.
- Significant demographic changes have created an increasingly **ageing population**, which raises the importance of inter-generational learning. In the decade leading up to 2020, continuous efforts to increase labour market participation, in particular for "women and older people", are needed to keep the decline in the labour force lower than that of the population".
- **Migration** trends are seen as a factor putting social cohesion under strain. Mobility has increased dramatically over the past few decades as a consequence of globalisation. Mobility covers a range of situations: from children of migrant / travelling families who need special attendant measures to ensure their proper integration in their new education environment.

Problems related to particular types of skills and competences

- There is a gradual but constant decline of employment in the primary sector and manufacturing, and the constant increase in employment in the service sector, whilst **demand for highly qualified people rises significantly**, including the fields of bio and nano technology, demand for low-skilled workers is expected to drop significantly. Future demand will be high for skills in science, technology, engineering and mathematics, the so called STEM skills. Technological progress, particularly in the form of new information and communication technologies, biotechnologies and nanotechnologies, has already led to the redundancy of certain skills and the launching of new knowledge-based industries that require a highly skilled work force.
- There is a lack of sufficient **individual recognition of the value of competencies** and life experiences (formal and informal). It is recommended to introduce individual competence development plans (in line with the framework of actions for the lifelong development of competences and qualifications) jointly elaborated by the employer and the worker, taking into account the specific situation of the employer, particularly SMEs, and worker.
- Meeting climate change obligations through **sustainable development** will require the improvement of existing skills, requiring workers to become familiar with new practices and techniques that will enable them to work in a low-carbon economy.
- Difficulties in the **validation of vocational training and competencies**. There is also a need for greater recognition of prior learning, as the basis for admission to qualifications and to the awarding of credit. Several papers mentioned the value in formal and Informal learning. This should be integrated into National Qualification Frameworks to establish rigorous and credible instruments with social partners for the recognition and transferability of skills obtained via non-formal and informal learning. Actions using sport as a tool by means of non-formal education, e.g. civic education through sport, should be supported. It is important to recognise the potential of systemic innovation in non-formal and informal learning processes.

Several contributions referred more specifically to **low mobility as a problem**, and reflected on problems associated barriers to mobility of learners as individuals:

- Insufficient information;
- Financial difficulties;
- Institutional Recognition: Problems with the recognition of grades achieved abroad by the home university and teachers (high administrative burden and lack of awareness).
- The mobility activities related to non-formal and informal learning require development. It would be mainly important to increase support for the European Voluntary Service, co-operation projects with third countries, and activities that are directed at internationalisation as well as youth initiatives and seminars at both local and international level.

3 Main objectives of the future programme

This section reviews the main objectives for the new programme, as outlined in the position papers. It is worth noting that, although the range of objectives outlined in the documents reflect different views of a wide set of stakeholders and is therefore large, stakeholders suggested that there is a reduction in the number of priorities and aims of the programme and that the possibility to define new priorities and to delete others to reflect economic and political developments objectives both at European and national levels is allowed.

3.1 Aiding professional and personal development

The new programme should be learner-centred. Education should have two objectives, to which a European programme would need to respond:

- 1 To realise the potential of the personality of individuals. It is not necessary to isolate the professional career from the realisation of the values of personality: Europe needs professionals who embody **European values**.
- 2 To prepare young people for their **professional career**.

In order to better respond to 'demographic change' better synergies between educational and employment policies and mid to long term strategies should be sought, so that schools, universities and training centres can prepare students for professions that are in demand, and for sectors that are projected to experience growth in coming years. Some of the contributions noted that whilst achieving some of its objects the LLP has developed scarce links/cooperation between E&T and labour market organisations.

Within this context, respondents mentioned a range of personal skills that should be enhanced through the programme:

- Creativity and innovation are key competencies to be developed. Innovation concepts need to be assessed on their potential to transcend sectors (primary, secondary, vocational/ professional/ academic higher education etc). It was argued that social sciences should not be overlooked as they play a key role in triggering creativity and innovation, help developing intercultural and socially-oriented mindsets which boost social cohesion.
- Entrepreneurship.
- Problem solving and analytical skills; projects are required to focus on the learner, especially with regards critical thinking among learners.
- Self-management.
- Multilingualism.

3.2 Promoting equity in mobility

- Make the access to mobility more democratic and increase the diversity of participants for disadvantaged groups in general. Mobility actions should target in particular the groups with a low access to mobility.
- Those in VET and jobseekers who are particularly important and low skilled workers as well as those with low prior education Vocational training must be given a more important role.

- Address the needs of a new target group: people with a migration background such as Migrant and Traveller families including the Roma population.
- People with disabilities or special learning needs.
- Focus on the participation of older people.
- Developing youth employability, in line with developments set out in both the Youth on the Move and an Agenda for New Skills and Jobs Flagship Initiatives should be prioritised.
- Equality could be achieved by increasing the support provided by Erasmus and implementation of reference tools agreed upon in European Union (EU) and European Higher Education Authority (EHEA). Mobility increases intercultural dialogue and fosters European dialogue, and hence should not be regarded as an employment target.
- The mobility of athletes, volunteers, officials and other people engaged in the sports sector should be supported to increase their learning mobility.
- Disadvantaged rural areas in Europe.
- Mobility should be organised in such a way that 'brain drain' is not stimulated.

3.3 Ensuring equal opportunities

- All students in all study fields should be provided with equal opportunities . Make the support for the most vulnerable and disadvantaged learners a priority, take into account the social context of learners, to enable integrated and complementary support.
- LLP critical for those with disabilities and disadvantaged groups in order to enable people to self determine their lives, be included in society, and choose and pursue clear career paths. Only about 20% of people with disabilities are currently employed: disabled people, have fewer opportunities to enter the labour market and when they do, earn less than their non disabled counterparts.
- Gender inequality should be seen as a shared woman/man issue (for instance in teaching and in organising gender-sensitive classrooms).
- Priority groups include the low-skilled, older workers and workers on temporary or part-time contracts.
- Students from disadvantaged and non-academic backgrounds need special support and encouragement. There is the need to provide professional mentoring and integration support for these young people while they are abroad.
- Equal opportunities would require comprehensive support measures for the mobility of female students and teachers as well as of young unemployed people so that they do find themselves isolated in the social environment of the host country.
- For prisoners, equal opportunities mean equal access with non-incarcerated learners. Moreover, the mobility of prisoners across the member states means that existing qualifications often go un- recognised or undetected.

3.4 Promoting active citizenship

- Active Citizenship is essential to promote as respect for all human rights and avoidance of all forms of exclusion.
- Learning mobility could strengthen EU citizenship .
- Adult learning in non-formal settings, such as in the Swedish context study circles and folk high school courses, is essential to reach broader target groups and high overall

participation rates among citizens. Formal learning alone cannot achieve key competences for active citizenship .

- Language training for settled communities and new migrants is key in order to stimulate the economy and encourage active citizenship in a diverse and pluralistic society .

3.5 Developing social cohesion and sustainable development

- LLP plays a key role in tackling social exclusion and aiding development .. This is particularly the case for informal learning ..
- Mobility, in education especially, plays a key role in fostering inter-cultural dialogue and European integration .and should by no means be regarded as a sub-ordered employment target.
- Learning for sustainable development should be an urgent theme, taking into account the future of the planet. Universities and the students should be orientated towards a global labour market and a sustainable future.
- Given the increased numbers of migrant, non-national, or ‘foreign’ prisoners across Europe it is imperative that aspects of multilingualism are addressed in the next program. While the suggested objectives of the future program are to be recommended, rather more basic issues such as ease of communication between diverse groups, and attention to minority languages might be useful additions.

3.6 Protecting academic freedom, students and teachers

- To maintain the public good character of education, mitigate the effects of the commodification of education and preserve the principle of academic freedom, higher education and research must be protected from purely corporate or market based models, and those who would prioritise an economic or labour market role for universities
- Programme objectives should focus on initial teacher training

3.7 Tackling early school leaving

- The Roadmap on the future LLL Programme should put greater attention to early school leavers and preventing drop-out in accordance with the ET2020 strategy that is a fundamental policy objective of the LLL Programmes.
- Investment in IVET should be an objective of the programme, as it is a key mechanism for preventing early school leaving. For example, the promotion of the use and improvement of tools proposed by the European Commission (Europass, EQF and ECVET) is a key element to increase the attractiveness of mobility actions. Promoting mobility in primary and secondary school should also be an objective as it helps prevent early school leaving.

3.8 Delivering Europe 2020 priorities

- A number of suggestions referred to the importance of the priorities in the Education and Training 2020 and Europe 2020 strategies (ET2020) and that the new programme should support the development of a European education area.

Additional comments on sectoral programmes

GRUNDTVIG

- Grundtvig is seen as very important and its objectives should continue to relate to the objectives of social inclusion, active citizenship, key competences and personal development. Another key objective is to promote the employability of older people Grundtvig should give more importance of objectives such as the integration of migrants, combating illiteracy and enhancing community building Adult learning in non-formal settings is essential to the key objective of increasing participation of broader target groups in lifelong learning.

4 Scope

4.1 Scope of the activities of the programme

Position papers supported the view that the programme should continue the scope of activities currently included in the LLP. This would be best achieved, according to the responses received, by keeping the current integrated structure of the LLP, based on different sub programmes and covering the whole spectrum of 'lifelong learning'. Only a minority of universities support the existence of a separate programme for HE.

The new programme should also remain comprehensive and cover all forms of education and training. It should support a holistic vision of learning including non-formal learning. It should not be extended to cover labour market and cross-sectoral mobility.

One reaction proposed a programme with one base and three pillars. The base of the programme is the reality of European citizen, which suggests that the programme should be grounded into the world of work, culture and civil society. The common governance of the programme and connects the pillars, which would be:

- Erasmus: the pillar supporting the mobility of learners and educators at all levels and ages, as it is the best known brand.
- Comenius: developing better education systems through partnerships between education stakeholders and with other social actors, such as employers, cultural organisations and civil society.
- Leonardo: Policy development and supporting the structured dialogue between educational stakeholders and policy makers.

The number of current activities should be reduced.

Several respondents suggested that in order to address the segmentation of the programme there should be a greater development of transversal actions, adopt a more integrative approach . and create bridges between the pillars by a flexible design of the individualised actions.

However, according to some respondents, there continues to be a problem with the requirement of covering at least two different sectors of education in the projects of the transversal programme. It is difficult to integrate within one project not just various national and institutional contexts but also various educational sectors (with their specific contexts and players) and undergo a joint innovative development. It was thus proposed that such transfer and interlinking activities should have their own time frame and separate content.

Finally, there were calls for stability within the programme. The number of activities should not be expanded as it is large already. There was a call to reduce the number of individual

actions which would be achieved by consolidating several individual actions in addition to removing specific actions in a targeted way.

Regarding thematic scope, views were varied. Some stakeholders suggested that a mathematics/science focal point should be set up, while others argued that there is a need to expand the accessibility for fields of study and types of host organisation.

Additional comments on sectoral programmes:

COMENIUS

- Comenius' well established, sector specific approach should be continued and primarily conceptualised as an instrument for improvement of learning. Interests of institutions should take priority over individual interests .

ERASMUS

- The number of action lines should be reduced. The six current action lines could be consolidated into 3 actions with standard procedures 1- Student Mobility, 2- Personnel Mobility and 3- Intensive Programmes.

GRUNDTVIG

- It is essential that the scope of the programme covers lifelong learning, and that Grundtvig is kept as an independent programme, this would be a signal that the importance of non vocational adult education is recognised .. Formal learning opportunities alone are not sufficient to meet key competences for citizens in terms of personal fulfilment and development, active citizenship, social inclusion and employment .
- A clearly defined profile for Grundtvig should be developed with core competence areas, with fewer measures and target groups.
- The profile of Grundtvig needs to be clearer: it seems necessary that the economic, societal and individual importance of gaining key competences as an adult is more clearly articulated and that the actual education aspect of adult learning is more clearly presented .
- The scope of Grundtvig should be expanded to include all adult learning in the new Grundtvig Programme: instead of restricting Grundtvig to non-formal adult education, transfer vocational training of adults from Leonardo da Vinci into Grundtvig .
- A sub-programme on 'Transfer of Innovation' as it exists in Leonardo could be introduced in Grundtvig as well.
- The scope of Grundtvig should be wide enough to accommodate a number of different activities. Grundtvig Learning Partnerships and Grundtvig Workshops are a very successful. Both programme lines should be continued. Special attention should be given to the participation of small organisations in these activities.

4.2 Geographical scope

There were two sets of arguments regarding the geographical scope of a new programme, one that argued for an expanded geographical scope, and one that argued for a programme focused on Europe.

4.2.1 Widen geographic scope

According to a number of respondents cooperation with non-EU countries should be encouraged. This takes more time and this should be reflected in increased contract times and additional funds for networking measures.

Third countries' participation would help widen the learning and work experience opportunities available. Participation of partners from third countries in cooperation activities has the potential to create closer working relationships with employers whose activities are not limited to Europe. Erasmus type actions for third countries would facilitate more structural

cooperation in for example Erasmus Mundus, later on. However, the greater involvement of third countries in the programmes should not mean a reduction in available resources and co-operation opportunities for the EU member states.

When considering opening up the future LLP to non-European countries, regard should be paid to the wider EU strategic approach to international engagement and, where possible, the LLP should mirror and focus on EU priority areas (such as China, India etc). Care should also be taken to ensure that activity through the LLP sits alongside and doesn't duplicate existing financial tools for activity with non-EU countries. A special focus should be devoted to increasing the attractiveness of South East Europe and the Commonwealth of Independent States, according to some respondents, with a view to reduce the prejudices against this region.

4.2.2 Focus on European scope

Other response papers argued that as the focus on the programme is on European integration, it is too early to open it to third countries. While it is important to build relationships and share good practice with non-European countries, much work still needs to be done in building strong LLP partnerships within Europe. Nevertheless the LLP programme should be open to all countries of the EHEA. Opportunities for Europeans should not depend how far their country is in the process of EU accession. It is crucial for the EU to set an example to neighbouring European countries by treating their learners as equal and thereby providing to them a real-life experience of the EU's values.

Additional comments on sectoral programmes:

ERASMUS

- To create a truly European university space all 47 Bologna countries should be eligible for participation. However, this would require that non-EU countries contribute according to their GDP to the Erasmus budget, just like EEA countries do to the current Programme.
- Erasmus should be widened to countries that are of strategic importance. Cooperation with the USA should be increased, as well as pilot projects started with Brazil, China and Japan. Key partner countries for higher education that were also mentioned were China, India, Canada and the USA.
- Flexibility in type of activities would facilitate all ERASMUS actions, European and with third countries. The recent development of including non-EU partners into the ERASMUS Network should be therefore expanded, which begs the question of it is really necessary to continue with ERASMUS and ERASMUS MUNDUS as separated programmes.

GRUNDTVIG

- Grundtvig should be open to non-EU citizens with the necessary financial support. In the first step, the Programme could be opened to countries of the European Neighbourhood Policy. Bilateral partnerships should be made possible.

5 Activities (Mobility, Cooperation, Policy support activities)

Position papers reflected on the activities (mobility, cooperation and policy support) to be undertaken under the new programme. A large number of ideas were put forward in this respect.

5.1 Mobility

5.1.1 Student mobility

A number of papers argued that mobility of individuals for learning purposes should still be considered the most important activity in the future programme .. Mobility in the tertiary education (of students and staff including study and traineeship mobility) stays a priority.

According to some respondents, the results of the mid-term evaluation showed that the programmes are successful and even in their present form support the achievement of the goals specified by the EU2020, ET2020 co-operation framework, and framework for European cooperation in the youth field. It is important to preserve the continuity, stability, and fundamental values of the programmes. The focus should be on developing the strong points of the existing programmes, such as significant expansion of mobility schemes and the increase of mobility grants.

However, there is great diversity in the types of mobility and it is very unlikely that any tool could be fit to provide support for all programmes.

Arguments were put forward to defend mobility during all stages of compulsory education. Mobility of students and graduates is of crucial importance to successful participation in the global labour market. Participation in mobility measures at a young age, i.e. already during compulsory schooling, is particularly efficient as it increases the willingness to make use of mobility opportunities later on.

The benefits of mobility were seen as multiple. Supporting international student mobility will firstly stimulate the competition between European universities with an upward quality spiral. Secondly, it will stimulate European Universities to become truly international. Europe needs young people who excel in programmes of the highest academic quality. Youth mobility also contributes to local economic competitiveness through the development of a workforce with intercultural skills but also through the international openness that the mobility of students in vocational training gives to enterprises.

However, there is also recognition of the destructive forces of the global market for higher education: A European strategy should feature a thorough understanding of global problems of development, and should refrain from shamelessly promoting European higher education abroad .

There was support for the 20% mobility benchmark. However, it is also necessary to strike the right balance between quality and quantity in mobility.

In this respect it is important to note that European initiatives such as the European Credit Transfer System (ECTS), the Diploma Supplement and the European Quality Assurance Register for Higher Education (EQAR) are seen as important in order to stimulate both the quantity and quality of international mobility. Regarding projects, the focus should remain on

quality, therefore flexibility in quantitative data should be enhanced, (such as the large number of partners required for partnerships). This requires a stronger focus on institutional cooperation and on the support to the development of tools that will promote and facilitate mobility. Proposals, contracts and assessments are much too focused on measurable issues. However, merely quantitative measures do not show qualitative impacts of project work.

5.1.2 Staff mobility

A number of suggestions referred to the beneficial effects of staff and teacher mobility (see below). There were also a number of recommendations to foster participation of teachers and trainers who can act as multipliers but who face numerous obstacles.

The arguments for the continuation of staff mobility referred to:

- Enables the opportunity for staff to learn about other educational systems, to gain insights into new pedagogies, to acquire new skills and develop new curricula, and to exchange good practices.
- Enables potential to encourage student mobility and strengthen student exchange programmes. Teachers must have benefited themselves from mobility opportunities to be able to motivate learners.
- The mobility of academics has a greater impact on internationalisation and the European dimension in the curriculum than student mobility as it has the potential to reach a much larger percentage of the student body, especially the vast majority of students who will not or cannot participate in actual physical mobility.
- Possibility for staff participants to network and develop closer research links with other academics.
- Develops and strengthens institutional partnerships and cooperation ., and raises the international profile of HEIs.
- Improves dissemination of mobility results and findings.

In this area position papers went on to review some of the most important barriers to staff mobility at present:

- Working conditions in the host country/institution.
- Mobility opportunities are often not well known particular among the VET world and among employers who often believe it is reserved to higher education students.
- Maintaining a balanced teacher force including replacement at the sending institution .
- Sound financial basis including: maintenance and completion of salary, portability of pension and security rights, recognising periods of experience abroad in accordance with the living conditions in the host country during the visit, and Provision of health insurance.
- The proper support of teachers by the employers of the sending and hosting countries, including pedagogic development of particularly experienced private sector employees who move into to the public teaching sector as trainee teacher.

The following recommendations were put forward to address these barriers:

- Strengthen and extend the scope of responsibility and activity for Consortia by including staff and university-enterprise staff exchanges as target groups.
- Reduce the high administrative burden in proportion to the relatively small scholarship.
- Adjust the €450 travel allowance to take into account differences in distance and travel costs.
- Tackle the lack of awareness of the opportunities for university personnel.
- To stimulate mobility of teachers and trainers, reinforce initiatives such as Leonardo PRO-EFP giving special consideration to first-time applicants

- Reduce the minimum length of stay abroad from one week to two or three days to allow more teachers to participate, or allow minimum length of stay be split into separate visits.
- Create the possibility to compensate the time spent by teachers and trainers on preparing and monitoring mobility actions as they do this on top of their regular tasks.
- Extend the good practices develop in Erasmus to the other sub-programmes.
- Develop multi-annual certification mechanisms (e.g. Erasmus charter).

5.1.3 Virtual mobility/ e-mobility

Some contributions pointed out the need to develop virtual mobility and generalise actions such as e-Twinning (See 6.1 ICT/Digital Competencies). They also supported the introduction of grants to arrange physical meetings for teachers working on on-line educational programmes (e- learning) and one week seminars with students and teachers involved in online courses. The use of e-learning through open educational resources should, according to a number of respondents, be embraced as an alternative, where needed in conjunction with short mobility periods such as summer courses

Other parties were supportive but cautious claiming that although physical mobility should have priority over virtual mobility, virtual mobility can be helpful in the preparation, supervision and follow-up of stays abroad. Audio-visual contact could be used to help develop student and staff links with partner institutions, both in preparation for a period of physical mobility as well as being a means to continue academic cooperation on return to home institutions.

Additional comments on sectoral programmes:

COMENIUS

- The current pilot project on individual pupil mobility should be integrated as its own action in the new Programme.
- Suggest the implementation of minor partnership projects of teacher training and further training institutions, in order to close the gap between mobility measures and multilateral projects. These are much easier from an administrative point of view. For experts in school education in particular, who so far have little or no experience with EU projects, such partnership projects are an excellent introduction to European funding.

Comenius Assistant Student Teachers (AST)

Benefits

- Introduces Comenius in schools, improve quality and are an effective route into teaching, thus should remain part of Comenius.

Drawbacks

- High cancellation rate.

Recommendations

- Greater links between ASTs and host school should be developed.
 - Provide the option for AST to elect their host school.
 - Introduce a financial penalty for cancellation.
- Increase participation through obligatory placement abroad.

ERASMUS

- Recognition and grant level –that makes participation more common amongst higher socio-economic groups- are, as mentioned above, seen above, two of the main problems faced by Erasmus students.
- In Germany students can be supported only once through Erasmus for up to a

maximum of 12 months. Typically BA students often use an Erasmus scholarship to finance a stay abroad for 3-5 months, when they continue on to do a MA and wish to integrate a semester abroad they can no longer be supported by Erasmus, even if they only took 4 out of the 12 months. In France, the minimum duration within the Erasmus programme (2 months), which may impede many students in short vocational higher education programmes to participate.

Recommendations:

- Modernise the programme as mobility now often takes various forms (shorter stays abroad, whole degrees taken abroad, participation in joint degree programmes, etc.) to support multiple and/or shorter stays abroad (e.g. 'mobility account' or 'mobility rucksack'). Shorter stays might be more affordable for students and less daunting.
- The Erasmus work placement duration rules need to enable HEIs and enterprises to define the most beneficial length. Preparatory visits would be beneficial between students and companies or universities.
- Significant increase in budget to encourage lower SES groups, and incentives for low SES groups.
- The award of PhD scholarships should be based on academic excellence and not the wider eligibility for students under Erasmus
- Provide information on social security/insurance requirements across the EU, so as to help institutions overcome legal barriers to work placement mobility
- East to West mobility vastly outnumbers West to East mobility. Incentives should be created to remedy this misbalance
- Erasmus Intensive Programme and multidisciplinary projects should continue to be pushed forward

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- Develop future mobility for apprentices. The mobility of apprentices is still less than 1%
- Leonardo mobility certificates play a crucial role in increasing the sustainability of mobility partnerships and has the advantage of simplified application procedures, ensuring the financing of the mobility flows over a longer period. Suggest the certificates to cover all mobility activities of an organisation similar to the Erasmus charter and not just for the project.

GRUNDTVIG

- The transfer of innovative projects is particularly important. This action should be introduced into Grundtvig, just as it has for Leonardo. Alongside individual mobility measures Grundtvig must have an appropriate number of projects with a 'critical mass' to ensure a sustainable effect. Appropriate parameters need to be worked out.
- As the population ages the importance of the Grundtvig initiative grows in order to educate adult learners. Recommendations related to the need to stress the importance of Grundtvig in relation to:
 - ✓ Support for mobility in adult education between member States.
 - ✓ The institutional networking of adult education centres.
 - ✓ The professionalization of trainers and advisers in adult.
 - ✓ Supporting the learning process of adults in the eight core competences
 - ✓ Increasing the visibility of opportunities and possibilities opened up as a result of adult education.
 - ✓ Grundtvig Advisory Committee also suggests to merge actions as funding for

Grundtvig is low. The existence of lots of divided up actions is disproportional to the administrative and advisory costs.

5.2 Cooperation activities

Some contributions also highlighted the importance of supporting systemic and long-term cooperation activities at institutional level within the future programme, for example through partnerships.

5.2.1 Cooperation for inclusion

A number of papers focused on the importance of cooperation activities aimed at increasing inclusion in education:

- Cooperation activities should result in more opportunities for the training of teachers with a view to prepare them to work in an inclusive environment, through assistive ICT and communication methods, and pedagogical/ psychological support.
- Cooperation activities could aim to transform 'special needs schools' into specialised resource centres to support mainstream schools to provide adequate education to all students.
- Cooperation activities could aim to facilitate transition from school to work, by promoting projects in this area and promoting vocational education and training (VET).
- To support the inclusion of disadvantaged young people it is necessary to focus greater attention on the preparation of youth workers and organisations in the member states, including the provision of support for sharing experiences and for the development of joint approaches (through cross-border programmes and projects).

5.2.2 Cooperation with regional and local authorities

Effective innovation systems are characterized by the involvement of regional authorities. For example, regional links for knowledge intensive companies can be offered through sharing of academic research infrastructure.

Several contributions were received from a network of regions, regional councils, etc. that highlighted that in many European countries responsibility for several aspects of education lies with the regions, which are therefore one of the major stakeholders in this area. Regional administrations are best placed to engage with local partners and educational institutions to develop actions targeted at the needs of citizens at the local and regional level. This is particularly notable in the field of VET. This key role should be better recognised within the new programme.

Recommendations in this area referred to:

- Consider allowing for the development of partnerships for regions with the Commission and/or national agencies.
- Consider the possibility of delegating experimentally the management of the funds from Leonardo to certain Regions
- The regions and territorial authorities can also identify networks that link between the public sector and training centres and/or the companies, which may want to establish associations to develop specific mobility actions between the respective territories.

- The regions and the territorial authorities should promote appropriate linguistic and cultural training of the individuals in IVET participating in mobility projects (See 6.2 Multilingualism).

5.2.3 Cooperation with the world of work

The inclusion of work placements in the Erasmus scheme were a “positive development”, “popular with students”, and “an excellent option for those seeking a non-academic experience”. Moreover, in today’s economic climate and given the increasing rhetoric about employability, an emphasis on work placements is axiomatically important. According to the papers, opportunities for overseas student placements are not being maximised, due to several factors:

- Lack of awareness: many enterprises currently do not know the new ERASMUS placement and project opportunities for enterprises at all. A 2009 study of all companies in Catalonia showed that 60 % of enterprises were not familiar with the programs, 86 % were interested and willing to host trainees and 75% are ready to support trainees financially.
- For enterprises who do know the European mobility programmes it is confusing that placements are organised within the framework of two programmes, i.e. ERASMUS and LEONARDO.
- Companies should be equal beneficiaries in mobility placements. Many businesses, especially smaller ones do not see a valid return for the investment of training a trainee. The survey in Catalonia revealed only 3% of companies hosted IVET trainees in 2009 in that region.
- Lack of recognition of enterprises in the widest sense (including non-business target sectors, e.g. for students of humanities, musical education, etc.) as full partners in the programme.
- Lacking a network of approved work placements across Europe with a corresponding centralised method to contact companies abroad.
- Lacking opportunities in short term placements.
- Need for guidelines regarding the health and safety responsibilities of receiving companies and the insurance status of students.
- Micro enterprises are not referred to in any of the LLP programmes, and the National Agencies are too overwhelmed to support them in filling out applications. In the formulation and creation of new funding guidelines in the future Programme the needs of SMEs and micro enterprises should be taken into account.

Given these barriers, a set of recommendations were put forward:

- Changing employers attitudes towards mobility. This involves information on the benefits for individual and host companies.
- Promotion through brand: Including promotion of “placements” under ERASMUS and LEONARDO together by the EU on European level and by other actors on national and regional level.
- Setting up a EU platform for consortia and support.
- The future programme could be strengthened by encouraging SMEs to work with training providers (e.g. vocational training centres) to develop curricula and work-based learning schedules that suit their needs.
- The programme should remain open and accessible and avoid prescribing, for example, how partnerships should be composed.
- Data on the participation of host companies in mobility actions in Europe should be compiled, statistics are necessary.
- Performance indicators to measure the success of any move to greater co-operation should focus on outcomes such as number of learner exchanges, participation figures,

formal and informal learning outcomes, transition into employment, duration of employment, progression in employment.

Specific comments were received in relation to a need for greater involvement of SMEs (training centres, associations, etc.) in the Programme (in terms of offers and commitment) as well as for higher standards for placements, which could be achieved through direct contact with SMEs.

It is difficult for SMEs to access EU programmes. Such difficulties relate, for example to:

- Accessing information. There is a need for guidance in finding the right information and distinguishing the relevant programmes.
- Language barriers. These are important when there is an international dimension in the activity. Many of the European Commission's websites, moreover, are available only in English, when they should be available at least in the three official EU languages.
- Building an application due to difficulties in the process (see *application systems* under 7.1 Management).
- Managing a project (see recommendations under *project management*, in 7.1 Management).

5.2.4 Cooperation with intermediary organisations

Surveys on how companies see ERASMUS reveal a lack of awareness of the programme, but also an interest in being involved. Intermediary Organisations (IOs) could act as connection between local enterprises and foreign universities, to offer administrative and technical support and help in generating high quality placements and monitoring exchanges. They could also play a role in managing and delivering cultural and linguistic preparation, aid mobility processes through work on logistics, visa and insurance, create platforms between training providers and wider networks and host an on-line tool for posting offers and vetting applicants.

Chambers of Commerce see themselves as well positioned to carry out this role of intermediary organisations. They also recognise the value of accredited intermediary bodies, including chambers of craft and commerce and business organisations in order to secure mobility based on sustainable partnerships.

Consortia have also raised the possibility of taking up such a role as they believe that their contacts with Chambers of Commerce could be a valuable opportunity for consortia to find new partners. They state that regional contact points could close the gap between incoming students and enterprises and also that placements must be presented to all as creating a win-win situation.

Additional comments on sectoral programmes:

COMENIUS

- It was suggested the introduction of 'small partnerships' with 2 partners, to increase the participation of schools and to make involvement easier for the inexperienced through shorter and less demanding partnerships projects (in terms of time and budget).
- Greater budget and flexibility for partnerships would also reduce rejections.
- Quality of contents and information about programme rather than administration aspects should form main tasks of National Agencies.
- Simplify assessment and matching procedure.
- Greater autonomy of school over form and content of partnership activities.
- Intersectional partnerships between school and higher education institution should

be developed, but at the same time we are worried this might compromise schools involvement.

- Work placements would be beneficial in partners' country.
- Introduction of greater co-operation between general education and world of work in the EU objectives for Comenius.
- There is a need for more integrated programme, perhaps involving the same rules and applications. Yet this requires careful consideration as there may be fundamental differences in the programme. .

ERASMUS

- Support the willingness of businesses to provide Erasmus placements e.g. through additional incentives (e.g. a flat rate per intern to cover supervision and creation of regional contact points).
- The improvement of university-enterprise cooperation can be best achieved when mobility promoters are responsible not only for outgoing students/graduates but also for host organisations of incoming students/graduates (the organisation of the Erasmus for young entrepreneurs programme can be regarded as good practice in this context).
- Introduce a yearly prize at European level for university representatives that have contributed greatly to international cooperation.
- There is a significant difference between study exchange and placements. Placements in enterprises have particular needs including:
 - ✓ The selection procedures (the right person for the job).
 - ✓ Preparation of the students (no university facilities are available abroad)
 - ✓ Monitoring during the placement (no fellow students, no teachers to turn to)
 - ✓ In case of placements a part of the financial support could come from the companies which is not the case with study exchange

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- There is a need to distinguish between university exchanges and work placements. Placements need longer visits to consolidate skills and enable training to be beneficial to host company. Recommend minimum one month and maximum 26 weeks –the current maximum of 39 weeks is excessive. Where placement is a workshop school min stay should be 2 weeks and max 2 months.
- IVT taking place in a real working environment and that taking place in school are both important but they should take place under different actions.
- Foyers could offer high quality accommodation and support for young people. International residents could live alongside local young residents. This would address the issues raised about poor accommodation and support by young people on the "Leonardo da Vinci" Programme (referenced under Section 3 Objectives subsection LDV)

5.3 Policy development

A number of reflections were made in relation to policy development activities:

- A closer relationship between the programme and policy is recommended. The Action Plan on Adult Learning and its successor are developing policy recommendations at the European level, which should provide a strong focus for the centralised actions.
- Propose more transversal actions in the next budgetary period. This would ensure greater coherence between the policy level that supports lifelong learning strategies and the programme level, which mainly supports sectoral projects.
- Calls for tender could replace some of the multilateral projects and networks in order to ensure a closer connection between policy and practice.

- The future programme should strongly encourage more cooperation activities and partnerships between the world of work and education.. To this end two different approaches should be used: one that is policy driven and one that is focused on grass root type partnerships.
- On the other hand some stakeholders argue that the future programmes should provide a better balance between its focus on the labour market and its focus on social responsibilities. There is now a need for projects that are less labour-market driven..
- Suggest streamlining the Modernisation Agenda for Higher Education to be more in line with the Bologna Process. The new agenda from the EU should underscore the 20% benchmark on mobility through supporting correct and full implementation of mobility tools on a national and institutional level.
- Strengthen Europe's potential in terms of skilled workers, science, research and technology and thus its capacity to innovate as a key element of competitiveness. This knowledge triangle must remain at the heart of the EU2020 strategy. In this context the notion of innovation has to be widened to all kind of non-technological innovation including "social innovation" in order to increase social capital which is important for both competitiveness and social cohesion.
- The future programme should support cooperation between educational institutions and sport clubs. The programme should support the development of existing networks and the creation of new networks in order to share knowledge and exchange good practices in the field of sport and education, namely on the issue of dual careers, as athletes lack support in academic education and in vocational training.

Recommendations were made as to how to enhance the role of academic disciplines in the new generation of EU programmes, by supporting European-level subject-specific cooperation tools, such as the:

- Development of European-level Sectoral Qualifications Frameworks that will facilitate the recognition of studies and qualifications and are clearly aligned with the EQF.
- Development of subject-specific European-level approaches to quality assurance and accreditation.
- Creation of subject-specific 'Bologna' promoters.
- Information provision geared towards specific target groups.
- Further implementation of Intensive Programmes in specific academic disciplines that are currently handled by the National Agencies.

5.4 Balance between activity types

Most reflections on the balance between different types of activity referred to mobility and partnerships. In this respect, it was noted that the majority of UKHE's believed that both mobility and partnerships were of equal importance and thus should be promoted in equal measure, it is suggested that both types of activity be pursued in the future programme. Moreover, they complement each other: personal contacts often drive the development of new partnerships and help to maintain strong institutional relationships. On the other hand, there should not be an over-reliance on individual links, and long-term partnerships can stimulate staff and student exchanges. The growth of mobility should not occur at the expense of co-operation projects and innovation transfer projects and vice versa.

A case was made for the extension of multilateral projects and networks as well as of 'studies, partnership projects and accompanying measures'. This is because these types of project are the only existing type of project within which people directly involved in education are able to develop and implement in practice innovations based on research findings.

It was also argued that future programmes should give more space for networks and better articulated criteria for network projects. The criteria for the Network strands in both Leonardo and Grundtvig need clarifying as currently there appears to be a shift in focus from networking, collaborating and sharing of knowledge and experience as a valuable output in

itself and the requirement to produce very measurable outputs e.g. modules, publications etc. For the future the criteria should more clearly specify the vision behind this strand. This involves further development and strengthening of the dialogue and co-operation, co-thinking and collaboration between the various sectors of European LLL (Adult learning, Higher Education, Vocational education and training). There is a need for more cooperation between these sectors as well as between universities/institutions and the LLL units.

6 Transversal activities (Promotion of Digital Competences and Multilingualism)

Measures related to linguistic diversification and ICT skills must be included in all sector-related sub-programmes as well as those that are transversal. These are reviewed below.

6.1 Digital ICT Competence and Assistance

Reflections on digital competences referred to learners, educational organisation and business partners. These are reviewed in turn.

6.1.1 Learners

In relation to learners, a general point raised is that greater emphasis should be given to activities relating to digital competences and multilingualism.

In particular, there is merit in the further development of IT platforms to support European learner mobility including virtual mobility actions. However, one single platform is unlikely to meet the needs of all actors in the lifelong learning field. A small suite of platforms clearly signposted on the Youth on the Move website would enable the various actors to access the tool most appropriate for their level of engagement.

Encouragement in the use of open educational resources/ digital networks such as OpenCourseWare (OCW) was referred to as a way to make life-long learning sustainable.

6.1.2 Educational institutions and business partners

Recommendations related to the development of a dedicated ICT platform, similar to e-twinning, to provide assistance for all cooperation activities and therefore for people and organisations in all sectors and notably in VET.

There was also support for the establishment of an international contact database for HEIs and enterprises and web pages for enterprises that explain the programme in a simple way, and contains core information and documents.

Work in the area of ICT should also be employed, according to some respondents, to promote the development of assistive technologies and their usage, as they have enormous potential for saving money and staff resources while at the same time helping to improve independence and quality of life for people with disabilities.

In any case, programme activities must be planned in a way that takes into account the development of digital media and its broader impact on education and society.

6.2 Multilingualism

There is no other continent with a similar multitude of languages and a similar need for communication among its nations. Language support and development therefore needs high priority.

According to some respondents there is a need to specifically allocate funding for the provision of language training both before and during placements. The individual universities should also be allowed to set minimum language ability requirements for foreign students, in order to ensure that students can follow classes. Alternatively, it should be possible to introduce a Code of Conduct for all universities that sets compulsory minimum standards for language preparation, supervision and recognition of grades.

Some respondents went beyond language issues to refer to the need to stimulate cultural preparation more broadly. This involves promoting an awareness of the social, cultural, political and geographical features of countries where the language is spoken to bring the language alive for learners.

7 Management, information and communication

7.1 Management

Participation in the LPP generally required high administrative efforts, particularly at the application stage, but also in terms of project management. A general recommendation for the new programme is to simplify management. The Management section is as such structured around project application and management. Two other topics upon which consultation papers reflected substantially, stakeholder inclusion and quality assurance, are also reviewed. An overall remark referred to the existence of an urgent need for action, in particular regarding simplification of the administrative rules and process for Erasmus, that have become much more complicated (with rules divided into several sections and extra checks) since its integration in the LLP.

7.1.1 Application

A number of challenges were highlighted in relation to the application process:

A harmonised electronic application system is needed, with the same template for organisations and individuals. Furthermore, it would be positive to harmonise application systems between programmes (LLP, FP7, PROGRESS, etc.), as similar information is needed in all cases. To improve the service for applicants and simplify procedures overall, the possibility of extending e-forms to all mobility measures should be considered.

Whilst for many organisations it has been challenging to put in applications (cf. the discussion on SMEs regarding ‘Co-operation activities’ above) there is the suspicion that other organisations have become ‘experts’ in the application for EU funding. This has generated the feeling that the competition is based on the capacity to build nice applications (putting all the “key words”) rather than on the capacity to build interesting projects.

Early deadlines from the publication of calls are an obstacle. For example teachers need to negotiate with the head in order to participate in European seminars.

A number of recommendations were also put forward in this area:

Simplify the selection process. For instance, the registration of organisations could be simpler. This procedure could be annual and result in giving a “code” to organisations - in a similar way that the European Commission’s experts have a code that refers to their financial and personal data. Simplify the application form (especially for mobility) by reducing the number of questions.

Provide better information on selection criteria and provide examples of successful applications.

Regarding the number of calls per year, views were divided: propose several dates per year for applications; keep two application rounds a year.

Extend the period of time between the publication of the call for applications and the application deadline. The various language versions in particular should also be made available earlier.

The regulations detailed in the project handbook should be definite at the time of the application, and in any case in good time before the project start so that the people responsible are able to familiarise themselves with the material.

Processes and parameters need to be set before the start of the new Programme, so that contracts do not have to be changed each year with all the extra effort this involves for the national agencies and the end beneficiary.

7.1.2 Project management

Comments in relation to project management included:

- Administrative requirements such as ex-ante and annual insurance declarations have been significantly increased during this programme.
- The Directorate General for Research has developed a strong infrastructure to support the submission, evaluation and management of projects, which includes a Single Registration Facility, an Electronic Participant Portal and an expert database used for project evaluation. Copying this infrastructure to other directorates of the Commission would be more efficient and reduce administrative burden.
- The IT tools introduced and piloted in the current Programme should be kept and no new ones developed. Develop information and management kits in all languages and harmonise the IT programmes used by National Agencies.
- There have been complaints regarding the length of time it takes for National Agencies to respond.
- The administrative burden could be significantly reduced if application forms, documentation, report forms and surveys were to be managed electronically and made accessible online.
- The current check and monitoring system takes up a disproportional amount of personnel and budget resources “with little perceived value” and is not in line with the EU principle of an efficient use of funds. Need to strike a better balance between trust, monitoring and a tolerated margin of error. Particularly the ex-ante and ex-post monitoring processes need to be reduced; this second set of checks often leads to unacceptable delays in the implementation of the Programme and generally to a legal vacuum. However, simplification should not be a goal in itself, since it sometimes conflicts with quality standards.
- Action with partnerships is a very complex action and simplification should be considered. Institutions should be able to determine their own partnership strategies and not constrained by externally imposed requirements.
- The management process of the agency (EACEA) is mainly focused on financial and administrative issues, while in the future it would be desirable and more beneficial to focus equally or more on quality, content and impact of projects.
- Greater transparency is needed. Also a formal appeal procedure is required in relation to evaluation results.
- Impact measures have to be clear from the start of the new programme, there is a need to define indicators and SMART targets – simple, measurable, achievable, relevant and time limited.
- Would be better able to plan if the yearly budgets included plans for at least three years.
- Develop a IT management for tool common to all sub-programmes.

7.1.3 Stakeholder inclusion

The EU should focus more on stakeholder participation and inclusion at all levels. It was argued that student representatives must be included in programme administration on European and national level where this does not yet happen, as it is important to involve young people in the co-decision making processes related to programmes which affect them.

It is essential to improve the involvement of social partners at all levels, due to their important role in shaping and supporting the LLP and continuous training. To support more intensive participation, the creation of a quality search database of projects and other events is required, which is easily accessible to the general public. Failing to involve social partners could lead to failure of the Open Method of Coordination. Particularly important is the inclusion of trade unions in process of tri-partite social dialogue on lifelong learning at all levels.

At national level situations are diverse regarding the extent of formal consultation structures between social partners and national committees. There is a need to maintain sufficient flexibility in implementation at the national level, as there have been efforts on the part of the European Commission to standardise excessively the approaches of individual countries on specific matters, instead of setting a broad framework, particularly in the area of monitoring and control. European core standards should be understood as a common minimum and should not prevent national or regional authorities to introduce their own, more detailed standards, if they so wished.

More generally, it was argued, there is a need for a multiplier organisation to encourage systemic innovation: an independent body able to transcend different sectors of education and create spill-over effects. The organisation should promote the exploitation and transfer of promising new combinations of technology, research and education, by bridging sectors, domains, disciplines and stakeholders. Such an organisation functions as a new educational beacon and is strongly participatory and action-oriented in nature. Another stakeholders recommended setting up European sector skills councils within the context of the 'An Agenda for new skills and jobs' as a means of support for European Social Dialogue.

7.1.4 Quality assurance

Views in relation to the importance of quality assurance varied significantly by stakeholder. Quality assurance needs to be the main priority in the next Programme according to some respondents. Others recommend providing a reasonable and structured approach to the pre-determined quality assessment in order to ensure transparency. However, the development of new European transparency tools is NOT considered a priority by other stakeholders.

Promoting QQA measures for transnational placements –for instance common minimum quality standards for placements and communication among already existing networks– would be a valuable undertaking. There is also a need for more exchange of experience and coherent guidance from NAs and the EC. 'Quality reference centres' could be very helpful for all parties involved in mobility, but they are expensive to operate.

There is a need for greater guidance from NAs and the EC on how to manage placement quality, and this is an issue for further development. Placement agencies should at least be subject to quality monitoring.

The establishment of education standards and benchmarks should be encouraged, according to some stakeholders, insofar as they assess the content and quality of education and lead to their improvement. Everything should be done to avoid that benchmarking becomes an end in itself and merely a ranking tool to attract funds.

Moreover, all EU funded Mobility programmes should integrate the contents of the European Quality Charter for Mobility in its own programmes.

There should be no multiple controls and "over-administration". The Commission should take into account ISO certification which should serve as a proof of a reasonable control. Audits should be mainly under the responsibility of the European Commission.

Additional comments on sectoral programmes:

COMENIUS

- Institutions should be able to choose from a package of measures, depending on their strategic orientation, and they should receive a total budget for the various actions they chose.
- When evaluating the impact of individual mobility: suggest that the request for the impact report from beneficiary the following year, as impact can't be calculated after 30 days.

ERASMUS

- There are excessive administrative and reporting requirements.
- Simplify the application form and provide a translation in good time; make the online version more user-friendly.
- The simplification of administrative and financial application procedures of ERASMUS should be explored, e.g. the introduction of lump-sums for clearly defined areas.
- Provide better instructions for budget planning to help with the applications for projects.
- Allow more flexibility and independent management to project leaders regarding the needs for changes during the project period.

GRUNDTVIG

- The application, reporting and documentation procedures under Grundtvig need to be simplified.
- Simplify application procedures for centralized actions.
- Reports should focus mainly on the realized impact of the project.
- Financial regulations should be simpler.
- The main problem in the current Grundtvig Programme is that there is too little focus. There are too many actions, and objectives, it is aimed at too many target groups. Suggest endorsing more cohesion in Grundtvig and all its components: more logical and simplified consistency between the several Grundtvig actions, objectives and budget lines.

7.2 Information and dissemination

Regarding information flows between the programme managers, there was a petition for the modification of the way in which the sharing of information between National Agencies (responsible for decentralised LLP projects) and the Education, Audiovisual and Culture Executive Agency (responsible for centralised LLP projects) operates. This would make the dissemination of outcomes more effective.

In terms of programme dissemination, more information could be made available in electronic formats and could use individual stories to “sell” the benefits to students at all levels. School, college and university staff also have a significant role to play in acting as catalysts to promote student interest and facilitate access to information. Involving students themselves in the dissemination of results and including their view on enterprises and placements would be important.

There is need for a multiplier organisation to encourage systemic innovation: an independent body able to transcend different sectors of education and create spill-over effects. The organisation should promote the exploitation and transfer of promising new combinations of

technology, research and education, by bridging sectors, domains, disciplines and stakeholders. Such an organisation functions as a new educational beacon and is strongly participatory and action-oriented in nature. Another stakeholders recommended setting up European sector skills councils within the context of the 'An Agenda for new skills and jobs' as a means of support for European Social Dialogue.

In order to mobilise actors in education to respond to the changes in education required by the current socio-economic climate there is a need to disseminate evidence based diagnoses of the education system.

The availability of qualitative information about changes in the programmes and selection and evaluation procedures should be increased. National agencies could play a more active role in providing qualitative information on the programmes and in actively offering support to institutions. Evaluation should also be carried out independently and not rely on information provided by national authorities.

Similarly, significantly more attention must be paid to the dissemination of project results, so that they do not just remain on the shelf, but are implementable, usable and available. The dissemination of the results from excellent projects could be funded separately in the form of a follow up grant.

The Transversal Programme should be reinforced in its role to support the impact, including dissemination and valorisation of the mobility actions. Hence a considerable emphasis should lie on supporting dedicated structures/organisations in charge of dissemination, encouraging peer-learning activities and establishing sustainable networks.

Communication efforts should also focus on changing the vision of European cooperation and mobility, still considered as elitist.

Additional comments on sectoral programmes:

TRANSVERSAL

Increased dissemination of project results should be a priority in the new transversal programme. Additional funds and time for the dissemination period are recommended. A more centralised approach to exploitation could also be considered. Extra dissemination efforts should be made possible both for the original project manager as well as for a centralised expert in the matter.

LEONARDO DA VINCI

Suggest moving towards a European network of networks for the exchange of apprentices and trainers. Currently each network has developed different and useful tools and operates by different rules. One network is better placed to oversee the whole process and ensure that co-ordinating organisations in host and sending countries would have shared commitments, with common rules, requirements and procedures, templates, reporting and promotion, materials etc.

ERASMUS

The consortia could take over other roles ranging from being a simple information/contact point for local companies, to actually helping incoming students to find placements. Consortia should take a leadership role in this networking with enterprises, so that enterprises become active Erasmus partners. They should participate in building or reinforcing stronger ties among European placement networks through the exchange of up-to-date information and the sharing of experiences; thus underlining the need for an EU platform for consortia.

Recommend promotional Erasmus days and workshops; to increase understanding of the programme among academic staff; and to develop 'student ambassador' programmes,

whereby returning Erasmus students provide advice and counselling to those considering mobility.

There is an important role for the ERASMUS Networks to play, as they are set up in a subject-specific way. The Networks are the ideal tool to disseminate, develop and implement issues developed in the framework of the European policy towards higher education. Another clear strength of the networks is the ambition to draw upon the participation and expertise of institutions that are located in all European countries, including regions without a strong tradition in European cooperation.

8 Interaction with other programmes in the field of education and training

8.1 Interaction with other education programmes

Different education programmes should not be merged but more opportunities for substantive co-operation and streamlining should be created. The LLP should not be merged with Youth in Action in the next programming period. Better integration of Erasmus and international cooperation programs in HE would be the next logical step. Some tools could be put in common such as communication campaign, application forms, etc. In any case, there should be a clearly defined relationship between the LLP and other Community programmes to underline policy coherency.

It was argued that all elements of mobility for Higher Education, both internal to Europe and linking with Third Countries, should be brought together in a coherent scheme, and that there should be a greater search for synergies between the LLP and other cooperation programmes that cover HE. The present funding arrangements are complex, with some governed by project bidding arrangements and others operating in more sustained funding arrangements within the Erasmus strand of the LLP. This could include the current Erasmus, Erasmus Mundus, Tempus and industrialised nations schemes. These contain common elements and a simplification of bidding processes would be valuable. There is more coherence between these programmes from the HE perspective than with other strands of the current LLP. Some respondents suggested that all EU education programmes for university students be incorporated under one 'roof' (website, etc.): Erasmus, Erasmus Mundus, Marie Curie, as well as other non-EU country programmes. In this context, the Mundus Programme should provide lessons for a future integrated strategy for international cooperation in higher education.

However, some respondents argued, this also raises a concern about reciprocity of mobility between Europe and rest of the world. This is important as Europe is a net importer of students, and as the number of students benefitting from the Erasmus Mundus grants is very limited. Moreover, special attention should be paid to the issue of 'brain drain'.

Concerns were raised that there is an increasing international competition for money – including for fee-paying students. The system has thus moved from an academic competition to an economic competition and that is risking to be harmful to HE and research in general, and distorting its purposes, because it is leading to more closed environments where one would rather strive to protect one's ideas and findings instead of to publish them or share them. An open academic debate is a basic prerequisite to the development of research and this is the basis for research-based teaching in higher education.

In relation to Erasmus Mundus, the following recommendations were made, if the programme is to be incorporated into the LLP:

- In view of the new programmes 'Youth in Action' and 'Erasmus Mundus' it makes sense to have a more integrated approach for all programmes in terms of common national agencies and administration procedures, whilst ensuring separate implementation. Support scenario four whereby these programmes are merged.
- The LLP and Erasmus Mundus have functioned well so far and had a serious impact on education in Europe with their current structure but they carry within themselves a vestige of the old educational divisions by splitting the sub-programmes according to educational fields. It is argued that LLP should treat all learners, educators and providers

first as Lifelong learners, educators and providers. Due to the special nature of Erasmus Mundus it might be better to not include it in the LLP.

- Reduce the focus on excellence and reform the programme to focus upon the social function of mobility.
- Promote EU mobility for all Erasmus Mundus (EM) joint programmes (EM Masters and Doctorates).

8.2 LLP and the European Social Fund

Both the LLP and ESF have been designed to facilitate transparency, to encourage mobility and to improve overall quality of European education. These should, then, be encouraged to follow a similar 'learning outcomes' approach in order to better respond to workers' education and training needs, with social partner involvement at the European and national level.

Some contributions pointed out that the ESF and LLP are complementary instruments, with the LLP financing individual actions mainly while the ESF can be mobilised for structural projects (training of trainers and multipliers, mobility officers, networking, etc.).

There needs to be closer working between the National Agencies managing the LLP and the ESF to make clear to potential applicants how the programmes can fit together and provide additional, complementary support. Whilst the LLP should focus on innovation, ESF should have a bigger role in implementation.

At EU level there are currently limits with financial regulations meaning that it is not possible to mix the ESF with LLP funds for single projects. It was requested that both funding sources are made compatible.

Social and health services are of great economic relevance. They employ about 11% of the total European workforce, which will grow in the future, given current demographic changes. However, the demand for social services currently exceeds the availability of resources. LLP and ESF should work together to raise the profile of careers and the professional status of the social care sector in Europe and improve working conditions of staff employed in the social care sector in Europe.

9 Funding

9.1 Priority areas for general programme funding

Several position papers argued for an increase in the overall budget for LLP. It is currently less than 0.8% of EU Budget which is insufficient. A common contribution from various stakeholders suggested that 2% of the EU budget should be devoted to education, training and youth programme. The justification provided for the increase is that it is counter-productive for European governments to cut funding for education and training during the financial and economic crisis, as a growing economy is dependent on the supply of highly skilled workers and on the mobilisation of the skills and competences of the unemployed.. In order for greater funds to be available for education, stakeholders suggest a radical re-allocation of funds towards the priorities listed in EU2020, especially noting education and training and the mobility programmes.

More specifically, some stakeholders argued that there is a need to raise significantly budgets for mobility. If the EC clearly states its willingness to develop youth mobility, particularly through its proposal for a Council Recommendation on obstacles to mobility, this policy should be a European priority and budgets should be attributed accordingly. It was also argued that funding should be increased for action 1 (Erasmus Mundus Masters and Doctorates), and that administrative /Management costs are currently too high and lump-sum funds insufficient.

Regarding the allocation of funds, it was argued that budget allocations should be flexible and not restricted to certain groups/ countries, except where necessary to ensure equal opportunities. Other suggestions in the same area related to an increase in the budget allocated to European organisations in education and training and to lowering the co-funding ratio. The distribution of funds should be both fair and transparent that does justice to the basic concept of lifelong learning.

9.2 Centralised/ decentralised actions

According to some respondents the division of activities to centralised and decentralised might be maintained, according to 'fit for purpose' arguments, and that the current situation should be modified to further decentralised activities and budget management. The following could remain centralised: the creation of large systems and networks that involve many countries; the dissemination of results, the development of fields of activity; as well as international projects and networks that analyse a specific topic in depth. Selected parts of the transversal programme could be decentralised as indirect central administration of most of the programme funds by national agencies is closer to citizens and more user-friendly than a central administration.

It was also argued that the centralised and decentralised actions could work more closely together.

9.3 Project allocation

In terms of allocation of funds, the priority should concern the quality of projects, disregarding which sector or participating country they come from (this would ensure the dissemination and sharing of high quality work, results, and future practice).

The new programme should be prepared to support risk taking projects. Innovation always implies risks, which means that there is a need for being allowed to not always succeed in the projects and to learn from this outcome.

The grant levels and the maximum duration for multilateral projects and networks should be increased.

There should be more funding opportunities for projects that support dialogue and bridges between schools, vocational schools, universities and adult education.

The sustainability of funding should also be ensured.

9.4 Management of funds

There is concern about the current practice whereby country allocations are based on past performance, thus making it difficult for less well-performing countries to increase participation. Some stakeholders argued for a guaranteed share for each participating country.

Greater trust needed in budget management would save administrative burden. VAT is refunded by the EU only if the partners can prove that it is not being refunded to them according to the legislation in their country, which can be problematic. Also, proof of the salaries of the partners in particular cannot be produced by the coordinator to a sufficient extent.

Working with the network on funding issues is very time consuming, due the existing heavy regulations in relation to budget control (in particular related to staff costs) and management (e.g. the requirement to establish formalised partner contracts with every single partner). There should be a requirement for budgetary flexibility between the different programmes, so that unused funds can be better redistributed.

There should be an adjustment of the financial support for mobile learners to the existence of increasing living costs.

9.5 Management of project funds

Increase the length of funding periods to slow down the tempo of projects – quality and sustainability instead of speed pressure, with a view to the roll-out of successful pilot projects and transfers to existing structures.

Lump sum budgets tend to be easier. They enable smaller organisations to take part in EU projects. This would help to improve competitiveness and the organisation of mobility at the educational institution, to ensure better teaching quality, and also help to balance a single-direction mobility flow.

There is a need for flexibility in the payment in instalments. Indeed, according to the projects, some organisations cannot afford to advance the money. The EU could, in specific cases, give most of the grant (80%) at the beginning of the project.

The ratio for indirect costs should be at least between 10% and 20%. The true indirect costs for such projects are at least 60% and more. The administration of project funding is very personnel intensive, which means that a disproportionate amount of money goes into administration instead of the project work itself.

Each partner should be liable for its own share of the grant. Legally in the previous agreements the coordinator was solely liable for the entire grant which for the coordinating institutions (mostly universities or other educational institutions) was not financially viable / possible. The new draft agreement evidently continues to assume that in the case of an inspection or a reclaim; initially only the coordinator will be called into account, which perpetuates the same legal problems.

The definite exchange rate according to which the project expenses are calculated is only known one month before the interim report is submitted, requiring the conversion of calculated costs. This means significant additional work and can lead to exchange losses.

9.6 Funding alternatives

Accept volunteering as match funding for projects, equal to monetary match funding. Propose indicative daily allowances for volunteers or ask the applicants to justify an equivalence for their daily salaries based on employees that perform similar tasks (based on the EQF levels for example).

A number of position papers were not in favour of support loan scheme to increase attractiveness of mobility. They supported reducing students contribution. Those papers that support the announced examination of a student lending facility argued that such funding should be large enough to have a significant impact on the transnational mobility of students.

Additional comments on sectoral programmes

COMENIUS

- Encourage the possibility opened up by Comenius Regio to work at regional and local level. However, the level of funding is too small to justify the high time and effort required for the application and implementation of the project. The level of funding per project should be strongly increased, even if this means that overall fewer projects can be supported.
- Global budget for schools encourage schools to have real European/ International strategies but its regulations discourage some schools from international co-operation. Suggestions: give schools more freedom to choose between activities. .
- Suggest lump-sum or in-service training based on 'reasonable estimate of costs' by applicant. Would reduce time spent on administration.

ERASMUS

Funding Challenges

- Lack of sufficient funds is the number one obstacle to mobility. 57% of non- Erasmus students said that studying abroad is too expensive to consider, and 29% of students rejected Erasmus after consideration as they considered the grant insufficient to cover additional costs²
- Timing is still a problem: there should be quicker funding allocations and grant payments.
- The monthly scholarship for PhD candidates should be increased.
- Devote more funds to language training/ preparation (See 6.2 Multilingualism).

Recommendations:

- Erasmus grant should be increased in size and total numbers. This would require

² Flash Eurobarometer Survey of students in EU member states, Croatia, Iceland, Norway, and Turkey.

dramatic increase from budget framework 2014-20 as well as top-up from national governments. Suggest to double Erasmus budget for 2014-2020.

- Grants to reflect the cost of living in different countries; to be adjusted for those on salaried work placements; and for additional funding to be set aside for students from low-income backgrounds.
- 'Rent rebate' needed for low-income students who spend a semester overseas but have to pay for one year accommodation in UK Universities.
- Intra-EU community volunteering could to be incorporated into the Erasmus programme, with a corresponding database of available opportunities across participating countries.
- The possibility should exist to repeat ERASMUS grants at both Bachelor and Master level for the same student.

Funding for consortia

- Funding for consortia (e.g. national agencies) was defended for the following reasons:
- Participants, particularly smaller HEIs and new consortia members, save time and benefit from the administrative help and advice of their consortia coordinators.
- The possibility of networking leads to better quality placements as consortia members can share best practices and experience.
- A number of consortia benefit from considerable knowledge concerning placement management. Some of them have built strong ties not only to enterprises in their region but also to important stakeholders such as Chambers of Commerce and Enterprise Europe Networks.

LEONARDO DA VINCI

- Financing should reflect the real work been carried out by host and sending organisations. The role of the co-ordinating organisations in the sending and hosting country is paramount to successful placements. Currently, the preparation of management costs only cover the costs of the sending organisations. This overlooks the crucial role of host co-ordinating organisation in recruiting and selecting most appropriate host company, thus ensuring the quality of the placement. To cover the costs of co-ordinating host company either the co-ordinating organisation of sending company pays, or trainees and companies are asked to cover this cost.
- At present the Leonardo budget is only 25,5% of the total LLP, which is about half the budget allocated to Erasmus. Further, only about 30% of mobility actions for apprentices are financed by Leonardo itself, which shows that funding strongly requires to be increased, made more accessible and that a specific allocation for VET must be earmarked in the budget.

GRUNDTVIG

- Introduce reforms to the support for networks: Almost no sustainable networks have been created. The funding for networks that have proven to be successful and stable should continue. Grundtvig sets as a funding condition that the networks already exist, although the actual challenge is to develop and build up a network. The subsidy for accommodation and travel costs has proven very helpful and should continue, but the personnel expenses reimbursed for networks is far too low, particularly for the coordinating institute that does the bulk of the work.
- Within the lifelong learning cycle, adults form the largest group of potential beneficiaries. Considering huge demographic change, Grundtvig needs the necessary funds (i.e. more) to tackle them. The funding for Grundtvig needs to be raised to at least 10% of the overall LLP budget. Increase the budgetary framework for each action line. Support EAEA view of 20% of LLP budget.

- Sufficient funds of the Grundtvig programme should be reserved for high quality and relevant research on adult education, which is currently very limited (even for providing evidence for further policy developments).
- Grundtvig should remain an individually funded strand to retain its focus on the importance of general adult learning as separate from vocational learning.
- Late payments should be avoided.

10 Jean Monnet programme

All contributions received regarding the Jean Monnet programme³ stressed the positive impact of the current programme and valued it as a unique in the improvement of the overall knowledge of and training on European Union related matters. Stakeholders reported substantial impact on the objectives of the programme and highlighted the role that the programme plays outside the EU borders in raising EU's visibility and in providing reliable information and in depth analyses on the European integration process.

Stakeholders thus expressed the view that the programme should be continued after 2013, and that promoting a European identity and spreading the knowledge of the European integration process ought to be a permanent direction of the new programme. Recommendations to improve the functioning of the Jean Monnet programme in the next programming period included:

In terms of the **thematic field** covered:

- To increase the emphasis on the research on cultural integration/ migration.
- To promote European studies in scientific faculties; for example, as mentioned by one stakeholders, the priorities in future should be in natural sciences, medicine and information technology education- where there is awareness of the relevance of EU regulations and directives but little knowledge or understanding among students, and to some extent among researchers, about the EU and its policies for science.

In terms of **type of support provided** and **selection of beneficiaries**:

- To merge Jean Monnet modules and chairs into a single position (Jean Monnet teacher).
- To favour the selection of younger scholars interested to teach and research on EU topics as beneficiaries (instead of more experienced scholars who have access to other sources of funding); for instance through PhD scholarships and New Jean Monnet junior chairs for young professors and researchers.
- To promote the creation of networks between Jean Monnet Centres, with the aim of limiting the proliferation of small centres, while enforcing those that are better organised.

In terms of **geographical scope**:

- To increase the emphasis on universities in third countries, especially in Africa and in Middle East;
- To create common chairs with institutions outside Europe.

³ 28 contributions were received from current or past Jean Monnet Chairs holders/professors

11 Impact of Youth on the Move on the future Programme

Reservations were raised about the Commission's suggestion to integrate the existing EU education programmes into the comprehensive EU Initiative 'Youth on the Move'. It is unclear what effect this will have on successful programmes such as Comenius or Leonardo and how this initiative, which is aimed at youth, fits into the idea of lifelong learning. The Commission needs to ensure that the term 'adult learners' is not narrowly interpreted to mean 18-25 year olds. Whilst the mobility of young people is important, it is necessary to focus on lifelong learning.

The Youth on the Move flagship initiative and Proposal refer to the relocation of public resources, to encourage Member States to invest in education, and to widening the availability of study loans and of EU-level student lending facilities. This contradicts the view of the LLP that education is a fundamental right and a public responsibility. Hence, education must be publicly funded, and publicly regulated.

Moreover, the role of the regions is insufficiently recognised in the "Youth on the move" initiative, which in this respect a step back from the "Green Paper on learning mobility". The latter advocated the establishment of a new partnership for mobility and declared regions as "already key players in supporting mobility, providing inter alia funding, reception facilities, and counselling on legal problems."

Youth on the Move still restricts the involvement of the highest proportion of teachers, aged 35+, in mobility. This is contrary to the recognition that teachers continuous professional development is significant to ensure quality LLL. Moreover, VET should have a more prominent place in the implementation of YOTM, in particular for the promotion of mobility.

On the other hand, other stakeholders argued that such an integrated programme could strengthen the links between the EHEA and the European Research Area and recognise the increasing emphasis within the European Commission 2020 Strategy, Youth on the Move and the Innovation Union on an international and global approach to the EU education, training, skills and research agenda.

Other respondents were more cautious, declaring that more information is needed to appropriately assess the integration of the LLP and the Youth on the Move. The final decision on their future should be taken with a view to increasing the effectiveness of their management and implementation while seeking to preserve the existing proven procedures to the maximum possible degree.

12 Summary of main issues and recommendations from written contributions and position papers

Topic	Sub-topic	General Issues and/or problems to be addressed	Recommendations
Main objectives of the Lifelong Learning Programme	Aiding professional and personal development	<p>European programme should respond to two objectives:</p> <ul style="list-style-type: none"> Europe needs professionals who embody European values. Prepare young people for their professional careers. 	<p>Key competencies should be developed in:</p> <ul style="list-style-type: none"> Creativity and innovation Entrepreneurship Analytical skills and critical thinking Self-management Multilingualism
	Promoting equality in mobility	<ul style="list-style-type: none"> Mobility should be organised in such a way that 'brain drain' is not stimulated. Youth employability needs to be addressed in line with developments set out in both Youth on the Move and an Agenda for New Skills and Jobs. Mobility increases intercultural dialogue and should not only be regarded as an employability measure. 	<p>Target:</p> <ul style="list-style-type: none"> People in VET, Jobseekers, low skilled and low prior education People with a migration background People with disabilities or special learning needs Older people People engaged in the sports sector People living in disadvantaged rural areas
	Ensuring equal opportunities	<ul style="list-style-type: none"> All students in all study fields should be provided with equal opportunities. LLP is critical for those with disabilities to be included in society. Students from disadvantaged and non-academic backgrounds need special support and encouragement. 	<ul style="list-style-type: none"> Make support for most vulnerable and disadvantaged a priority Gender inequality should be seen as a shared male/female issue Priority groups include low-skilled, older workers, workers on temporary or part-time contracts. Provide professional mentoring and integration support to disadvantaged students, young unemployed, female students/teachers when abroad. Equal access (in line with non-incarcerated learners) for prisoners.

Preparation of a new programme in the field of education and training post-2013:
Results of the public consultation

Promoting active citizenship	<ul style="list-style-type: none"> ▪ Essential to promote respect for all human rights and avoid exclusion. ▪ Formal learning alone cannot achieve key competences for active citizenship. 	<ul style="list-style-type: none"> ▪ Language training for settled communities and new migrants to encourage active citizenship. ▪ Adult learning in non-formal settings to reach broader target groups and higher participation rates.
Developing social cohesion and sustainable development	<ul style="list-style-type: none"> ▪ Mobility plays key role in fostering inter-cultural dialogue and European integration. ▪ LLP plays key role in tackling social exclusion especially in the case of informal learning. 	<ul style="list-style-type: none"> ▪ Learning for sustainable development should be a priority theme. ▪ Ease of communication between diverse groups and attention to minority languages should be objectives of the future LLP. ▪ Maintain focus on mobility and informal learning.
Protecting academic freedom, students and teachers	<ul style="list-style-type: none"> ▪ Issue of maintaining good character of education, preserving the principle of academic freedom and mitigating effects of commodification of education. 	<ul style="list-style-type: none"> ▪ HE and research must be protected from purely corporate or market based models. ▪ Programme objectives should focus on initial teacher training.
Tackling early school leaving	<ul style="list-style-type: none"> ▪ Investment in IVET is a key mechanism for preventing early school leaving. 	<ul style="list-style-type: none"> ▪ Greater attention to ESLs and preventing drop-out in line with ET 2020 strategy. ▪ Promotion of Europass, EQF and ECVET. ▪ Promotion of mobility in primary and secondary school helps prevent ESL.
Delivering EU 2020 priorities	<ul style="list-style-type: none"> ▪ Priorities in the ET 2020 and EU 2020 strategies should be central to the programme. 	
Comments on sectoral programmes:	<p>Grundtvig:</p> <ul style="list-style-type: none"> ▪ Objectives should continue to relate to social inclusion, active citizenship, key competences and personal development. ▪ More importance to the integration of migrants, combating illiteracy and enhancing community building. ▪ Adult learning in non-formal settings is essential to the key objective of increasing participation of broader target groups. 	

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Scope	Scope of activities	<ul style="list-style-type: none"> Programme should continue the scope of activities currently included in the LLP. Problem with the requirement of covering at least two different sectors of education for projects in transversal programme. Need for stability within the programme. 	<ul style="list-style-type: none"> Keep current integrated structure of the LLP. New programme remain comprehensive and cover all types of learning and training. Greater development of transversal activities. Transversal and interlinking activities should have their own time frame and separate content. Number of activities should not be expanded.
	Comments on sectoral programmes:	<p>Comenius:</p> <ul style="list-style-type: none"> Well established sector-specific approach should be continued as an instrument to improve learning. <p>Erasmus:</p> <ul style="list-style-type: none"> Number of action lines should be reduced. <p>Grundtvig:</p> <ul style="list-style-type: none"> Grundtvig kept as independent programme to signal the importance of adult education. Profile needs to be clearer. Scope should be expanded to include all adult learning. Sub-programme on 'Transfer of Innovation' to be introduced. 	
	Geographical scope	<p>Two arguments regarding the scope:</p> <ul style="list-style-type: none"> Expand geographical scope <ul style="list-style-type: none"> Would help widen learning and work experience opportunities. Focus on Europe <ul style="list-style-type: none"> Too early to open LLP to third countries. 	<p>Widen geographical scope:</p> <ul style="list-style-type: none"> Should focus on EU priority areas (e.g. China, India). Need to ensure this option does not reduce available resources and cooperation opportunities for EU Member States. <p>Focus on Europe:</p> <ul style="list-style-type: none"> Work still needs to be done to build strong LLP partnerships within Europe. Opportunities for Europeans should not depend on where their country is in the process of EU accession.

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	Comments on sectoral programmes:	<p>Erasmus:</p> <ul style="list-style-type: none"> Should be widened to countries of strategic importance. Possibly merge Erasmus and Erasmus Mundus. <p>Grundtvig:</p> <ul style="list-style-type: none"> Open to non-EU citizens. Opened to countries of the European Neighbourhood Policy. Bilateral partnerships should be possible. 	
Mobility activities	Student Mobility	<p>Mobility programmes are successful:</p> <ul style="list-style-type: none"> Support achievement of goals of EU 2020 and ET 2020. Important for participation in the global labour market. Stimulates competition between European universities and to become international. Contributes to local economic competitiveness through development of workforce with intercultural skills and international openness. 	<ul style="list-style-type: none"> Focus should remain on quality of mobility. Focus should be on developing strong points of existing programmes. European initiatives such as ECTS are important to simulate both quantity and quality of international mobility.
	Staff mobility	<p>Barriers to staff mobility are:</p> <ul style="list-style-type: none"> Working conditions in the host country/institution. Opportunities are not well known, particularly in VET sector and among employers. Financial barriers including salary maintenance, pension and security rights, recognition of periods abroad and health insurance. Limited support for teachers by employers of sending and hosting countries. 	<ul style="list-style-type: none"> Strengthen and extend scope of responsibility and activity for Consortia by including staff and university-enterprise staff as target groups. Reduce administrative burden. Adjust travel allowance to take into account distance and cost. Tackle lack of awareness of opportunities. Reinforce initiatives such as Leonardo PRO-EFP giving special consideration to first-time applicants. Reduce the minimum length of stay abroad or split into separate visits. Create possibility to compensate time spent on preparing and monitoring mobility actions. Extend good practices developed in Erasmus to other sub-programmes. Develop multi-annual certification mechanisms.

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	Virtual mobility/e-mobility	<ul style="list-style-type: none"> Opinions were divided. Some contributions mentioned that priority should be given to physical mobility with virtual mobility being helpful in the preparation, supervision and follow-up of stays abroad. Generalise actions such as e-Twinning and open educational resources Support the introduction of grants to arrange physical meetings for those working on on-line educational programmes and one week seminars with those involved in online courses. Use audio-visual contact to help develop links with partner institutions.
	Comments on sectoral programmes:	<p>Comenius:</p> <ul style="list-style-type: none"> Suggest implementation of minor partnership projects of teacher training and further training institutions. <p>Comenius AST:</p> <ul style="list-style-type: none"> Greater links between ASTs and host schools. Provide the option for AST to elect their host school. Introduce a financial penalty for cancellation. Increase participation through obligatory placement abroad. <p>Erasmus:</p> <ul style="list-style-type: none"> Support multiple and/or shorter stays abroad. Increase in budget to encourage lower SES groups. Provide information on social security/insurance requirements across the EU. Incentives to remedy the misbalance that East to West mobility vastly outweighs West to East mobility. Erasmus Intensive Programme and multidisciplinary projects should continue to be pushed forward. <p>Leonardo da Vinci:</p> <ul style="list-style-type: none"> Develop future mobility for apprentices. Mobility certificates should cover all mobility activities of an organisation similar to the Erasmus charter. <p>Grundtvig:</p> <ul style="list-style-type: none"> Need to stress the importance of Grundtvig. Merge actions as funding for Grundtvig is low.
Cooperation activities	Cooperation for inclusion	<p>Cooperation activities should aim to:</p> <ul style="list-style-type: none"> Prepare teachers to work in an inclusive environment. Facilitate transition from school to work. Support mainstream schools to provide education to all students (including those with special needs). Support the inclusion of disadvantaged young people. More opportunities for the training of teachers to prepare them to work in an inclusive environment using assistive ICT and communication methods and pedagogical/psychological support. Promote activities in the area of the transition from school to work. Transform special needs schools into specialised resource centres to support mainstream schools to

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		<p>be inclusive to all students.</p> <ul style="list-style-type: none"> Focus greater attention on the preparation of youth workers and organisations, including sharing experiences and developing joint approaches.
Cooperation with regional and local authorities	<p>Regional administrations are often best placed to engage with local partners and educational institutions to develop actions targeted to the needs of citizens, which could be better recognised within the new programme.</p>	<ul style="list-style-type: none"> Consider allowing for the development of partnerships for regions with the Commission and/or national agencies. Consider delegating experimentally the management of the funds from Leonardo to regions. Identify networks that link between the public sector and training centres and/or companies to develop specific mobility actions between territories. Promote linguistic and cultural training of those in IVET participating in mobility projects.
Cooperation with the world of work	<p>Opportunities for student placements are not being maximised due to:</p> <ul style="list-style-type: none"> Lack of awareness Confusion that placements are organised within framework of different sub-programmes (Erasmus and Leonardo). Lack of recognition of enterprises as full partners in the programme. Lack of a network of approved work placements with a centralised method to contact companies abroad. Lack of opportunities in short-term placements. Lack of guidelines regarding health and safety responsibilities and insurance status for companies. Micro enterprises are not referred to in any of the LLP programmes. 	<ul style="list-style-type: none"> Provide information on benefits to host companies. Promotion of the two brands. Set up an EU platform for consortia and support. Encourage SMEs to work with training providers to develop curricula and work-based learning that suit their needs. Should not prescribe how partnerships are composed. Data on participation of host companies should be compiled. Performance indicators should focus on outcomes such as number of learner exchanges, formal and informal learning outcomes, transition into employment, progression in employment etc.
Comments on sectoral programmes:	<p>Comenius:</p> <ul style="list-style-type: none"> Introduce small partnerships with 2 partners. Greater budget and flexibility for partnerships. Main tasks of National Agencies should include quality of contents and information about the programme. 	

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		<ul style="list-style-type: none"> ▪ Simply assessment and matching procedure. ▪ Greater school autonomy over form and content of partnership activities. ▪ Introduction of greater cooperation between world of work and general education. ▪ Need for more integrated programme. <p>Erasmus:</p> <ul style="list-style-type: none"> ▪ Support willingness of businesses to provide Erasmus placements. ▪ Mobility promoters should be responsible for both outgoing and incoming students/graduates. ▪ Introduce annual prize for University representatives that have contributed to international cooperation. ▪ Placements in enterprises have separate needs to those in universities. <p>Leonardo da Vinci:</p> <ul style="list-style-type: none"> ▪ Distinguish between university exchanges and work placements. ▪ Placements need to be longer (minimum one month, max of 26 weeks). Minimum placement in workshop school should be 2 weeks, max 2 months. ▪ IVT should take place under different actions (those in working environment and those at school). ▪ Foyers could offer high quality accommodation and support for young people. 	
Policy Activities	Policy Development	<ul style="list-style-type: none"> ▪ The Modernisation Agenda for Higher Education could be streamlined to be more in line with the Bologna Process. ▪ The knowledge triangle must remain at the heart of the EU 2020 strategy. Europe's potential and its capacity to innovate should be strengthened. 	<ul style="list-style-type: none"> ▪ Closer relationship between programme and policy. ▪ More transversal actions. ▪ Calls for tender could replace some multilateral projects to ensure a closer connection between policy and practice. ▪ More cooperation activities and partnerships between world of work and education. ▪ Better balance between focus on labour market and focus on social responsibilities. ▪ Support cooperation between educational institutions and sport clubs.
Transversal activities	Digital ICT Competence and Assistance	Reflections on digital competences referred to learners, educational organisation and business partners.	<ul style="list-style-type: none"> ▪ Further development of IT platforms to support European learner mobility including virtual mobility. ▪ Encourage the use of open educational resources/digital networks. ▪ Establish an international contact database for HEIs and enterprises. ▪ Promote the development of assistive technologies and their use.

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	Multilingualism	No other continent has a similar multitude of languages and a similar need for communication among its nations.	<ul style="list-style-type: none"> Language support needs high priority. Allocate funding for the provision of language training before and during placements. Universities should be able to set minimum language ability requirements for foreign students. Promote awareness of the social, cultural, political and geographical features of countries where the language is spoken.
Management, information and communication	Management	<ul style="list-style-type: none"> Urgent need for action, in particular regarding simplification of the administrative rules and processes. Feeling that competition is based on capacity to write good applications rather than capacity to build interesting projects. Early deadlines are an obstacle. 	<p>Application process:</p> <ul style="list-style-type: none"> Simplify the application form. Simplify the selection process such as the registration of organisations. Provide better information on selection criteria and examples of successful applications. Extend period of time between the call for applications and deadline. <p>Management:</p> <ul style="list-style-type: none"> Documentation should be accessible online and IT management tool common to all sub-programmes developed. Simplification for action with partnerships. The EACEA should focus equally or more on quality, content and impact of projects. A formal appeal procedure is required in relation to evaluation of results. Yearly budgets should include plans for at least three years.
	Stakeholder inclusion	<ul style="list-style-type: none"> Need to improve involvement of social partners and student representatives. 	<ul style="list-style-type: none"> Student representatives included in programme administration. Create quality search database of projects and events. Need for a multiplier organisation to encourage systemic innovation. Set up European sector skills councils.

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	Information and dissemination	<ul style="list-style-type: none"> Problems with the current effectiveness of the dissemination of outcomes. Given the current economic climate need to disseminate evidence based on diagnoses of the education system. Problem with the vision of European cooperation and mobility being considered elitist. 	<ul style="list-style-type: none"> Information could be made available in electronic formats. Involve students in the dissemination of results. Availability of qualitative information relation to changes in programmes and selection and evaluation procedures should be increased. More attention to dissemination of project results.
	Comments on sectoral programmes:	<p>Comenius:</p> <ul style="list-style-type: none"> Institutions should be able to choose from a package of measures. The request for the impact report should be in the following year, not after 30 days. <p>Erasmus:</p> <ul style="list-style-type: none"> Simplify application form and make online version more user friendly. Simplify administrative and financial application procedures (e.g. lump-sum funding). Provide better instructions for budget planning. Allow more flexibility and independent management regarding the needs for changes during project period. <p>Grundtvig:</p> <ul style="list-style-type: none"> Simplify application, reporting and documentation procedures. Simplify financial regulations. Too many actions and objectives aimed at too many target groups. 	
	Interaction with other education programmes	<ul style="list-style-type: none"> Should be a clearly defined relationship between the LLP and other Community programmes to underline policy coherency. Increasing international competition for money moving the system from academic competition to economic competition. 	<ul style="list-style-type: none"> Mobility for Higher Education should be brought together in a coherent scheme. Special attention should be paid to the issue of 'brain drain'.
Interaction with other programmes in the field of education and training	LLP and the European Social Fund	<ul style="list-style-type: none"> ESF and the LLP are complementary instruments. Need for National Agencies managing the LLP and ESF to work closer together. 	<ul style="list-style-type: none"> Make funding sources of the LLP and ESF compatible making it possible to mix the ESF and LLP funds for a single project. National agencies managing the LLP and ESF should work together. LLP and ESF should work together to raise the profile of careers in the social care sector in Europe and improve working conditions of staff already employed in the sector.

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Funding	Priority areas for general programme funding	<ul style="list-style-type: none"> ▪ Lack of funds and counterproductive to cut funding for education and training during the financial and economic crisis. 	<ul style="list-style-type: none"> ▪ Increase the overall budget for LLP. ▪ Budget allocations should be flexible.
	Centralised/decentralised actions	<p>The following should remain centralised:</p> <ul style="list-style-type: none"> ▪ The creation of large systems and networks that involve many countries ▪ The dissemination of results ▪ The development of fields of activity ▪ International projects and networks that analyse a specific topic in depth 	<ul style="list-style-type: none"> ▪ Further decentralised activities and budget management. ▪ Centralised and decentralised actions should work more closely together.
	Project allocation	<ul style="list-style-type: none"> ▪ Priority should concern the quality of projects (not which sector or country they come from). 	<ul style="list-style-type: none"> ▪ Support risk taking projects as innovation implies risk. ▪ More funding opportunities for projects that support dialogue and bridges between schools, vocational schools, universities and adult education.
	Management of funds	<ul style="list-style-type: none"> ▪ Working with the network on funding issues is very time-consuming due to heavy regulations in relation to budget control and management. 	<ul style="list-style-type: none"> ▪ A guaranteed share for each participating country. ▪ Greater trust in budget management. ▪ A requirement for budgetary flexibility between the different programmes so that unused funds can be better redistributed. ▪ An adjustment to the financial support for mobile learners to take account of increased living costs.
	Management of project funds	<ul style="list-style-type: none"> ▪ Flexibility issues in the payment of instalments as some organisations cannot afford to advance the money. ▪ Administration of project funding is very personnel intensive. ▪ The definite exchange rate is only known one month before the interim report is submitted requiring the conversion of calculated costs which means significant additional work and can lead to exchange losses. 	<ul style="list-style-type: none"> ▪ Increase length of funding periods to slow down the tempo of projects with a view to the roll-out of successful pilot projects. ▪ Greater use of lump sum budgets. ▪ In some cases give most of the grant at the beginning of the project. ▪ The true indirect costs should be considered. ▪ Each partner should be liable for its own share of the grant.
	Funding alternatives	<ul style="list-style-type: none"> ▪ Too much administrative time spent by applicants for Comenius. 	<ul style="list-style-type: none"> ▪ Accept volunteering as match funding for projects, equal to monetary match funding.

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	<ul style="list-style-type: none"> ▪ Funding is the number one obstacle to mobility in the Erasmus programme. ▪ The preparation of management costs in the Leonardo programme over cover the costs of the sending organisation overlooking the role of the host organisation. ▪ Almost no sustainable networks have been created in the Grundtvig programme. 	<ul style="list-style-type: none"> ▪ All programmes argue for more funding. <p>Comenius:</p> <ul style="list-style-type: none"> ▪ Level of funding per project should be increased even if overall fewer projects are supported. ▪ Give schools more freedom to choose between activities. ▪ Lump-sum or in-service training based on 'reasonable estimate of costs' by applicant. <p>Erasmus:</p> <ul style="list-style-type: none"> ▪ Grant should be increased in size and total numbers. ▪ Grants should reflect cost of living, adjusted for those on salaried work placements and additional funds set aside for those from low-income backgrounds. ▪ A 'rent rebate' for low-income students who spend a semester abroad but have to pay one year accommodation in UK universities. <p>Leonardo</p> <ul style="list-style-type: none"> ▪ Financing should reflect the real work carried out by host and sending organisations. <p>Grundtvig</p> <ul style="list-style-type: none"> ▪ Networks need to be supported. ▪ Some funding should be reserved for high quality and relevant research on adult education.
Jean Monnet	<p>Stakeholders supported the continuation of the programme. Positive aspects include:</p> <ul style="list-style-type: none"> ▪ Consolidation of courses, syllabus, master programmes etc. ▪ Increased academic networking between teachers specialised in the field ▪ Strong added value for the university or academic centre associated with the Brand name ▪ Clear impact on students' knowledge of and interest for European integration. 	<ul style="list-style-type: none"> ▪ Increase the emphasis on research on cultural integration / immigration ▪ Encourage academia to develop new Jean Monnet structures in the field of New EU studies. ▪ Promote European studies in scientific faculties. ▪ Merge Jean Monnet modules and chairs ▪ Favour the selection of younger scholars. ▪ Promote the creation of networks between Jean Monnet centres. ▪ Increase the emphasis on third countries.

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Impact of Youth on the Move on the future Programme	<p>Reservations were raised about the Commissions suggestion to integrate the existing EU programmes into the comprehensive EU Initiative 'Youth on the Move'.</p> <ul style="list-style-type: none"> ▪ Role of regions insufficiently recognised in 'Youth on the Move'. <ul style="list-style-type: none"> ▪ Ensure the term 'adult learners' is not narrowly interpreted to mean 18-25 year olds. ▪ VET and CPD for teachers should have a prominent place in the implementation of YOTM.
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Annex: List of stakeholders / interested parties who contributed to the consultation

General contributions

Austria	Berufsförderungsinstitut (Regional Adult Education Institute)
Austria	Bundesministerium für Unterricht, Kunst und Kultur; Bundesministerium für Wissenschaft und Forschung
Austria	Bundesministerium für Unterricht, Kunst und Kultur - Grundtvig Beirat
Austria	Consortia on LLL-Programme and future development
Austria	VondiConsulting
Belgium	NFP-Vlaanderen vzw
Belgium/Flanders	EUNEC
Belgium/Flanders	de Vlaamse Onderwijsraad
Czech Republic	Ministry of Education, Youth and Sports
Estonia	Ministry of Education and Research of the Republic of Estonia and the Archimedes Foundation (NA)
Finland	Ministry of Education and Culture
France	Conférence des présidents d'université (CPU)
France	Conseil régional de Lorraine
France	Conseil régional d'Auvergne
France	Des autorités françaises
France	IUFM
France	Presidents des Regions Ultra Peripheriques
Germany	Conny Bast Hochschule Albstadt-Sigmaringen International Office of the University Albstadt-Sigmaringen
Germany	Bundesverband Öffentlicher Banken Deutschlands (Association of German Public Banks)
Germany	Deutsche Volkshochschul-Verband (DVV) German Union of Adult Education Centres
Germany	der Berufsverband "DIE FÜHRUNGSKRÄFTE - DFK" Union of Managerial Staff
Germany	German Erasmus Placements consortia
Germany	German Academic Exchange Service, Deutsche Akademische Austauschdienst (DAAD)
Germany	Hochschulrektorenkonferenz (Standing Conference of University Vice Chancellors)
Germany	Katholische Bundesarbeitsgemeinschaft für Erwachsenenbildung Catholic Federal Working Group on Adult Education)
Germany	Bundesministerium für Bildung und Forschung - Kultusminister Konferenz

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Germany	Universities of Education in Baden-Württemberg
Germany	Europa macht Schule 'Europe makes Schools' project
Italy	Belgian-Italian Chamber of Commerce
Italy	Lombardy Regional Institute for Research (IReR).
Italy	Ministero Della Giustizia
Netherlands	Foundation for Folkhighschoolwork
Netherlands	Nederlandse Organisatie voor Internationale Samenwerking in het Hoger Onderwijs (Nuffic)
Netherlands	Ministerie van Onderwijs, Cultuur en Wetenschap
Netherlands	Nationaal Agentschap Leven Lang Leren
Netherlands	TU/e Regional Leonardo Bureau
Netherlands	Valorisation Centre TU Delft
Netherlands	VSNU - The Association of Universities in the Netherlands
Norway	Bergen University College
Norway	NLA University College
Norway	National Union of Students in Norway
Norway	Norwegian Centre for International Cooperation in Higher Education
Poland	Stowarzyszenie Pomocy Dzieciom i Młodzieży "Blisko dziecka"
Portugal	Association VIDIA. Intergenerational Valorisation and Active Development
Serbia	Ministry of Education of the Republic of Serbia
Slovakia	Ministry of Education, Science, Research and Sports
Spain	Chamber of Commerce and Industry of Terrassa (Barcelona, Spain)
Spain	Spanish Chambers of Commerce and Industry
Sweden	Folkbildningsrådet, the Swedish National Council of Adult Education
Sweden	Ministry of Education and Research
Switzerland	Staatssekretariat für Bildung und Forschung – SBF
UK	HEURO (Higher Education officers)
UK	UK HE Europe Unit
UK	University of Liverpool
UK	Scottish Government
UK	Wales
Transnational	Assembly of European Regions (AER)
Transnational	CEDEFOP
Transnational	Central European Cooperation in Education
Transnational	Centre International de Formation Européenne
Transnational	Common contribution from 27 European Stakeholders in Education, Training and Youth (including EUCIS-LLL, EYF, EDA, ESU, IESN, OBESSU, EURO_CLIO, SOLIDAR, EURASHE, EEE-YFE, EFFE, ECSWE, FREREF, AEGEE, ACC, EVTA, EFVET, ISCA, EVBB, FEECA, ETDF, ESHA, EUCEN)
Transnational	EASPD

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Transnational	EEE YFU
Transnational	European Association of Conservatoires (AEC)
Transnational	European Association for the Education of Adults (EAEA aisbl)
transnational	EUCIS European Civil Society Platform on Lifelong Learning
Transnational	European Erasmus consortia
Transnational	ENGSO (European Non Governmental Sports Organisation)
Transnational	EPEA European Prison Education Association
Transnational	European Stakeholders Forum
Transnational	European Society for the Systemic Innovation of Education (ESSIE)
Transnational	ESU: The European Students' Union
Transnational	European Training Foundation (ETF)
Transnational	ETUCE
Transnational	ETUC/CES
Transnational	European University Continuing Education Network
Transnational	European Volunteer Centre, CEV
Transnational	European Youth Forum
Transnational	France: UNHAJ; Germany: AUSWÄRTS ZUHAUSE; the Netherlands: Kamers met Kansen; United Kingdom: Foyer Federation
Transnational	Generalitat de Catalunya, Ile de France Regional Council, FREREF (Foundation of European Regions for Research, Education and Training)
Transnational	LEONET
Transnational	LLP Committee: Working Group on Policy Objectives
Transnational	LLP Committee: Working Group on Mobility
Transnational	LLP Committee: Working Group on Partnership
Transnational	LLP Committee: Working Group on how to simplify the management of the new programme
Transnational	Network to Promote Linguistic Diversity
Transnational	UEAPME
Transnational	Universities Coimbra Group

In addition, 35 individuals also submitted their proposals on various aspects of the future programme.