

# Lifelong Learning Programme *Info Days*

*January 2009*

## GRUNDTVIG Centralised actions





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## Grundtvig Aims

- To respond to the **educational challenge** of an **ageing population** in Europe
- To **help provide** adults with **pathways** to improve their **knowledge and competences**





## Access to the Grundtvig programme

### Centralised actions

These are aimed at (Art. 28):

Institutions or organisations providing learning opportunities in adult education;

- (a) Establishments involved in the initial or further training of adult education staff
- (b) Associations and representatives of those involved in adult education, including learners' and teachers' associations
- (c) Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- (d) Bodies responsible for systems and policies concerning any aspects of adult education at local, regional and national level
- (e) Research centres and bodies concerned with lifelong learning issues
- (f) Enterprises
- (g) Non-profit organisations, voluntary bodies, NGOs
- (h) Higher education institutions.





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## Grundtvig Actions

- Mobility of individuals
  - Partnerships
  - Assistantships
  - Visits and exchanges
  - Senior volunteering
  - Workshops
  - **Multilateral projects**
  - **Thematic networks**
  - **Accompanying measures**
- } **Centralised**





## Multilateral Projects

Grundtvig Multilateral Projects are undertaken by institutions/organisations from **different** participating countries working together, pooling **knowledge and experience**, in order to achieve **concrete and innovative results & products** with indisputable **European value**.

In many cases, this will involve **piloting** experiences in strategic areas and **producing** teaching products of **high quality**.

These projects also seek to **strengthen the European dimension** in the field of **adult learning**.





## Multilateral Projects

Projects are encouraged to involve adult learners in their activities, and to take learners' needs and experiences into account. To this end, learners may take part in project meetings and all other appropriate project events and activities.

All projects **must** include plans for the evaluation and dissemination of project results.

Applicants are strongly encouraged to include the organisation of **Grundtvig Training Courses** in their proposal, wherever appropriate, as a means of actively disseminating the project results to adult education teachers, managers or other adult education staff.





## Each Grundtvig network should seek to :

- Further **debate** on important aspects of **policy and practice**
- Provide an **overview** of a **field** (through comparative studies and analyses) within a **European context**
- Consider the various **definitions** used in **different countries** in terms of **content and methodology**, thereby contributing to the **construction** of a **shared terminology** at **European level** in the **key areas of adult learning**;
- Identify **present, emergent and future needs**, and in particular to **pinpoint aspects** where **European co-operation** could be especially **beneficial**;
- Promote the **dissemination** of **findings and recommendations** and their **implementation** in **relevant fields**;
- Make a major contribution to the **dissemination** of **good practice** available at **national or European level**.





## Accompanying measures will be aiming at:

- raising awareness of relevant target groups or the general public on the importance of European cooperation in the field of adult education more generally;
- helping to improve the **implementation** of the Grundtvig programme, in particular through training activities and analysis;
- maximising the impact of European cooperation in the field of adult education, by **disseminating** and giving a **high profile** to the results and methods of such cooperation;
- fostering **trans-sectoral synergies** between the Actions of the LLP programme, for example around activities bringing together projects supported under Grundtvig, Comenius, Erasmus, Lingua, e-learning, etc. on precise themes;
- implementing activities specifically concerning aspects of transversal policies in which the Grundtvig programme is called on to play a part, including in particular, the promotion of **equality between women and men**, the integration of disabled persons and other people with **special educational needs**, and the promotion of intercultural education and the **fight against racism**;
- carrying out **other activities** focussing on specific themes, target groups or contexts, as justified by the needs of the current educational situation in adult learning in the participating countries.





## Grundtvig Accompanying measures

- Support communication activities in relation to the Grundtvig programme
- Events for dissemination and exploitation of results





## Grundtvig Accompanying measures

### Example of activities that might be supported:

- conferences and seminars on European cooperation in adult learning
- awareness-raising activities
- setting up and consolidating European bodies such as associations
- developing, publishing, disseminating products and processes resulting from cooperation
- teaching with materials on European themes
- organisation of training activities for people responsible at their respective institutions for European cooperation
- publications relating to European educational cooperation in adult learning, action-research in the field of adult education.

### The following activities, in particular, may not be covered by the funding awarded:

- activities eligible under another part of Grundtvig or the LLP programme
- research activities.





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## Priorities for Multilateral Projects

- **Priority 1: Key competences:**
  - widening access to basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology and digital competence
  - helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to changing society and the requirements of the labour market
  - strengthening adults' self-confidence and promoting their personal fulfilment by developing their cultural awareness and capacity for creative expression





## Priorities for Multilateral Projects

- **Priority 2: Improving the quality of adult education:**
  - improving the identification of learning needs of teachers, trainers and other staff
  - developing joint approaches to improve quality of qualifications of teachers, tutors and other staff in adult education, and to adapt their training
  - intensifying local and regional cooperation between adult education organisations and other learning providers and enterprises, within the concept of the “learning region”
  - improving the quality assurance of services and institutions, including exploring how the European Quality Assurance Reference Framework for vocational training can be applied to adult education.





## Priorities for Multilateral Projects

- **Priority 3: Improving the attractiveness of and access to adult education:**
  - motivating individual learners to commit to learning, including through guidance services, out-reach strategies, awareness raising campaigns and partnerships with enterprises
  - using ICT and e-learning to widen access to adult learning
  - improving the transparency and use of qualifications obtained in adult education and facilitating access to vocational, general and higher education.





## Priorities for Multilateral Projects

- **Priority 4: Improving validation of non-formal and informal learning:**
  - improving the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners
  - improving the validation of non-formal and informal learning of adult education practitioners
  - evaluating how existing frameworks and principles can be applied to adult learning in response to the specific needs of adults
  - identifying and disseminating mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants.





## Priorities for Multilateral Projects

- **Priority 5: Promoting adult learning for marginalised and disadvantaged citizens and migrants:**
  - developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market
  - sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration
  - using sport to provide learning opportunities to marginalised and disadvantaged citizens.





## Priorities for Multilateral Projects

- **Priority 6: Teaching and learning in later life; Inter-generational and family learning:**
  - transfer knowledge, methods and good practice for senior citizen education
  - equip senior citizens to cope with change and remain active in society
  - strengthen the contribution of older people to the learning of others
  - develop innovative approaches to inter-generational and family learning.





## Priorities for Grundtvig Networks

- **Priority 1: Language learning in adult education:**
  - sharing knowledge and disseminating good practice on language learning opportunities for adults
  - identifying present, emerging and future needs for European cooperation on language learning for adults (including formal, non-formal and informal education)
  - developing strategies to address gaps in adult language learning, where provision is currently inadequate
  - developing strategies, schemes and materials to enhance the inter-cultural competence of adult education staff
  - disseminating schemes and materials for training people teaching languages to adults.





## Priorities for Grundtvig Networks

- **Priority 2: Academic Networking in adult education:**
  - research and analyse the needs of the European teaching and research agenda on lifelong learning in general and adult learning in particular
  - research, analyse and debate current and future trends at university level continuing education research
  - identify effective models for funding academic networking
  - identify and promote closer cooperation and networking between higher education institutions in the field of andragogy / adult education
  - develop, test and promote quality assurance and enhancement tools in adult learning
  - analyse the implication of national reforms for the adult learning sector
  - develop co-operation and collaborative structures between higher education institutions, European-level associations and other bodies involved in research and development activities related to adult learning.





## Priorities for Grundtvig Networks

- **Priority 3: Stakeholder Networking in adult education:**
  - strengthen cooperation between adult education providers, NGOs, civil society, social partners and decision-makers at local, regional, national and European levels
  - share knowledge and disseminate good practice on adult learning opportunities in Europe
  - identify present, emerging and future needs for European cooperation on adult learning and guidance
  - explore methods and practices on how adult participation in learning can be raised.





## Priorities for Grundtvig Networks

- **Priority 4: Validation and certification:**
  - improve the validation of non-formal and informal learning outcomes, taking into account the different needs of adult learners
  - improve the validation of non-formal and informal learning of adult education practitioners
  - evaluate how existing frameworks and principles can be applied to adult learning in response to the specific needs of adults
  - identify and disseminate mechanisms for the assessment of competences and recognition of formal, non-formal and informal learning of migrants.





## Accompanying measures

In relation to the objectives and priorities of Grundtvig programme:

- communication activities
- events
- disseminating and using results

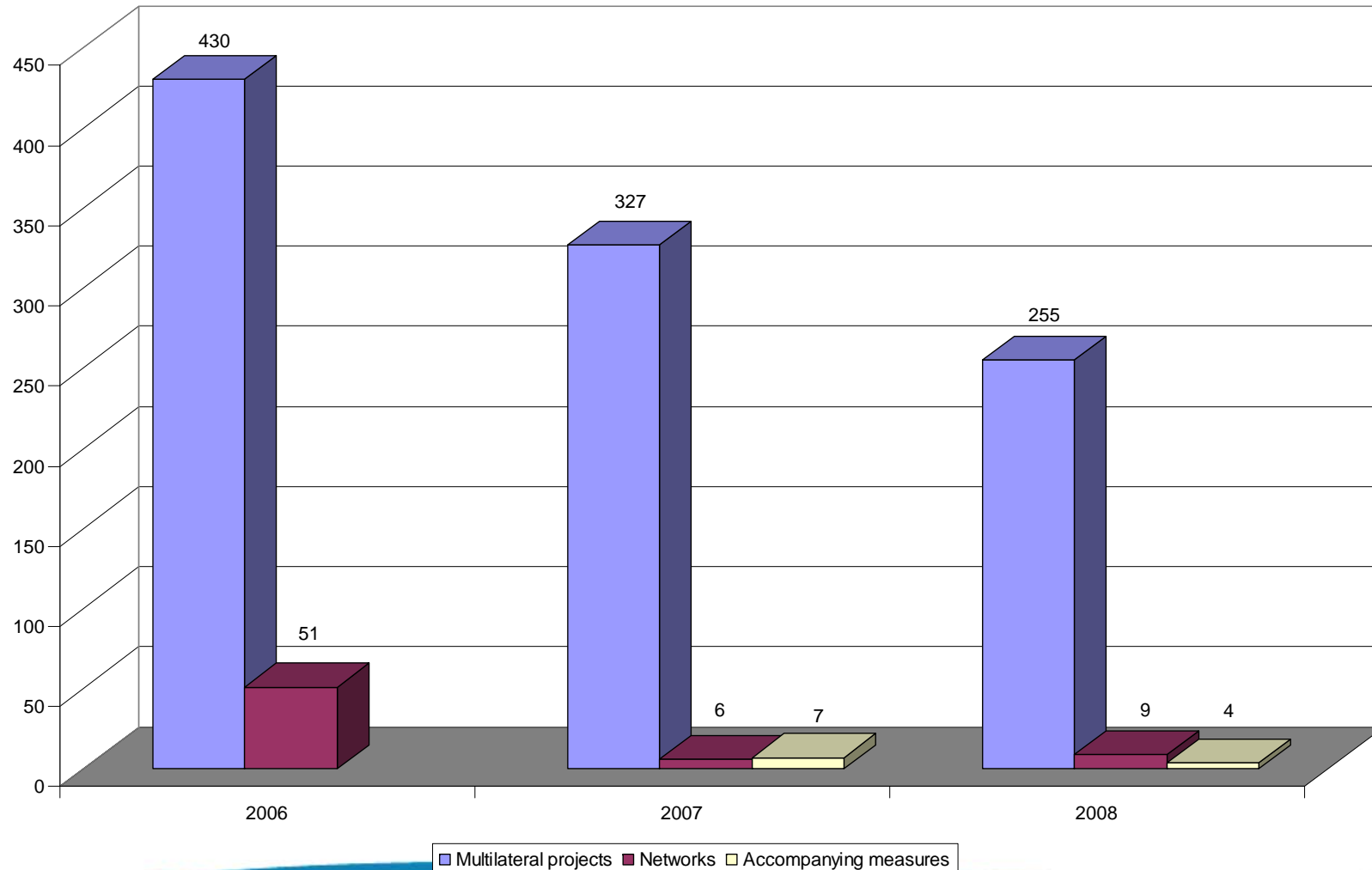




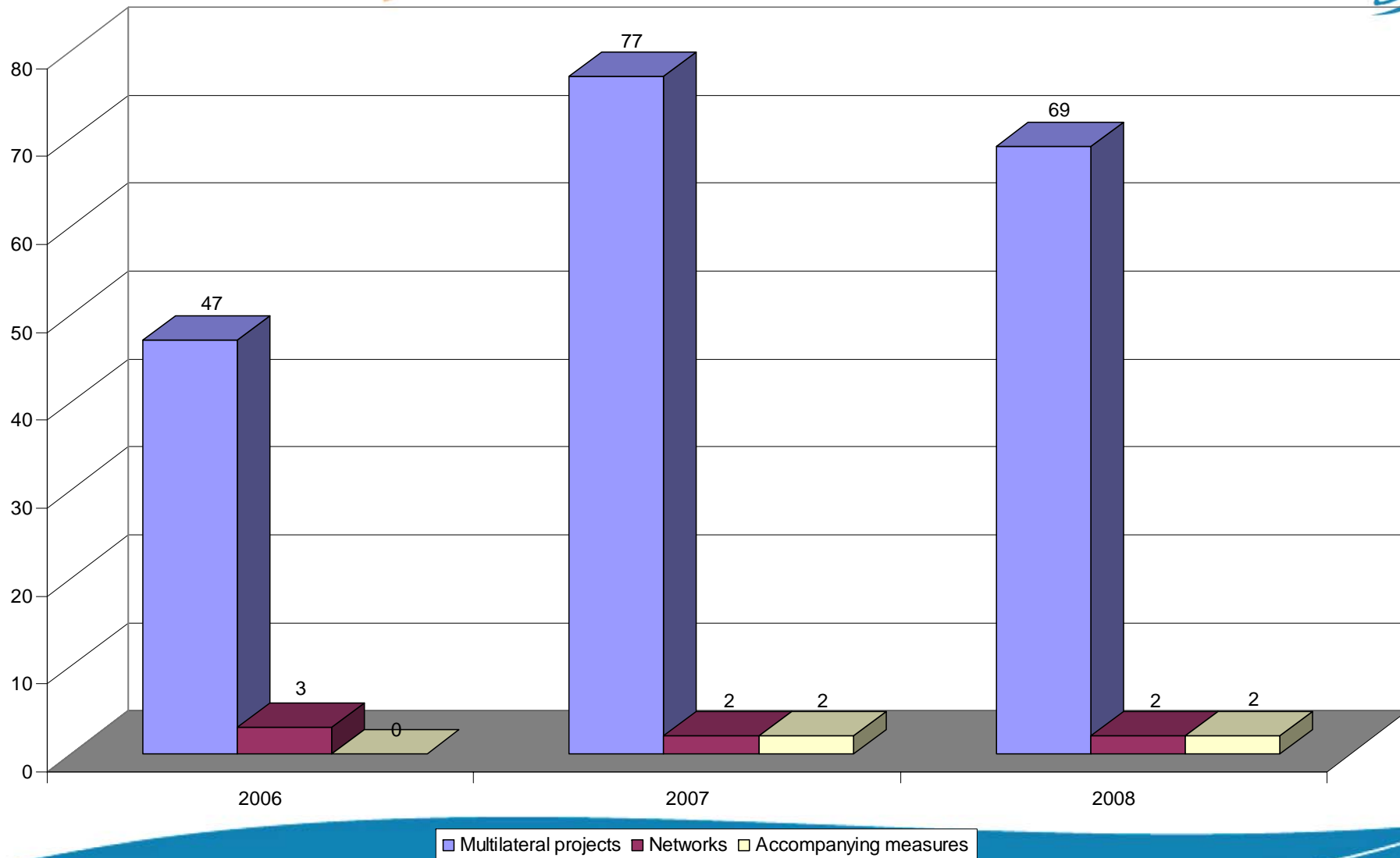
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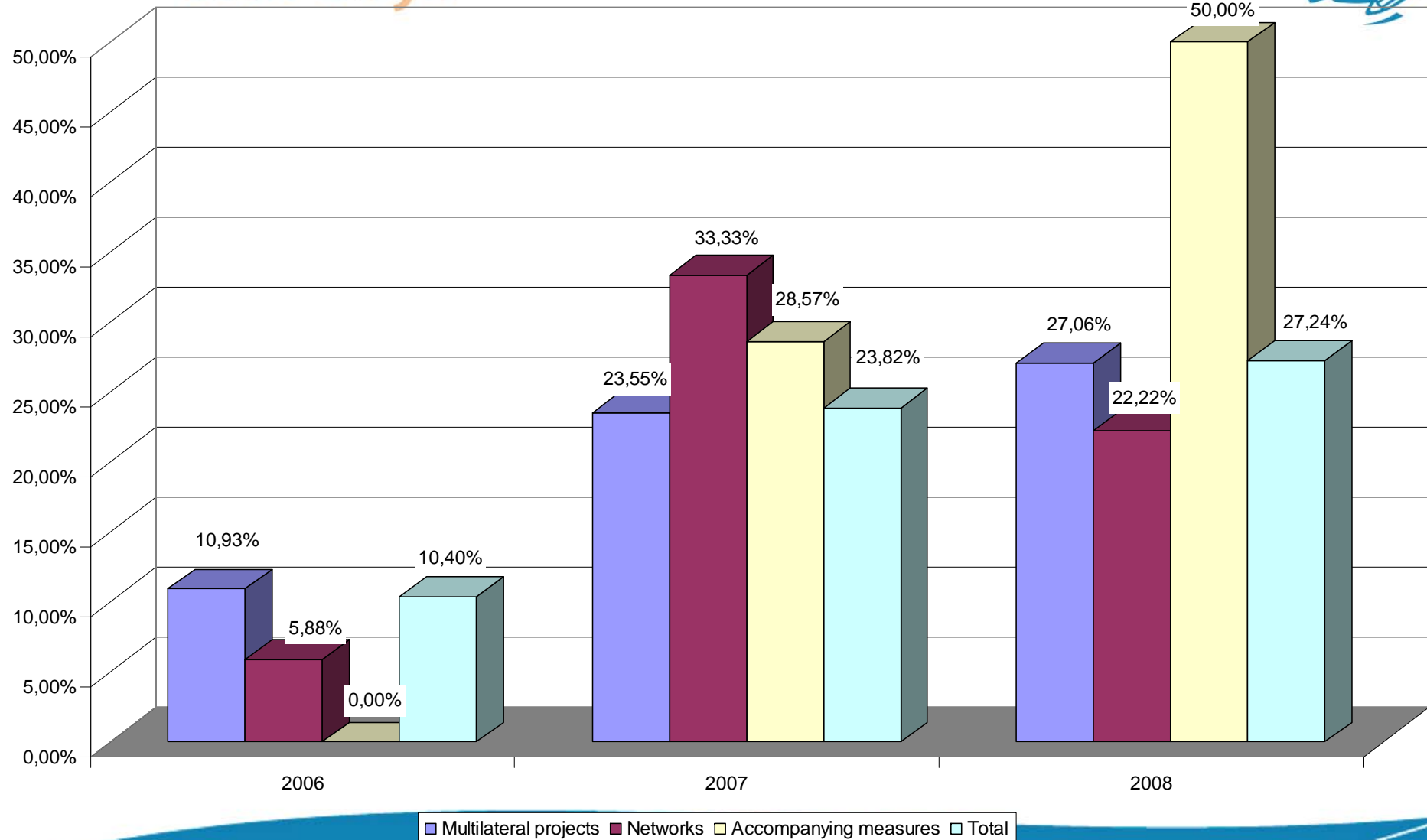




2006 – number of pre-proposals, no data for AM



2006 – no data for AM, 1 Grundtvig Thematic Seminar



2006 – number of pre-proposals, no data for AM



	Average partnership		
	2006	2007	2008
<b>GMP</b>	7,7	6,86	6,61
<b>GNW</b>	15,5	22,5	24
<b>GAM</b>	-	5	4,5





Action	Number of projects	Total grant proposed (€)
GMP	69	18.433.522,00
GNW	2	775.184,00
GAM	2	200.518,00
<b>Total</b>	<b>73</b>	<b>19.409.224,00</b>





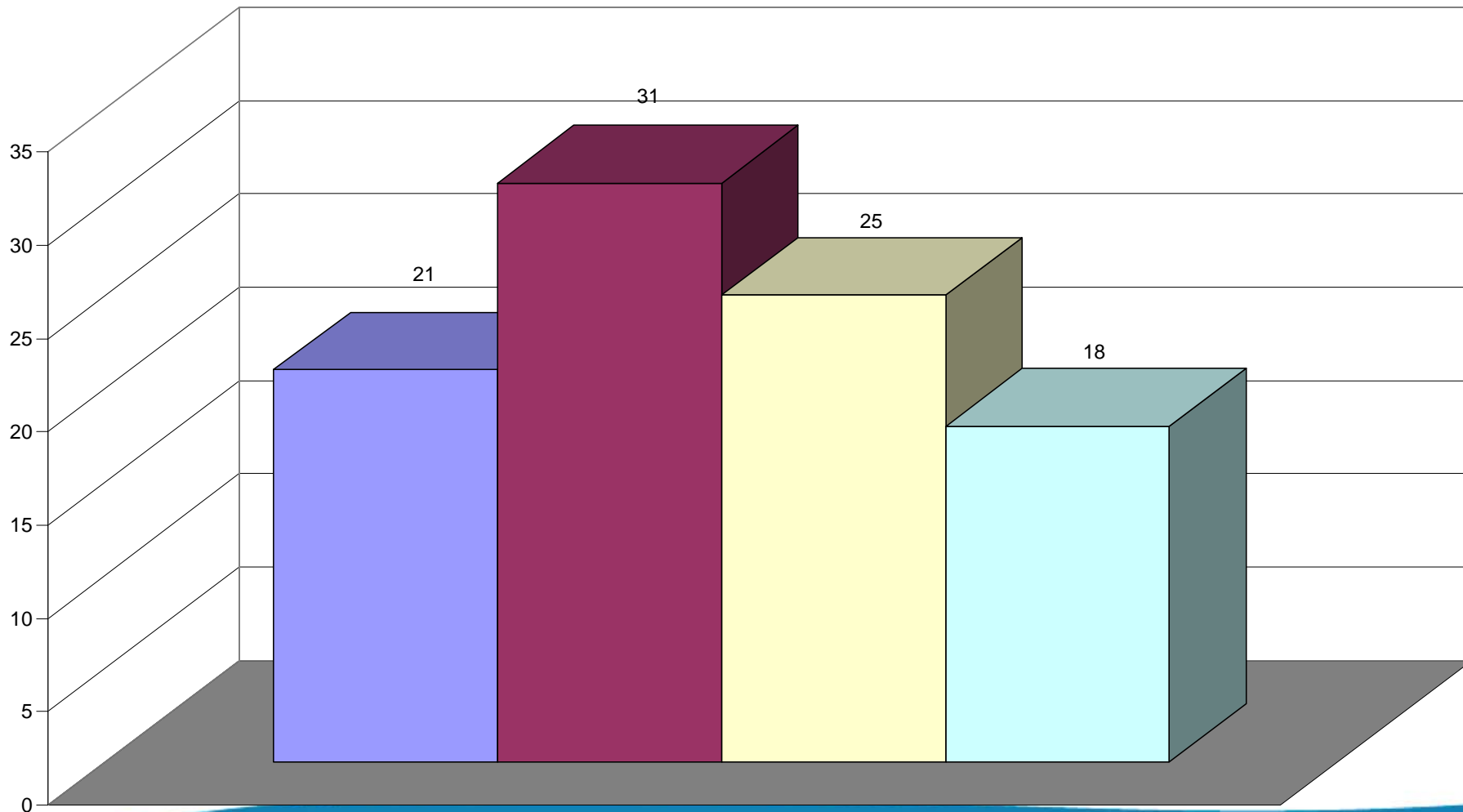
## 2008 selected projects

### Organisations not present in partnerships:

- Adult learners associations
- Parents' associations
- Schools associations
- Groups of Universities
- Institutions for in-service teacher training
- General secondary schools
- Secondary art education institutions
- Hospitals
- Prisons
- Counselling organisations



## 2008 selected multilateral projects - priorities



■ Key Competences

■ Quality, attractiveness and access to adult education

■ Adult learning for marginalised and disadvantaged citizens and migrants

■ Learning in a later life, inter-generational and family learning



## Selection 2008: Grundtvig policy priorities

Based upon the 69 MLP and 2 NW applications funded:

Specific priorities of the Grundtvig sub-programme

### *Well covered*

- ☺ **MLPs:** Improve quality, attractiveness and access to adult education (44%)  
Promote adult learning for marginalised and disadvantaged citizens and migrants... (36%)

### *Less well covered*

- ☹ **MLPs:** Learn in a later life, inter-generational and family learning (26%)
- ☹ **NWs:** All 3 priorities





## Selection 2008: Examples of selected projects (1)

### GMP - Priority 1: Key competences

- European LLL by Intercultural Dialogue;
- Strengthening transversal competences of employees, with low educated levels, concerning their health choices in the context of changing labour market
- Learning to learn

### GMP - Priority 2: Improving the quality, attractiveness of and access to adult education

- Educational Counselling during Rehabilitation
- Weaving and embroidering. Older people: experience mediators
- Professionalisation for learning in technology & science





## Selection 2008: Examples of selected projects (2)

### **GMP - Priority 3: Promoting adult learning for marginalised and disadvantaged citizens and migrants**

- Integrated pathways for adults working (re)integration
- Supporting multicultural integration and learning
- European Strategy for Multicultural Education

### **GMP - Priority 4: Learning in later life; inter-generational learning**

- Active European Seniors for Active European Citizenship - Awareness, Training, Empowerment, Participation
- Sharing stories across borders, cultures and generations
- Generational Change in the Teaching Profession





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## Grundtvig 2009 selection: main facts

Actions	Maximum Community grant* (EUR/year)	Maximum duration	Minimum number of participating countries	2009 indicative budget (Mio EUR)	Estimated number of projects to be selected
Multilateral projects	150.000**	3 years	3***	16,85	65
Multilateral networks	150.000	3 years	10***	2,55	7
Accompanying measures	150.000	1 year	1	0,55	4

\* Maximum Community contribution **75%** of total eligible costs.

\*\* Maximum Community contribution to project will be **300.000€**.

\*\*\* At least **one** country must be an EU Member State.





## Grundtvig 2009 selection: main indicative dates

- Deadline for applications - **27 February 2009**
- Pre-information on the results of the selection process - **June 2009**. **10 days** to provide the requested documents in original
- Issuing and sending grant agreements to the beneficiaries of selected projects - **September 2009**
- Projects starting date - **October 2009**





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## RELEVANCE

- The grant application and the results foreseen are clearly positioned in the specific, operational and broader objectives of the Programme. The objectives are clear, realistic and address a relevant issue / target group. Where relevant, at least one of the priority areas of the Call for Proposals for the action concerned is addressed.
- ☺ *The proposal clearly falls within the scope of the programme, addresses 2 priority area set out in the Call and links these together. The issues being addressed are clearly stated and have been well researched and documented. The outcomes of the project are well described and will address the issues described.*
- ☺ *The proposal clearly addresses priority areas of the Call for Proposals. The target groups are well defined in each cultural context and setting. The proposal addresses an important topic (social integration and tolerance) and adopts an innovative approach (artistic creativity to develop key competences). The results foreseen are relevant to the specific and operational objectives of the programme. The problems addressed are clearly described and the proposed solutions seem appropriate.*
- ☺ *The proposal does not fall completely within the scope of the sectoral programme. The solutions to be achieved should be described in more detail. The project is based on data gathered mainly in only one participating country.*
- ☹ *There are 4 different objectives; although each single objective can be connected to the main priorities of the call for proposals, their mix is neither convincing nor justified. Furthermore the project seems to aim at the development of theoretical concepts and approaches and not at the practicable solutions of the problems considered.*





## QUALITY OF THE WORK PROGRAMME

- The organisation of the work is clear and appropriate to achieving the objectives; the work programme defines and distributes tasks / activities among the partners in such a way that the results will be achieved on time and to budget.
- ☺ *The aims, objectives, methodology and expected outcomes are clearly described. The methodology is adequate for achieving the objectives stated. The whole complex of materials seems logical and well designed. The schedule of activities is well planned and the outputs are realistic. The quality management plan is well worked out and concrete responsibilities of the partner organizations are outlined, relevant to their experiences. There are clear indicators for measuring and evaluating progress. Co-operation is balanced and transparent.*
- ☺ *The need addressed is clearly described and backed up by research justifying its relevance. The objectives and methodology are relatively clear but not defined in specific, measurable terms. However the indicators of success and key deliverables are clear, specific and achievable*
- ☹ *The aims and objectives create confusion. (...) The methodology lacks transparency and a logical order of activities. The distribution of responsibilities amongst the partners is not consistent with their expertise and there is an imbalance. Most of the (draft) products seem to have already been developed by the co-ordinator. A two-directional transfer of innovation, experience or learning will not occur. The work programme lacks progress indicators and shows inconsistencies and confusing issues. Another weakness is the lack of involvement of the beneficiaries of the project. The quality plan is implicit. The project needs a strategy.*





## INNOVATIVE CHARACTER

- The project will provide **innovative solutions** to clearly identified needs of the identified **target groups**. It will achieve this either by **adapting and transferring innovative** approaches which already **exist** in other **countries** or **sectors**, or by **developing** a brand new solution not yet available in any of the countries participating in the Lifelong Learning Programme.
- ☺ *The use of the Second Life environment for learning, integrating various new methods, digital content and target groups represents a clear innovative approach, also for the communication inside the partnership. Another is the measure to assure the sustainability and financing after the end of the project by renting exhibition and conference space in the Virtual Exhibition and Adult Education Centres.*
- ☺ *The application offers an original and specific development of the former experience. Its innovative character lies mainly in the idea of exploiting the potential of rehabilitation centres to offer learning and counselling opportunities to their patients, in addition to health care.*
- ☹ *The real innovation in this project is not made explicit. A core idea is the development of “an interactive website open to all practitioners”, but this does not represent innovation as the consortium itself admits.*
- ☹ *The innovative character of the project is limited since it mostly consists of producing recommendations and publications for different audiences who should then apply the strategies and solutions to be developed.*





## QUALITY OF THE CONSORTIUM

- The consortium includes all the **skills**, recognised **expertise** and **competences** required to carry out all aspects of the work programme, and there is an **appropriate distribution of tasks** across the partners.
- ☺ *The consortium consists of 8 partners from various regions of Europe. The partners represent different organizations with diverse experiences. The tasks allocated to each organization are in line with their strengths and qualifications. The partners experiences complement each other and the different competencies are taken into consideration in the implementation of the work programme*
- ☺ *The consortium represents different and complementary skills and competences. The two most important actors in the proposal, libraries and immigrants are very well represented.*
- ☹ *The task distribution has a strong bias towards the applicant. The applicant from Germany takes the lead in the WP IT Development despite the fact that the partner from Italy has competencies in the field of e-learning, ie production of digital content. Furthermore, the ICT activities are undertaken by the applicant himself and it is questionable whether he can fulfil these tasks without any subcontracts or contribution from other consortium members.*
- ☹ *The consortium (...) should be reconsidered in view of a better geographical spread. It is rather homogenous concerning profile and type of institution.*





## EUROPEAN ADDED VALUE

- The **benefits** and need for European cooperation (as opposed to national, regional or local approaches) are clearly demonstrated.
- ☺ *The issue needs a European-level approach as it is important to gather existing European experiences and explore different good practices. (...) More advanced multicultural services at public libraries, like the Swedish experience, will be compared with other national experiences and the project will deliver standards and guidelines which can be adequate at the European level. In addition, and as immigration problems are very similar in different European countries, the results should be easy to use. The linguistic and cultural issues have been addressed in an exemplary way.*
- ☺ *The range of networks and contacts that the partners bring to the project and the dissemination will achieve a wide impact. Because the focus of the project is central to the lifelong learning programme it is clearly worthwhile and adds value at a European level.*
- ☹ *It is unclear from the proposal description if the principal output of the project can be exploitable in many different situations and in different European countries*
- ☹ *While there is undoubtedly value in gathering information on rural skills and crafts, innovation which might be lost, how this would translate into a valuable usable learning experience is not made clear from this proposal. Without a clear route into a learning outcome, how this would add European value is not sufficiently evidenced. (...) The limited geographical spread, imbalanced partnership and rather limited valorisation plan does not convince that this project will bring much European added value.*





## THE COST-BENEFIT RATIO

- The grant application demonstrates value for money in terms of the activities planned relative to the budget foreseen.
- ☺ *The budget and work programme are consistent, since all aspects of the budget are related to individual work packages. The resources allocated seem to be reasonable. Globally, the project demonstrates an effective use of resources. Overall, the proposal demonstrates good value for money.*
- ☺ *There is clear consistency between the work programmes and the budget. If the project is successful in developing and producing all expected results and outcomes, it will give a good cost-benefit ratio. Budget allocation in each work package is clearly defined and the input from all partners is similar thus the distribution of the staff costs seems fair. Travel and subcontracting costs seem adequate and not overestimated.*
- ☹ *The budget is coherent but very imbalanced. From the requested grant (90.000 euro) 100% goes to the leading partner. The 'own' contribution of the leading partner is 8.000 euro (8% of its budget) and the 'own' contribution of two other partners is 11.000 euro (100% of their budgets). There are also weak areas such as, for equipment, which are unclear and would appear to be for staff purposes and therefore ineligible.*
- ☹ *It is very difficult to assess the cost-benefit-ratio and to decide if the application demonstrates value for money. Within the single WPs, there is no indication of the number of staff days needed to accomplish the work. We only have one general table at the end of section 5, summarising all the work.*



## IMPACT



- The foreseeable impact of the approaches, target groups and systems concerned is clearly defined and measures are in place to ensure that the impact can be achieved. The results of the activities are likely to be significant.
- NB For the renewal of multilateral networks, the quality of past performance will also be taken into account.
- ☺ *The target groups are clearly identified and the project developments are well suited to meet their needs, which will mean a significant impact, and contribute towards achieving the objectives of the Grundtvig Multilateral projects. (...) The project also has further activities to ensure the impact of the project will be sustained, through continuing education courses, (...)*
- ☺ *The target groups for the project are extensive, but nevertheless well documented (trainers of adult educators, adult education institutions, adult educators at tertiary level, policy makers). Furthermore a clear strategy for reaching and engaging with each group is presented (round table discussions, thematic seminars, partner networks, newsletters, website etc).*
- ☹ *10 employees and 10 CEO for each partners country seem to be rather low in terms of people to be reached for the short term impact. It is not fully clear how the target numbers will be achieved by this process. (...) On one hand, during the project, very few employers and employees will be involved. On the other hand, the project intends to contact over 1000 employees at European level. In addition, concrete measures to guarantee a strong impact at European level are missing.*





## QUALITY OF THE VALORISATION PLAN (DISSEMINATION AND EXPLOITATION OF RESULTS)

- The planned dissemination and exploitation activities will ensure optimal use of the results beyond the project participants, during and beyond the project lifetime.
- ☺ *The proposal clearly identifies the end users and their needs. It contains well described plans for dissemination and exploitation. It comprises various measures to guarantee that the benefits of the project will endure beyond the lifetime of the funding.*
- ☺ *Different dissemination channels are used for relevant activities and promotional activities. The training programme will be integrated into the Master programme. It is planned to found a European association to exploit and certify the training. The associate partners with their huge networks have an interest in exploitation. All products will be available via a website. The training programme, and the nature of the partners, will allow for replication by each participating country.*
- ☹ *The proposal includes tasks for the dissemination and exploitation of findings, approaches and products, and identifies key targets beyond the partnership for these activities, but on a very sketchy level. The exploitation approach is described very briefly, without taking account of the relevant guidelines for exactly this aspect of the project. The main product (CD) will be the main tool in the dissemination/exploitation process, however only abstracts will be available in the national languages.*
- ☹ *The project valorisation plan is rather schematic. (...) Very little information is provided in the Workpackages in terms of what will be done to pro-actively reach the target group. To summarise: There are insufficient plans for quality dissemination and exploitation of results*





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## Useful tips

- Respond to the policy priorities
- Ask partners to send the Letters of Intent by fax before you submit the application and the originals as soon as you receive them
- All communications are sent to the co-ordinator's address: make sure that you indicate the right person and the right address (both e-mail and postal) on the application form
- Budget tables:
  - should not contain *error* messages: these may lead to a very low scoring within the related award criterion
  - all the columns in the expenditure and revenue sheet relating to the distribution of costs and revenue between the partners should be completed.





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## More information:

- **LLP programme:**  
[http://eacea.ec.europa.eu/llp/index\\_en.htm](http://eacea.ec.europa.eu/llp/index_en.htm)
- **LLP Call for proposals:**  
[http://ec.europa.eu/education/llp/doc848\\_en.htm](http://ec.europa.eu/education/llp/doc848_en.htm)
- **Grundtvig programme in LLP:**  
[http://ec.europa.eu/education/programmes/llp/guide/structure/grundtvig\\_en.html](http://ec.europa.eu/education/programmes/llp/guide/structure/grundtvig_en.html)
- **Grundtvig project compendia:**  
<http://eacea.ec.europa.eu/static/en/Bots/condocs.htm#compendia>  
[http://eacea.ec.europa.eu/llp/grundvig/grundvig\\_en.htm](http://eacea.ec.europa.eu/llp/grundvig/grundvig_en.htm)
- **Communication on Adult Learning:**  
[http://eurlex.europa.eu/LexUriServ/site/en/com/2006/com2006\\_0614en01.pdf](http://eurlex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf)
- **The Action plan on Adult Learning:**  
[http://ec.europa.eu/education/policies/adult/com558\\_en.pdf](http://ec.europa.eu/education/policies/adult/com558_en.pdf)
- **Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006**
- **E-mail: EACEA-LLPGRUNDTVIG@ec.europa.eu**

