Abstract
This note summarises the results achieved from EU budget resources 2007-2013 devoted to policies in the field of Education.
This document is an Excerpt of the Success Stories in the field of Competitiveness, Education, R&D, Innovation and SMEs, Social Policy Agenda. The original document was requested by the European Parliament’s Committee on Budgets.

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Any errors remain the sole responsibility of the author.

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ABOUT THE EDITOR

Policy Departments provide in-house and external expertise to support EP committees and other parliamentary bodies in shaping legislation and exercising democratic scrutiny over EU internal policies.

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INTRODUCTION

This note summarises the results achieved from EU budget resources devoted to policies in the field of Education.

A. EDUCATION

1. AIMS OF POLICIES IN THE FIELD OF EDUCATION

The programmes financed by the European Union in the field of education have to be seen in the context of the Europe 2020 strategy and the strategic framework for European cooperation in Education and Training (“ET 2020”).

The programmes aim to contribute, inter alia, to achieving the Europe 2020 headline targets to reduce school dropout rates below 10% and to increase the number of graduates from tertiary education to at least 40% of 30 to 34-year olds.

Early School Leaving is a concern for many reasons, inter alia because of risks of social exclusion, unemployment or lower income for the persons involved. A study carried out for the European Parliament (EP) in 2011 contains references to calculations estimating lifetime costs of Early School Leaving at EUR 1 to 2 million per school leaver, while additional lifetime income generated by staying in school for an extra school year is estimated at more than EUR 70,000. This study also points to the role and impact of EU funding, notably the European Social Fund (ESF), in this context, in particular in supporting the development of national approaches for tackling Early School Leaving.

The Life Long Learning (LLL) programme 2007-2013 supports learning opportunities for all ages and consists of four sub programmes:

- Comenius (for schools),
- Erasmus (for higher education),
- Leonardo da Vinci (for vocational education and training) and
- Grundtvig (for adult education).

The programme also has a transversal part and furthermore includes Jean Monnet actions.

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1 GHK Consulting Ltd: Ms Anne-Mari Nevala, Ms Jo Hawley, together with Mr Dermot Stokes, Ms Katie Slater, Mr Manuel Souto Otero, Ms Ruth Santos, Ms Claire Duchemin and Ms Anna Manoudi, 'Reducing Early School Leaving in the EU', Study for the European Parliament, Policy Department Structural and Cohesion Policies, Brussels 2011.

2 The European Commission, Interim Evaluation of the Lifelong Learning Programme (2007-2013) of 18.2.2011 points out however that “this group remains not only outside of the education system, but also outside of the focus of most projects funded by the LLP”.

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The **Erasmus Mundus programme** 2009-2013 aims to enhance quality in higher education through scholarships and academic co-operation between Europe and the rest of the world. It funds three types of actions:

- **Action 1**: Joint masters and doctoral programmes, including a scholarship scheme.
- **Action 2**: Partnerships with non-European Union higher education institutions, including scholarships.
- **Action 3**: Promotion of European higher education.

In the EU budgets 2011 to 2013 the Commission counts the Life Long Learning and Erasmus Mundus programme under flagship number 2, "Youth on the Move", together with the "Youth in action" programme and "Your first EURES job". For the budget 2014, (part of) the ESF is also counted under this flagship initiative.

### 2. EU BUDGET RESOURCES FOR POLICIES IN THE FIELD OF EDUCATION

#### 2.1. OVERALL

The Life Long Learning programme 2007-2013 has a foreseen budget of around EUR 7 billion, of which at least 40% is intended for Erasmus, at least 25% for Leonardo da Vinci, at least 13% to Comenius and at least 4% to Grundtvig. Mobility and partnerships are a key element: 80% of Erasmus and Comenius funds must be spent on mobility and partnerships, 60% of Leonardo da Vinci and no less than 55% of Grundtvig funds. Around 85% of the budget goes to decentralised actions via national agencies and almost 10% to centralised actions.

Erasmus Mundus 2009-2013 has a foreseen budget of EUR 493.69 million under heading 1A, which is to be spent on Actions 1 and 3.

EUR 460 million is foreseen for Action 2, with funds stemming from the ENPI Financing Instrument for Neighbourhood countries, the DCI Financing Instrument for Development Cooperation, the ICI Financing Instrument for Industrialised countries, IPA Financing Instrument for Pre-Accessing countries and the EDF European Development Fund for ACP (Africa, Caribbean, Pacific countries).

Table 1 presents budgetary data contained in the report on budgetary and financial management for the financial year 2013. Chart 1 processes data from the interactive chart with payments per Member States.

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Table 1: Life Long Learning Programme, programme allocations, actual commitments and payments (in EUR millions, current prices)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PROGRAMME ALLOCATION</th>
<th>ACTUAL COMMITMENTS</th>
<th>ACTUAL PAYMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>848</td>
<td>848</td>
<td>696</td>
</tr>
<tr>
<td>2008</td>
<td>899</td>
<td>901</td>
<td>836</td>
</tr>
<tr>
<td>2009</td>
<td>984</td>
<td>984</td>
<td>918</td>
</tr>
<tr>
<td>2010</td>
<td>1 009</td>
<td>1 009</td>
<td>981</td>
</tr>
<tr>
<td>2011</td>
<td>1 055</td>
<td>1 058</td>
<td>1 032</td>
</tr>
<tr>
<td>2012</td>
<td>1 085</td>
<td>1 135</td>
<td>1 123</td>
</tr>
<tr>
<td>2013</td>
<td>1 168</td>
<td>1 168</td>
<td>1 172</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 098</strong></td>
<td><strong>7 098</strong></td>
<td><strong>6 758</strong></td>
</tr>
</tbody>
</table>

*Source:* European Commission, Report on budgetary and financial management, financial year 2013
Chart 1: Life Long Learning payments per Member State 2007-2012 (in EUR millions)

Source: European Parliament Policy Department on Budgetary Affairs, based on data from the European Commission (interactive chart, excel table)
2.2. WHERE THE EUROPEAN PARLIAMENT MADE A DIFFERENCE

In the budget negotiations for the financial years 2010, 2011, 2012 and 2013 the European Parliament consistently proposed to increase funds for the Life Long Learning and Erasmus Mundus programme beyond the amounts proposed by the Commission and Council. The Parliament focused especially on commitments and was successful in this regard. The interim evaluation for the Life Long Learning programme raised some doubts as regards the possibility to reach the quantitative targets: 'In addition, there is a risk that some of the Programme quantified targets will not be reached, owing to the insufficient size of the LLP’s budget and other important barriers'. The role of the Parliament can thus be considered as instrumental in trying to ensure the programme’s effectiveness against the set targets.

Table 2 presents an overview of the respective positions of the Commission, Council and EP during the budgetary procedures and the amounts on which they finally agreed in the course of the respective budget procedures.

Table 2: Life Long Learning Programme: Budgetary negotiations on figures (in EUR current prices)

<table>
<thead>
<tr>
<th>ITEM 15 02 22</th>
<th>COMMISSION</th>
<th>COUNCIL</th>
<th>PARLIAMENT FIRST READING</th>
<th>BUDGET ADOPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget 2010</strong></td>
<td>Commitments 978 113 000 Payments 950 000 000</td>
<td>Commitments 978 113 000 Payments 930 000 000</td>
<td>Commitments 998 113 000 Payments 970 000 000</td>
<td>Commitments 982 313 500 Payments 953 200 000</td>
</tr>
<tr>
<td><strong>Budget 2011</strong></td>
<td>Commitments 1 009 655 000 Payments 956 000 000</td>
<td>Commitments 1 009 655 000 Payments 930 500 000</td>
<td>Commitments 1 027 655 000 Payments 974 000 000</td>
<td>Commitments 1 027 655 000 Payments 927 422 343</td>
</tr>
<tr>
<td><strong>Budget 2012</strong></td>
<td>Commitments 1 058 476 000 Payments 1 000 000 000</td>
<td>Commitments 1 058 476 000 Payments 940 000 000</td>
<td>Commitments 1 113 476 000 Payments 1 000 000 000</td>
<td>Commitments 1 110 476 000 Payments 907 251 074</td>
</tr>
<tr>
<td><strong>Budget 2013</strong></td>
<td>Commitments 1 100 476 000 Payments 1 058 000 000</td>
<td>Commitments 1 050 476 000 Payments 965 000 000</td>
<td>Commitments 1 133 976 699 Payments 1 078 000 000</td>
<td>Commitments 1 131 174 154 Payments 1 015 000 000</td>
</tr>
</tbody>
</table>

*Source: Policy Department on Budgetary Affairs, based on data from the European Parliament and European Commission (Budget on-line)

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Table 3: Erasmus Mundus programme: Budgetary negotiations on figures (in EUR current prices)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COMMISSION</th>
<th>COUNCIL</th>
<th>PARLIAMENT FIRST READING</th>
<th>BUDGET ADOPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 02 02 05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget 2010</td>
<td>Commitments 93 153 000 Payments 78 000 000</td>
<td>Commitments 93 153 000 Payments 78 000 000</td>
<td>Commitments 97 779 000 Payments 93 000 000</td>
<td>Commitments 94 163 000 Payments 78 800 000</td>
</tr>
<tr>
<td>Budget 2011</td>
<td>Commitments 94 540 000 Payments 88 000 000</td>
<td>Commitments 94 540 000 Payments 80 000 000</td>
<td>Commitments 96 540 000 Payments 90 000 000</td>
<td>Commitments 96 540 000 Payments 85 696 110</td>
</tr>
<tr>
<td>Budget 2012</td>
<td>Commitments 103 754 000 Payments 95 000 000</td>
<td>Commitments 103 754 000 Payments 90 000 000</td>
<td>Commitments 106 354 000 Payments 95 000 000</td>
<td>Commitments 105 654 000 Payments 86 188 852</td>
</tr>
<tr>
<td>Budget 2013</td>
<td>Commitments 108 291 000 Payments 97 150 000</td>
<td>Commitments 103 291 000 Payments 87 150 000</td>
<td>Commitments 113 291 000 Payments 99 650 000</td>
<td>Commitments 110 791 000 Payments 86 140 726</td>
</tr>
</tbody>
</table>

Source: Policy Department on Budgetary Affairs, based on data from the European Parliament and European Commission (Budget on-line)

3. RESULTS ACHIEVED - SUCCESS STORIES

3.1. OVERALL

Early School Leaving

*The rate of early school leavers for EU-28 dropped from 16.9% in 2002 to an estimated 12.7% in 2012*

Tertiary education

*Tertiary education attainment for the age group 30-34 in EU-28 increased from 23.5% in 2002 to 35.7% in 2012*

*Between 2000 and 2011 the number of tertiary graduates in science and technology grew by almost 70%, from 10 graduates per 1000 inhabitants in 2000 to 14 in 2011*7

Source: Eurostat

Some specific targets have been set for the four sub-programmes of the LLL programme. In the mid-term review of the Life Long Learning programme, as well as the Activity Statements of operational expenditure to the Draft General Budget 20139 some data can be found that relate to the targets as shown in the table below.

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### Table 4: Some targets and results of the Life Long Learning (LLL) programme

<table>
<thead>
<tr>
<th>LLL Programmes</th>
<th>Targets</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL: Comenius</td>
<td>Comenius should involve at least 3 million pupils in joint educational activities, over the period of the programme</td>
<td>More than 58 000 teachers and assistants mobility grants over the period 2007-2011 and 1 600 pupil mobility grants over the period 2010-2011. Some 450 000 pupils involved on an annual basis, which would add up to 3 150 000 pupils involved by 2013.</td>
</tr>
<tr>
<td>LLL: Erasmus</td>
<td>Erasmus should reach a total of 3 million individual participants in student mobility actions since the programme began</td>
<td>More than 3 million students benefited since 1987.</td>
</tr>
<tr>
<td>LLL: Leonardo da Vinci</td>
<td>Leonardo da Vinci should increase placements in enterprises to 80 000 a year by the end of the programme</td>
<td>384 327 placements, including 319 773 in enterprises over the period 2007-2011.</td>
</tr>
<tr>
<td>LLL: Grundtvig</td>
<td>Grundtvig should support the mobility of 7 000 individuals involved in adult education a year by 2013</td>
<td>Around 10 189 mobility grants for staff and adult learners over the period 2007-2011.</td>
</tr>
<tr>
<td>Erasmus Mundus</td>
<td></td>
<td>131 Joint Master classes, 34 Joint doctoral programmes, 20,000 student scholarships and 3000 academics scholarships since 2004.</td>
</tr>
</tbody>
</table>

**Source:** European Parliament Policy Department on Budgetary Affairs, based on data from the European Commission

From 2007 to 2009 between 15 and 17 % of the annual budget was allocated to Comenius, around 45 % to Erasmus, around 26 % to Leonardo da Vinci and around 5 % to Grundtvig, thereby respecting the minimum shares laid down in the Decision governing these funds.\(^{11}\)

From 2009 to 2011 42 % of funds available for Erasmus Mundus 2 under different headings was allocated to Action 1 (Joint masters and doctoral programmes), 57 % for Action 2 (Partnerships with non-European Union higher education institutions, including scholarships) and 1 % for Action 3 (Promotion of European higher education).\(^{12}\)

The Commission reports each year on the main facts and figures of the different strands of the Life Long Learning Programme. As regards the academic year 2011-2012,\(^{13}\) the following figures are given for student mobility under Erasmus:

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\(^{10}\) See the following website of the European Commission; [http://ec.europa.eu/education/erasmus/3million/index_en.htm](http://ec.europa.eu/education/erasmus/3million/index_en.htm)


Table 5: Student mobility in figures

<table>
<thead>
<tr>
<th>TYPE OF STUDENT MOBILITY</th>
<th>STUDIES</th>
<th>WORK PLACEMENTS (TRAINEESHIPS)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of Erasmus students</td>
<td>204 744</td>
<td>48 083</td>
<td>252 827</td>
</tr>
<tr>
<td>Average EU monthly grant (EUR)</td>
<td>234</td>
<td>361</td>
<td>252</td>
</tr>
<tr>
<td>Average duration (months)</td>
<td>6.3</td>
<td>4.3</td>
<td>5.9</td>
</tr>
<tr>
<td>Number of special needs students</td>
<td>295</td>
<td>41</td>
<td>336</td>
</tr>
<tr>
<td>Top sending countries (absolute numbers)</td>
<td>ES, DE, FR, IT, PL</td>
<td>FR, DE, ES, UK, PL</td>
<td>ES, DE, FR, IT, PL</td>
</tr>
<tr>
<td>Top sending countries (% share of the student population)</td>
<td>LU, LI, ES, CZ, PT</td>
<td>LV, LI, MT, EE, LT</td>
<td>LU, LI, ES, LV, LT</td>
</tr>
<tr>
<td>Top receiving countries</td>
<td>ES, FR, DE, UK, IT</td>
<td>ES, UK, DE, FR, IT</td>
<td>ES, FR, DE, UK, IT</td>
</tr>
<tr>
<td>Level of studies (% share)</td>
<td>Bachelor 70% Master 28% Doctorate 1% Short-cycle 1%</td>
<td>Bachelor 57% Master 29% Doctorate 3% Short-cycle 11%</td>
<td>Bachelor 68% Master 28% Doctorate 1% Short-cycle 3%</td>
</tr>
<tr>
<td>Average age of students (years)</td>
<td>22.5</td>
<td>22.8</td>
<td>22.5</td>
</tr>
<tr>
<td>Number of Higher Education Institutions sending students in 2011-12</td>
<td>2 283</td>
<td>2 574</td>
<td>3 189</td>
</tr>
<tr>
<td>Gender balance (% of women)</td>
<td>60.6%</td>
<td>61.1%</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

Source: European Commission

An evaluation has been carried out in 2012 of ESF support to Lifelong Learning. This evaluation estimates the budget that the ESF has allocated for lifelong learning activities at EUR 32.5 billion for the period 2007-2013 and points to several achievements of the ESF in this respect, inter alia in terms of outreach (5 million young people, 5.5 million low skilled people, 576.000 older people for the years 2007-2010) and (immediate) employment rates (20-35%).

### 3.2. WHERE THE EUROPEAN PARLIAMENT MADE A DIFFERENCE

In the resolutions accompanying its budgetary amendments Parliament has underlined the importance of adequate funding for life-long-learning, notably to foster the promotion of first job creation. Parliament recalled that youth, education- and mobility-related policies are one of its most important priorities and that cross sectoral targeted investment is needed in these areas as a means to foster growth and development. Parliament furthermore pointed to the high European added value of the Life Long learning programme, its contribution to the flagship initiatives 'Youth on the Move' and 'Innovation Union', the contribution that can be made to the reduction of youth unemployment by

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programmes in the field of education and youth\textsuperscript{17}, as well as the great returns in terms of effective implementation and positive image of the Union vis-a-vis its citizens\textsuperscript{18}.

Parliament also introduced several remarks to these budget lines. Below follows the description of a number of remarks introduced by Parliament and some project examples that may be interesting in that respect.

– Parliament introduced a remark on learning of neighbouring countries languages with help of an Internet platform (remark first entered in the budget 2009, repeated in the budgets 2010 and 2011). Responding to Parliament's request, the Commission set up an on line platform for cooperation and the exchange of best practices on language learning between neighbouring countries (eTwinning for language learning)\textsuperscript{19}. A study on good language learning initiatives was published in 2011 and the Commission website includes examples of good practices as well as an interactive map\textsuperscript{20}. Some examples of Case studies and Good Practice projects found via this map are presented below:

**Bulgaria**

**The old Rhodopean paths - hope for the new friendships**

The Old Rhodopean Paths project takes its name from the idea that the old paths in the Rhodopes – a mountain range in Southeastern Europe spanning Bulgaria and Greece – can establish new friendships between the neighbouring countries. In particular, the aim of the project was to establish a relationship with foreign students and teachers in these countries in order to learn more about their language and culture.

The project targeted Bulgarian students attending elementary school and Greek students attending general secondary level education, predominantly aged between 12 and 15 years old. The lead partner was Prof. Dr. Assen Zlatarov Elementary School in Smolyan, Bulgaria, working with the General Secondary School of Stavroupoli, Prefecture of Xanthi.

The project adopted both a theoretical and a practical approach to the learning of foreign languages. The main activities implemented in the project were a language course delivered over a three-month period, which was complemented by two exchange visits across the border which provided participants with the opportunity to practice their knowledge of the languages they acquired, and enhance their understanding of the countries' traditions and culture. During the exchanges, students discussed the essays written in the language courses and worked together to create exhibitions of paintings prepared with natural materials and multimedia presentations. They also visited cultural and historic sites, and played football games.

One of the main project outcomes is the basic language training in Bulgarian and Greek that students received. They learned to use basic words in everyday situations such as greeting and meeting, shopping at a supermarket, and ordering food in a restaurant. It is hoped that this contributes to a long-term impact in the fostering of learning of foreign languages among students.

Perhaps more importantly to those taking part are the friendships that students and teachers established throughout the project. One of the unanticipated outcomes is the impact that the exchanges had on students, thanks to the relationships they had developed. According to Mita Madankova, language teacher at the Prof. Dr. Assen Zlatarov Elementary School, 'some of the Greek students cried before leaving Smolyan and


\textsuperscript{19} See http://ec.europa.eu/languages/orphans/neighbour-language_en.htm

\textsuperscript{20} See http://order125portal.ghkint.eu/map/default.aspx
their Bulgarian friends, asking vigorously when the next exchange between the schools will be’. The project co-
ordinator, Iordanka Haimova, said that the exchanges were like ‘a fairy-tale that came true’, such was the
bond that was developed between the students. These were, indeed, ‘unforgettable moments’, according to
Sava, a 13-year old participant from Bulgaria.

**Technology has also supported these friendships between neighbours**, with the use of social networks
helping students to communicate easily and frequently before and after the exchange. The project has been
recognised or additionally sponsored by the local authorities in both Smolyan and Stavroupoli, a key success
factor not only in sustaining the project financially, but also in involving the local communities into student
life.

**Germany**

**ABC Linguatour**

ABC Linguatour is designed for beginners to learn the languages of Czech, Polish or German. It is a language
learning computer game on DVD-ROM with Workbook. The project activities are focused around a book and a
DVD game. Participants also have self-assessment workbook sheets corresponding to the European Language
Portfolio, which also serves as a learning diary. Specific knowledge of computers or computer game experience
is not required.

**France**

**In transalpino veritas : du bienfait des échanges**

The objectives of the project were to: encourage cooperation between French and Italian students; facilitate
cooperation between French and Italian teaching staff; promote communication in different European
languages; encourage students to think about cultural exchanges, and to raise awareness of a common
culture and shared historical heritage; and to instil a commitment towards European citizenship in the
students. The project was based around an exchange programme. This included participation in the courses of
students from the other country (language, history, geography, science, sports), cultural trips, extra-curricular
workshops, and a social and institutional evening meeting organised families within the school. Teachers were
also supported to create and test tools to promote learning and share their respective teaching practices. Key
characteristics of the project were both its inter-disciplinary nature and the way in which students were
involved in all phases of the partnership (development, implementation, dissemination etc.).

For the budget 2011 Parliament included an amendment with a remark on a Leonardo mobility
system network, which should help inter alia to facilitate the search for company. The website from
DG Education and Culture offers a link21 to the ADAM database, which is co-funded by the LLL
programme. This database is described as follows:

On 18 February 2008, the online European database **ADAM** (Advanced Data Archive and Management
System) went live, for the first time providing LEONARDO DA VINCI project promoters in all participating states
with a contemporary platform on which to present their projects and products to relevant specialist bodies
and to interested members of the general public. As well as offering benefits to project promoters seeking to
disseminate their results, however, **ADAM** is also of interest to other groups of users, such as applicants
searching for a partner in another participating country or individual persons wishing to take part in a mobility
project.

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21 http://ec.europa.eu/education/leonardo-da-vinci/databases_en.htm,
**ADAM** represents a further development of a German-Austrian Project and Product Database established in 2002 and providing an overview of all German-language LEONARDO DA VINCI pilot and mobility projects from its Web domain: [www.leonardodavinci-projekte.org](http://www.leonardodavinci-projekte.org).

This development led to the establishment of a joint venture by the Austrian National Agency for Lifelong Learning and the German National Agency Education for Europe to take on responsibility for lead management of the further development of the database, using the experience they had gained as a basis. The new European Projects and Products Portal **ADAM** was developed in conjunction with 21 further National Agencies as well as with the support of the European Commission.

- In the budget 2012 a remark was introduced for the Life Long Learning Programme as well as the People Programme on a Youth innovators mobility action. The Publication by DG Education and Culture on 'Erasmus higher education, Fostering Internationalisation at European universities, European success stories' includes the following example:

  **'Erasmus pushes new ideas, creativity and innovation'**
  **Vidzemes University of Applied Sciences (ViA), Latvia**

  'At ViA, 24% of our graduates in 2009-10 had been abroad. This is ahead of the 20% agreed in the Bologna Process for 2020,’ proffers Iveta Putnina referring to the university’s success in its internationalisation strategy. Putnina is Head of Study, Research and International Relations at Vidzemes University of Applied Sciences. When she joined the university in 2003 the building blocks for Erasmus were already firmly in place.

  ‘ViA was established in 1996 and Erasmus came to Latvia in 1999 and so the first stages of the university’s development were influenced by Erasmus,’ she explains. ‘They have grown and matured together.’

  She is in no doubt of the benefits that the Erasmus Programme brings. ‘For a small country like Latvia sharing good practice at EU level is vital for our continued development and Erasmus helps us to communicate and keep abreast of current trends in the labour market.’

  Embarking on a period abroad can also lead to huge personal development. ‘Students come back more open, confident and creative. Staff gain a lot too by being able to exchange good practice with colleagues at partner universities. They come back brimming with new ideas.’

  ViA’s internationalisation strategy is realistic. ‘Latvia will never be the number one destination for foreign students but as a small university we can offer our students a more personal approach.’

  In summing up Putnina states, ‘Erasmus pushes new ideas, creativity and innovation internationally.’

  Iveta Putnina,
  Head of Study, Research and International Relations

- In the budget for 2013 Parliament introduced a remark on Early Science and Technology Education in Europe aimed notably at children age 3-6, to feed curiosity. Science education projects have been funded under the 7th Framework Research Programme and Comenius. A publication listing FP7 Science education FP7 projects 2007-2010 contains e.g. the following project:

  **EUCUNET** (ref. 217810)
  **European Children´s Universities Network**
  [http://eucu.net/](http://eucu.net/)
  Coordinator Universität Wien
  Kinderbüro Universität Wien gGmbH

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23 The document can be accessed via the following website: [http://ec.europa.eu/education/school-education/math1_en.htm](http://ec.europa.eu/education/school-education/math1_en.htm).
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DE - Unsere Neue Couch  
FR - Université Louis Pasteur - Mission Culture Scientifique et Technique  
SK - Divadlo Aréna Theatre  
CH - Universität Basel - Kinderuni Basel  

Duration 24 months (March 2008 – February 2010)  
EC contribution EUR 594,568  

Children's university is the most radical opening towards the general public that universities can undertake. If scientists provide lectures for children and children conquer auditoriums and laboratories, stereotyped images of science and scientists are knocked on the head immediately. New attractive and fascinating images of science and scientists appear. The first Children's university in Germany's Tubingen (2002), constituted a new format of science awareness activities, awarded with Descartes Prize for Science Communication. The successful idea of Children's universities spread out. Up to now 100 Children's Universities filled 1,000,000 places with children aged from 7 to 12 years. But a European wide network does not exist and most of the Children's Universities are situated in German speaking countries. Each of the 100 Children's universities works solitary, as a single player and with a strong regional focus. Guidelines and quality criteria of established Children's Universities does not exist. Some selective efficiency analyses let us assume, that children change their mind on science sustainably, but an overview of research result is missing.  

EUCUNET (European Children's University Network) will coordinate a network of Children's Universities preparing a knowledge base for present and future Children's Universities Providers in order to professionalize the Children's Universities movement. In conferences, through managed Development and Consultant Partnerships and on the community web portal a sustainable network should be established with the aim of knowledge sharing and capacity building. EUCUNET enables the European wide dissemination of the idea of Children's university, invites stakeholders from different fields to develop the idea (especially policy maker) and helps establishing new Children's universities. Hence more Children have the chance to participate in Children's universities and set fire to the fascination of science.

Another project co-financed by FP7 is S-team24:

**S-TEAM** is helping to improve science teaching and learning in schools across Europe and beyond, by helping teachers and pupils to use inquiry-based methods. These methods can increase motivation, curiosity and achievement in science. In turn, this means more scientifically literate citizens, and more scientists to create innovation and sustainable futures. S-TEAM draws on a wide range of experience in science education and teacher professional development across its 26 partners. The European dimension of S-TEAM is exciting because it enables knowledge sharing across national boundaries, and between different traditions in science education. Teacher training and professional development usually take place at local, regional or national levels, but S-TEAM brings a European dimension to these activities.

S-TEAM is a Seventh Framework Programme Science-in-Society project, funded by the EU, which aims to disseminate inquiry-based science teaching methods (IBST) to the widest possible range of teachers and teacher educators across Europe and associated countries. The three main objectives of the S-TEAM Project are: To improve motivation, learning and pupil attitudes in European science education, resulting in increased scientific literacy and recruitment to science-based careers, by: Enabling large numbers of teachers to adopt inquiry-based and other proven methods for more effective science teaching by: Supporting teachers by providing training in, and access to, innovative methods and research-based knowledge. These objectives can be summarised as pupil engagement, teacher empowerment and teacher education. S-TEAM recognises that these objectives cannot be imposed on national systems, which in any case is not part of the EU role, but must be implemented through existing structures, agencies and actors. In order to achieve this, we are conducting national workshops to gather information about IBST implementation in the partner countries.

S-TEAM addresses issues raised by teachers and teacher educators, such as:

- How will inquiry-based methods improve pupil engagement with science?
- How can pupils learn to think scientifically?
- What counts as evidence in science?
- How can I persuade my pupils to ask more questions?
- How can pupils take more responsibility for their own learning?

**How will S-TEAM achieve this?**

S-TEAM is working in partnership with teachers and in cooperation with policymakers. It is setting up professional development programmes, including introductory courses designed to bring teachers up to speed with current practice in inquiry-based teaching. It also provides specialised programmes or resources in areas such as:

- Argumentation
- Collaborative working
- Dialogic teaching
- Drama in Science education
- Inquiry for Initial Teacher Education
- Nature of Science and media
- Pupil Motivation
- Scientific Literacy
- Web resources

S-TEAM will be introducing a series of web-based learning resources, or modules, for teachers and teacher educators, using the well-known Moodle platform. These “mini-moodles” will be available from May 2011 onwards. All the S-TEAM training packages will be available as stand-alone Moodle sites, which can be used to support face-to-face courses, or used as learning resources in their own right.

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For the 2013 budget Parliament also introduced a remark on a ‘European Label of Qualified Master Degree, a tool for automatic recognition by MS’. The European Commission publication of 2013 ‘Supporting reform: the role of Erasmus in higher education’ includes the following example:

> ‘Without Erasmus it is much harder to create a European higher education sector’

**Slovak University of Agriculture in Nitra**

For Professor Elena Horská, Vice-Rector for International and Public Relations, ‘getting involved in intensive programmes is one of the first steps towards internationalisation as they encourage hesitant students to think about going abroad. It is the easiest way to show students what it

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can be like when they study in another university. They also lead to stronger institutional partnerships and the development of joint research initiatives.’

‘For the University, the intensive programmes have enhanced the quality of the existing degrees because of their multidisciplinary approach to specific topics. This has helped us to create new courses, develop new teaching materials in the English language and modify existing study programmes in Nitra. When a student attends an intensive programme, they receive ECTS points, which can substitute a comparable module in their study programme.’

An example shows what can be done: An intensive programme on ecology systems and organic farming ‘brought together experts from eight countries and this developed students’ soft skills and multiculturalism through group work, field trips, and social and sporting activities. The materials and lectures that were developed have been included in the curriculum of the partner universities and now form a new course.’

Prof. Elena Horska
Vice-Rector for International and Public Relations

Furthermore the following highly successful preparatory actions were introduced by the Parliament:


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26 For a description of the different pilot projects and preparatory actions please see the separate note of the Policy Department Budgetary Affairs