

 APEE

# 2010

ANNUAL REPORT



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○APEE

# 2010

R E P O R T





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# Introduction

The results in this annual report are self-explanatory in regards to the people who administer the Lifelong Learning Programme (LLP) in Spain. Spain is now the country with the highest ranking of LLP participation in Europe, both numerically and in terms of project quality. This was achieved thanks to the enthusiasm and know-how of the great team at the Autonomous Agency for European Educational Programmes (OAPEE), European programme administrators in the Autonomous Regions and the Ministry, and also of the universities, educational centres and beneficiary institutions.

I would like to use this report to underline the more social aspects of the LLP and of actions aimed at awakening societal behaviours that are more committed, solidarity-based and adapted to our time.

2010 was the European Year for Combating Poverty and Social Exclusion. OAPEE embraced this effort very significantly by organising and participating in debates, conferences and events, and by undertaking initiatives aimed at heightening the awareness of the youngest members of society of the social circumstances of the most disadvantaged persons. All the sectoral programmes and our transversal departments, without exception, embraced the celebration of the European Year for Combating Poverty and Social Exclusion, working on education as the backbone of equality.

Students at centres all over Spain showed us their vision of the meaning of social exclusion through the “Youth Against Social Exclusion” photography contest, one of the initiatives to promote among students an awareness of poverty, the right to live with dignity and the need to play an active role in society.

The first semester of 2010 was an important moment for our country, when Spain assumed the Presidency of the European Union Council, a period in which OAPEE, together with the Ministry of Education, participated actively in actions and workshops related to lifelong learning in Cordoba, to the social value of education in Leon, and held a large meeting for the staff of European Lifelong Learning Programme agencies and members of the European Commission in Barcelona to reflect on the progress of LLP.

During this semester in Europe, economic recovery was a priority, driving a new model of growth and promoting coordination. The development of the Europe for Citizens Programme was another priority, defending gender equality, Europe as a unique voice in the world, encouraging cooperation in development of the European Year for Combating Poverty and

Social Exclusion and in the development of the Treaty of Lisbon, for a stronger European Parliament, amongst other priorities.

Also in 2010, the Grundtvig Programme celebrated its tenth anniversary, ten years of working towards the objective of creating a European culture of cooperation in the adult education sector. Adult learning within the scope of LLP addresses their needs, extending the concept of adult education to other types of institutions, thus improving teaching practices, curriculum quality, educational administration and developing sustainable networks of professionals for exchanging experiences and good practices.

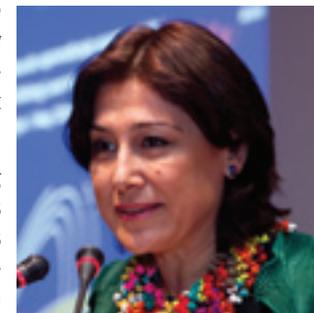
This year we have experienced a considerable increase in Erasmus individual mobilities, with Spain being the country receiving the highest number of students and, for the first time, also the country sending the most students to European universities.

In 2010 we celebrated the Leonardo da Vinci programme’s 15 years of success, in which OAPEE highlighted and awarded projects for their entrepreneurial spirit and capacity for responding to new situations; for their sustainability or for the adaptation of their methods to new forms of employment and retraining of workers for joining the labour market.

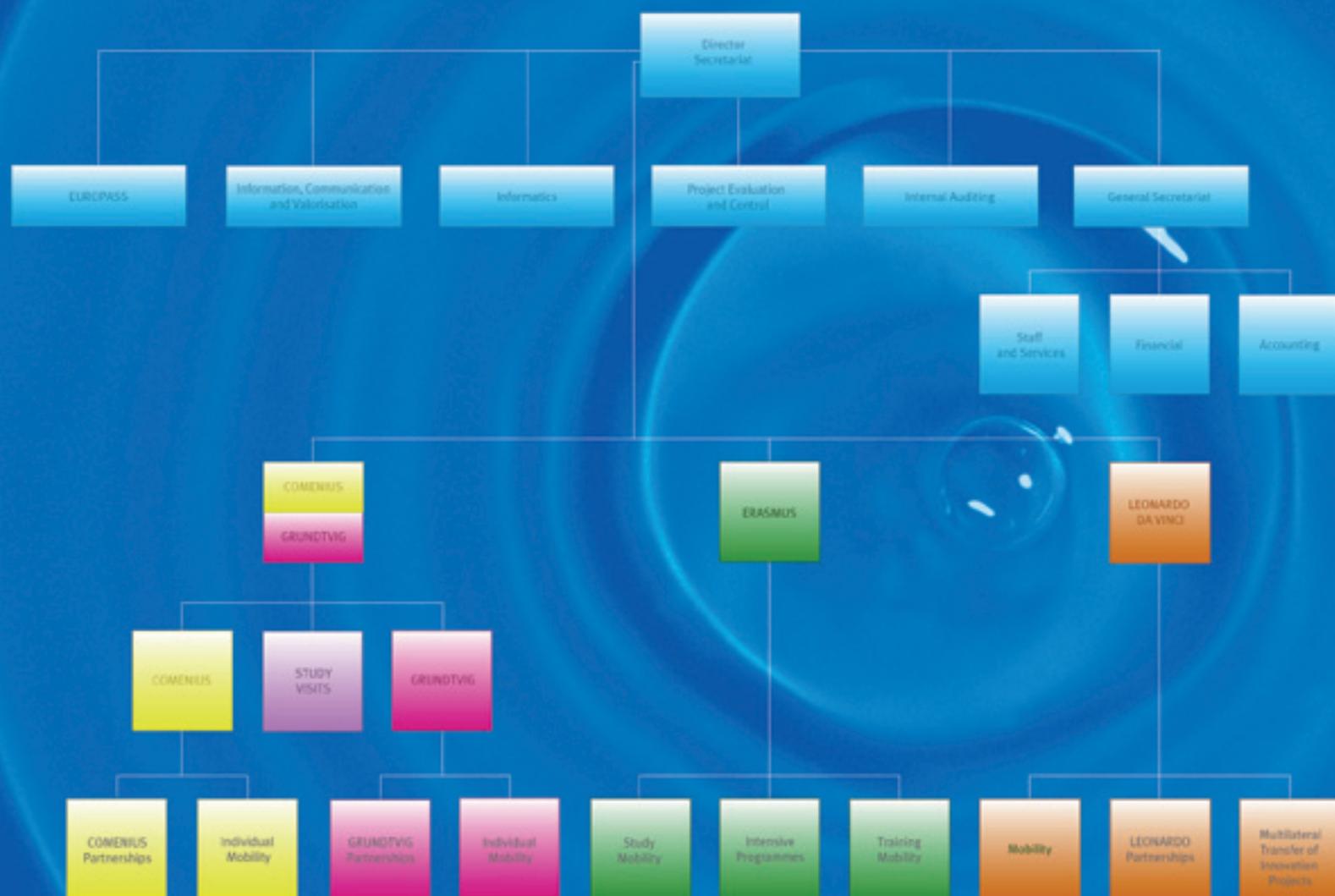
The positive results of mobility, for both the participants and their institutions, have led European institutions to perfect instruments such as the electronic Language Portfolio and Europass, and to design a new mobility programme for secondary students, the Comenius Pupil Mobility (CPM), which was started as a pilot project in 2010. But mobility was not limited to the school environment: adults have also seen their possibilities for participation increase under the Grundtvig Programme.

I thank all of you who, with your hard work and enthusiasm, administering the programmes in the office or participating in European projects, make our commitment to education and training a reality and make the positive results we are presenting to you possible.

Encarna Cuenca Carrión



# Autonomous Agency for European Educational Programmes



## History

Decision No. 1720/2006/EC of the European Parliament and the Council, of 15 November 2006, establishes a community action programme in the field of lifelong learning to be in force from 1 January 2007 to 31 December 2013.

To fulfil the requirements stipulated in this decision, the Autonomous Agency for European Educational Programmes (OAPEE), whose Charter was approved by Royal Decree 903/2007, of 6 July 2007, was created as an agency of the Ministry of Education and Science through the Secretariat of State for Universities and Research.

OAPEE is established as the Spanish National Agency for administering and developing the Lifelong Learning Programme, with independent legal capacity, assets and treasury, as well as autonomous management.

Ministry of Education and Science Order 390/2008 of 25 January sets out general regulations for administering the decentralised actions of the Lifelong Learning Programme (LLP) and creates two Commissions to facilitate the participation of all the administrations and institutions involved: that of Education and that of Vocational Training.

## Structure and organisation chart of the Agency

For administration of the LLP and other programmes and initiatives, the National Agency employed 82 persons in 2010 (see organisation chart).

All persons responsible for direct administration of any of the programme actions are fluent in at least two European Com-

munity languages. The staff participates in training courses and are expert computer users.

The Agency has the following units:

- Management.
- General Secretariat.
- Project Evaluation and Control Area.
- Internal Auditing.
- IT Department.
- Comenius, Grundtvig and Study Visits Division.
- Erasmus Division.
- Leonardo da Vinci Division.
- Language Unit.
- National Europass Centre.
- Information, Registry, Communication and Valorisation.

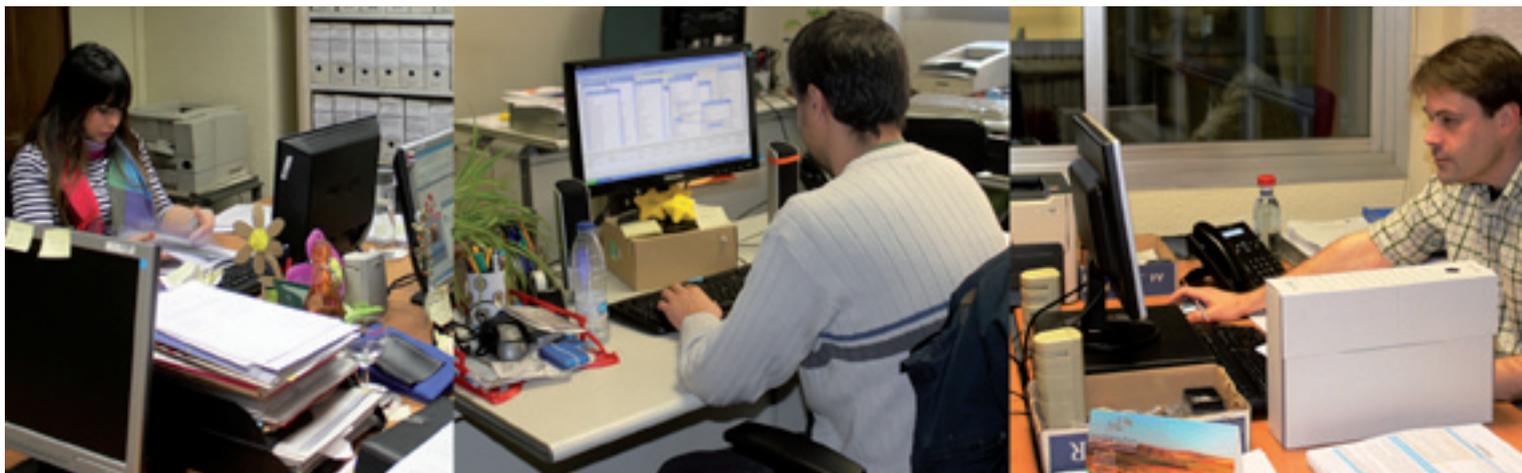
## Transversal units

### General Secretariat.

- Staff and services.
- Economic and financial administration.
- Accounting.

### Internal Auditing. Objectives

- Updating and publication of procedures in the administrative information system (AIS).



- Organisation and supervision of work flows. System of tools and formal procedures.
- Creation of the 2010 work plan for the internal auditing department based on a risk assessment of NA activities taking into account the results of prior internal and external audits.
- Establishment of the audit calendar.
- Periodic submission to Management of reports that include detailed assessments of the overall functioning of the Life-long Learning Programme and propose appropriate corrective measures.
- Compliance monitoring of the corrective measures established.

### Assessment and Monitoring. Objectives

This transversal unit acts at the following points in the life cycle of LLP actions

- Selection phase:
  - Coordinates the quality assessment processes for applications submitted in each call for proposals, with the participation of external specialists.
  - Manages the Agency's pool of assessors and specialists.
- Controls the subsidies granted by OAPEE for all decentralised LLP actions. For the purposes of guaranteeing efficient administration of community funds and establishing proposals for improvement to avoid all errors detected, it coordinates and performs four types of controls:
  - Controls during implementation of the action: to determine the degree of beneficiary compliance with the contractual obligations of the different LLP sectoral programmes:
    - . Systems audits

- . In-situ control visits

- Ex-post controls on a sample of final reports: to verify the legality and veracity of the costs stated in the final report of the subsidies granted by OAPEE and to certify that the application for funds in the final report does not contain significant or recurring errors:

- . Document review
- . Financial audits

At the same time, it collaborates with all the management units for LLP actions and transversal departments of the agency in the management activities and events necessary to administer decentralised LLP activities.

### Information Technology (IT)

- Adaptation of the online application forms for Consortium actions and Erasmus IPs, and of the computer application that enables truly automatic exporting of the online form data to LLPLINK, to the requirements of the call for proposals.
- Management of the forms developed by the Commission (support for translation, testing and coordination with Brussels).
- Redesign and implementation of the final evaluation reports for programme actions.
  - Processing of report data.
  - Statistical reports.
  - Advanced queries of the data from applications and awarded grants.
- Maintenance of the online software application used by the Autonomous Regions for managing quality assessment of the projects.
- Adaptation of the online system for assessing the quality





of the Comenius, Grundtvig, Leonardo and Comenius Regio and TOI Leonardo Partnerships to include the requirements of the new call for proposals.

- Design and implementation of the new quantitative report of Erasmus mobility.
- Redesign of the final report assessment tool used by external specialists.
- Installation, updating and maintenance of the European tool for administering LLP sub-programmes and actions (LLPLINK).
- Technical support to users of the Leonardo Mobility Tool.
- Production and automatic issuing by e-mail of financial agreements (contracts), beneficiary notification letters, closing letters, etc.
- Support to Leopass users and export of Leopass application data to LLPLINK.
- Processing of data from the European Commission LLPLINK database and databases for the rest of the applications to obtain statistics.
- Installation and maintenance of the EST (European Shared Treasure) software application.
- Maintenance and updating of the content of the [www.oapee.es](http://www.oapee.es) website, user support and approval of any changes introduced.
- Management and administration of the Sorolla and Dimoni applications.

- Computer support to agency staff.
- Technical support during events and workshops for both dissemination and valorisation.

### **National EUROPASS Centre**

Europass is a personal and coordinated portfolio of five documents that citizens can use on a voluntary basis to communicate and present skills, degrees and certifications earned in their lifetimes throughout Europe (European Union, European Free Trade Area, European Economic Space and Candidate Countries) whenever they wish to seek work or apply for admission to an educational or training programme. The five Europass documents are:

- Europass Curriculum Vitae.
- Europass Language Passport.
- Europass Mobility Document.
- Europass Certificate Supplement.
- Europass Diploma Supplement.

### **Information and Registry, Communication and Valorisation.**

- Information and Registry answers and resolves all online and telephone inquiries and information requests related to LLP and sectoral programmes. It also records the reception and dispatch of all information, documentation, applications and candidacies related to the European Call for LLP Proposals.
- As a transversal department, Communication and Valorisation works on publicising and disseminating the Agency's activities, especially those of the LLP, through the publication of informative and educational material; the organisation and planning of informative activities and workshops, contact seminars and congresses; the awarding of prizes; valorisation fairs, etc., for LLP beneficiaries and/or potential beneficiaries.
- Valorisation of European projects. The fundamental aim of the European Commission for the development of the Lifelong Learning Programme. Valorisation means the dissemination and exploitation of the results obtained by each European project so that the conclusions and progress achieved with this hard work can be integrated by other centres and serve other teachers and students in future projects. For this reason the dissemination of good practices is essential.

# European context



**2010**  
European Year  
for Combating  
Poverty and  
Social Exclusion

In 2010 we celebrated the **European Year for Combating Poverty and Social Exclusion** in order to, amongst other objectives, reaffirm and reinforce the initial political commitment of the EU to the principle of the Lisbon Strategy of making “a decisive impact on the eradication of poverty”.

The international economic and financial crisis may have long-term consequences for growth and employment in the EU, and the most vulnerable members of our societies will most likely be the persons most severely affected.

The **European Year for Combating Poverty and Social Exclusion** should have a highly significant impact by raising awareness about social exclusion and promoting active inclusion, as no country is exempt from the consequences of this worldwide crisis.

In 2010 OAPEE developed and promoted actions to raise awareness in the recognition of the rights of people in vulnerable situations in order to encourage a sense of shared responsibility and the need for society’s participation in situations of social injustice to help promote effective access by groups and individuals in vulnerable circumstances to social, economic and cultural rights.

In the first semester of 2010, Spain assumed the rotating EU Presidency, with the main task of organising and leading the work of the Council of the European Union. Amongst other priorities for the semester, it worked on promoting a new growth model and on fomenting European coordination for a common strategy to address



economic recovery. This in addition to promoting the Europe for Citizens Programme, which defends such issues as gender equality and Europe as a unique voice in the world, and promoting, amongst other priorities, cooperation in development during the **European Year for Combating Poverty and Social Exclusion**.

During the 2010 semester, diverse actions and activities were carried out in which priorities were set in the area of Education; OAPEE, together with the Ministry of Education, participated actively in these.

From April 21 to 23 in Cordoba, OAPEE took part, together with representatives of European governments, NGOs and institutions dedicated to adult education and representatives of the Autonomous Regions, in the **workshop “Coordination of the Different Lifelong Learning Resources in European Countries”**, which included celebration of the tenth anniversary of the Grundtvig programme.



From 14 to 16 May 2010, students from Sánchez Albornoz Secondary School and Eras de Renuera Secondary School covered the city of Leon with ideas for combating poverty and social exclusion as part of a workshop in which participants of European educational programmes also narrated their LLP experiences within the framework of **The Europe that Educates** workshop.

OAPEE was responsible for organising the **annual LLP conference** in Barcelona in May, which was attended by over 350 participants. Participants included the directors of the National LLP Agencies and members of the European Commission; representatives of the Ministry of Education and Autonomous Regions; programme beneficiaries; representatives of business and labour union; representatives of educational institutions; LLP promoters; representatives of projects awarded prizes for good practices; and external specialists. During the Conference, the new LLP guidelines that will enter into force in 2014 were set out.

OAPEE also held, in collaboration with the Ministry of Education and the Educational Councils of the Autonomous Regions, the **Youth Against Social Exclusion photography** contest aimed at secondary and baccalaureate pupils from schools participating in the LLP Comenius and Leonardo da Vinci programmes from all over Spain. All the photography contest submissions show the students’ vision of the difficulties social inequality imposes and suggest the need to take an active role to boost collective and individual solidarity in the struggle against poverty. The photographs echo this aspiration which dignifies any society committed to its citizens: the right to and demand for equality, with special mention of the situation of women, who on many occasions suffer the consequences of multiple exclusions.

The background of the slide is a blue-tinted photograph of an ornate architectural detail. It features a circular fan-like pattern of vertical slats, possibly a window or a decorative element, with a glass pane in the foreground showing a reflection of a yellow and red floral pattern. The overall aesthetic is classical and elegant.

# Lifelong Learning Programme

The Lifelong Learning Programme (LLP) is a common project of all European countries for the purpose of facilitating exchange, cooperation and mobility between the educational and training systems of the participating European countries to make them into international quality benchmarks:

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

The LLP also includes the Jean Monnet action and the transversal program responsible for the development of policies

and innovation (Study Visits for education specialists), language learning, content development through ICT (Information and Communication Techniques) and dissemination and exploitation of project results.

LLP will be force from 1 January 2007 to 31 December 2013. This is a lifelong learning initiative that encompasses all educational stages, from pre-school to adulthood, to enable citizens to enjoy quality education and vocational training throughout their lives, without regard to age, gender or socio-economic status.

The Lifelong Learning Programme aims to contribute to the creation of an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion.

Overall LLP data - 2010 Call for Proposals

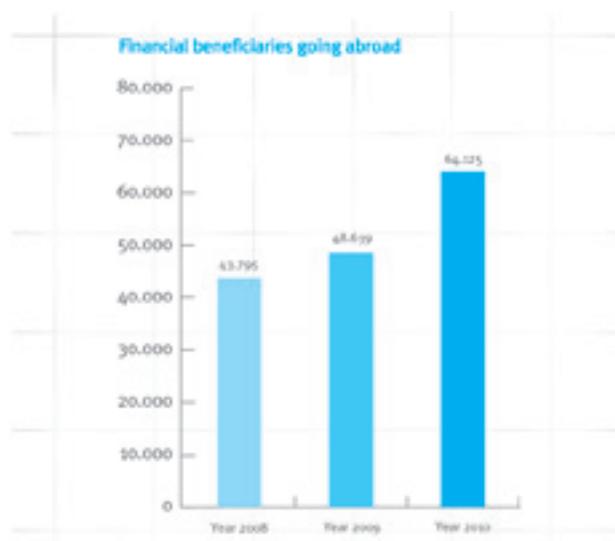
2010 Call for Proposals	Assigned budget	Applications received	Of Spanish beneficiaries	Agreements closed	Pending	(**)/Final beneficiaries
Agreement 2010-0234	83.007.524,00	9.932	3.847	2.340	1.507	64.125
COM-COMENIUS	13.584.572,23	6.922	2.333	1.678	655	13.074
Comenius - Lifelong Learning	1.784.549,71	4.440	1.334	1.318	95	1.334
Comenius - Assistants	598.836,57	805	320	113	7	120
Comenius - Multilateral Partnerships	9.068.000,00	903	508	1	507	10.012
Comenius - Bilateral Partnerships	1.078.000,00	182	59	0	59	1.212
Comenius - Preparatory Visits	252.802,95	489	252	242	30	252
Comenius Regio	525.292,00	35	14	0	14	8/8
Comenius - Pupil Mobility	277.891,00	58	46	4	42	144
ERA - ERASMUS	45.286.056,60	491	450	35	415	42.413
Erasmus - Mobility and Higher Education Institutions	42.738.080,00	422	407	31	376	40.320
Erasmus - Student Mobility for Placements	2.025.630,00	22	21	0	21	1.570
Erasmus - Intensive Programmes	407.229,60	28	15	0	25	520
Erasmus - Intensive Language Courses	113.040,00	7	4	1	3	0
Erasmus - Preparatory Visits	2.077,00	12	3	3	0	3
GRD - GRUNDTVIG	2.814.439,73	1.271	498	369	139	1.908
Grundtvig - Lifelong Learning	327.212,00	789	248	247	1	248
Grundtvig - Learning Partnerships	1.953.000,00	276	114	0	114	1.496
Grundtvig - Preparatory Visits	40.180,05	65	40	38	2	40
Grundtvig - Assistantships	176.933,10	36	30	30	0	30
Grundtvig - Visits and Exchanges	64.601,58	75	52	49	3	52
Grundtvig - Workshops	148.890,00	17	6	5	1	0
Grundtvig - Senior Volunteering Projects	103.112,00	13	8	0	8	42
KA1 - TRANSVERSAL	399.694,68	574	212	197	95	213
Study Visits	399.694,68	574	212	197	95	213
LEO - LEONARDO DA VINCI	21.011.770,92	674	354	61	293	6.517
Leonardo - Initial VT Pupil Mobility	2.872.157,50	90	68	1	67	1.488
Leonardo - People in the Labour Market Mobility	11.150.453,10	118	300	0	100	3.529
Leonardo - VT Professionals Mobility	505.956,60	46	28	0	28	347
Leonardo - Partnerships	1.102.000,00	298	71	0	71	1.092
Leonardo - Multilateral Transfer of Innovation	5.322.922,00	110	26	0	26	8/8
Leonardo - Preparatory Visits	58.881,72	102	61	60	1	61

(\*) GAPEE grants managed Spanish beneficiaries

(\*\*) No. of final beneficiaries going abroad

## General objectives

- Contribute to the development of a quality Lifelong Learning Programme and promote innovation and the European dimension.
- Support the creation of a European lifelong learning space.
- Help improve the quality, appeal and accessibility of lifelong learning opportunities available in the Member States.
- Strengthen the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.
- Help promote creativity, competitiveness, employability and the entrepreneurial spirit.
- Promote greater participation in lifelong learning by people of all ages, regardless of their socio-economic status.
- Promote language learning and linguistic diversity.
- Support innovative use of ICT.
- Facilitate dissemination and exploitation of the results and products of projects and mobilities.
- Strengthen the role of lifelong learning in the creation of a sense of European citizenship based on understanding of and respect for human rights and democracy.



# Comenius

*“A man must be educated if he is to be one”*

*John-Imre Comenius*

## Comenius. Pre-university education

The Comenius programme aims to strengthen the European dimension in pre-school, primary and secondary education, promoting mobility and cooperation between educational centres and related institutions.

The 2010 call for proposals included two new actions: mobility for secondary pupils (CPM) and partnerships between institutions involved in pre-university education: Comenius Regio.

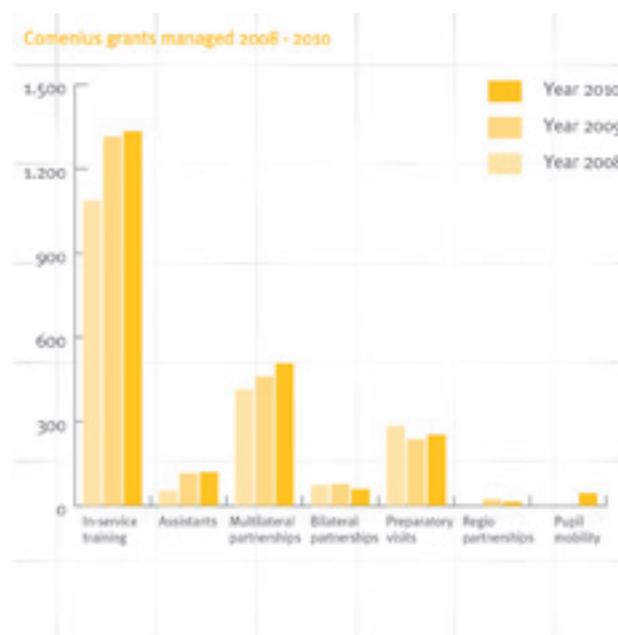
## Comenius Pupil Mobility (CPM)

A new European initiative that began on an experimental basis in 2009 and began operating on a stable basis in 2010.

This action allows secondary school pupils to study for a period of between 3 and 10 months at an educational centre in another European country while living with a family.

Its aims are:

- to offer the secondary school pupils European learning experiences.
- to develop the pupils' understanding of the diversity of European cultures and languages.
- to help pupils acquire the skills necessary for personal development.
- to forge sustainable cooperation between participating centres and strengthen the European dimension in pre-university education.



## Comenius-Regio Partnerships

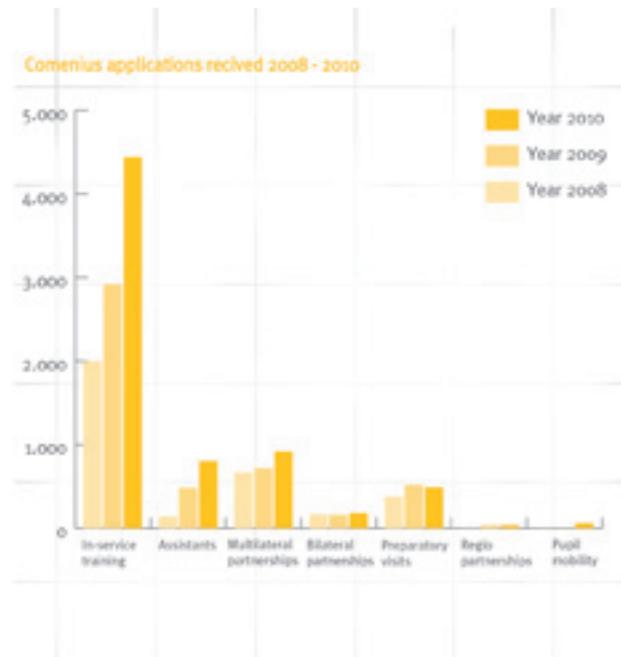
Partnerships between local and/or regional institutions with responsibility for pre-university education to encourage inter-regional cooperation at the European level.

In addition, the following actions continue to be administered:

- Partnerships between schools for the purpose of jointly developing educational projects for both pupils and teachers.

Types of partnerships:

- Multilateral: partnerships of educational centres from at least three different countries participating in the Programme.
- Bilateral: partnerships with a language focus between two educational centres in two different countries, aimed at achieving a reciprocal exchange of students.
- Training courses aimed at teachers and other types of teaching staff to contribute to improving the quality of pre-school, primary and secondary education
- Assistantships for future teachers of any subject to better understand the European dimension in the educational process.
- Preparatory visits for mobility activities aimed at developing a future school partnership.



"My name is Nuria and I'm a first-year baccalaureate student at Río Trubia Secondary School in Trubia, Oviedo (Asturias); I and two of my classmates, Carmen and Serafín, participated in the Comenius Pupil Mobility programme (CPM) and I'd like to tell you about my three-month experience at a French secondary school, the "Lycée Bernard Palissy" in Agen, a small city located in the French department of Lot and Garonne in the Aquitaine region.

1st Week: Beginnings are always hard, it's tough to get used to a new schedule, new food, new classmates and a new language! 2nd Week: We can almost say that my adaptation to family life and the schedule is a done deal. Little by little the people in class are starting to talk to me more and my knowledge of the language is getting better.

4th Week: I've been in France for a month now!" How time flies! I'm fully adapted to French rhythms and now, just when we're supposed to be having our first big crisis, I feel strong enough to stay here for more than three months... I've only been here a month and I feel much more independent and mature than before I came. In short, I'm doing great!

9th Week: I don't want to leave. I've met tons of people that I never want to say goodbye to... These are three months I'll never forget and that will always be with me, as I'm sure that if I hadn't had this experience, my future would be different because these three months are making a big difference in my development as a person".



*"The idea of opening our centre to new European experiences and enabling the students to learn a new way of working, confront new situations, relate to other classmates and study in another educational system came about through our participation in a Comenius project. And that's how we got involved in the CPM project!"*

**RÍO TRUBIA SECONDARY SCHOOL, Trubia, Oviedo.**  
**Comenius Pupil Mobility: Agen, France.**

# Erasmus

*Spain continues to be the EU member state that receives more students and from the year 2009-10 is the country that sends more students abroad.*

## Erasmus. Higher education.

The aim of the Erasmus programme is to address the educational and learning needs of participants in formal higher education and higher vocational training, regardless of the duration of the studies or the degree, doctorate included, as well as that of the institutions that provide this type of training.

## Objectives

- Contribute to the creation of a European Higher Education Space.
- Improve quality and increase the mobility of students and staff of higher education institutions.
- Increase the transparency and compatibility of higher education degrees in Europe.
- Promote cooperation between centres of higher education and enterprises.

## Aimed at

Higher education students and institutions:

- Universities.
- Higher Arts Education.
- Higher Vocational Training.
- Higher Professional Arts Education.
- Higher Professional Sports Training.

## Actions subsidised

- Student mobility for studies.  
Completion of a study period at a higher education institution in another European country.
- Student mobility for placements .  
Completion of a traineeship for a period of time in an enterprise or organisation in another European country.
- Staff mobility for teaching .  
Mobility of teaching staff of higher education institutions and people employed in private enterprises for teaching.
- Staff training.  
Mobility of teaching and other staff of higher education institutions to receive training.





"It all started with an aspiration: to bring Europe closer to our pupils; to do this we started applying for and carrying out various European projects at our centre. Amongst these, Workplace Training (WT) for students in Higher-level Training Cycles, in our case, in the area of Hospitality and Tourism (Travel Agency cycle). The Erasmus mobilities of San Fernando Secondary School are direct mobilities, meaning without intermediary agencies, and we do not belong to a consortium; although this represents more work, it has the advantage of allowing us greater freedom in administering the mobilities. The duration is at least three months and the country where this has been done up to now is Portugal. Once we were granted the EUC (Erasmus University Charter) for placements in 2008, the first thing we did was to start looking for businesses. Our students have taken advantage of EILC Grants at the Lisbon Business School, the University of Evora and, over the last year, at the University of Porto. As a result, they've had the opportunity to be the first Erasmus students to share a classroom with young students from all over Europe and then to join the labour system of the country as Erasmus student-trainees".



San Fernando Secondary  
School, Badajoz.  
Workplace Training (Portugal),  
Higher-Level Training Cycles in  
Hospitality and Tourism.

# Leonardo da Vinci

*“The most useful science is that whose fruit is the easiest to communicate”*



## Leonardo da Vinci. Professional training.

The Leonardo da Vinci programme addresses the educational and training needs of all persons involved in vocational education and training – except for higher vocational training and university students, who participate through the Erasmus Programme – as well as institutions and organisations that deliver or facilitate this training.

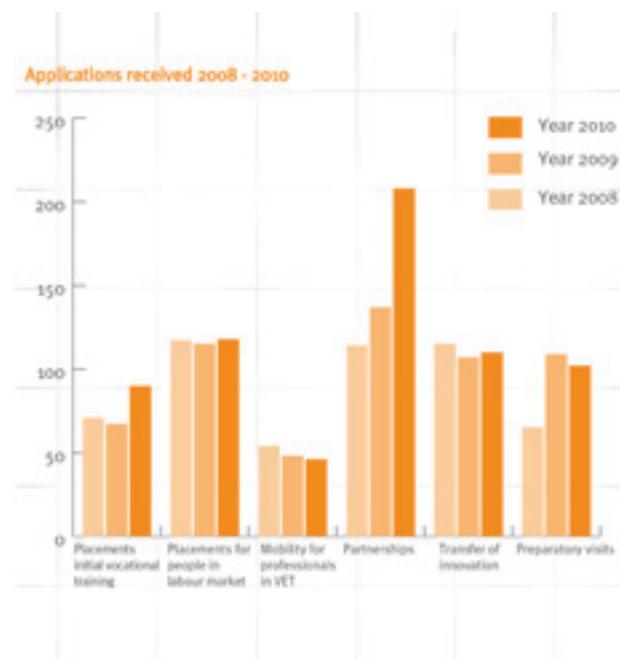
The Leonardo da Vinci Programme funds the following decentralised actions:

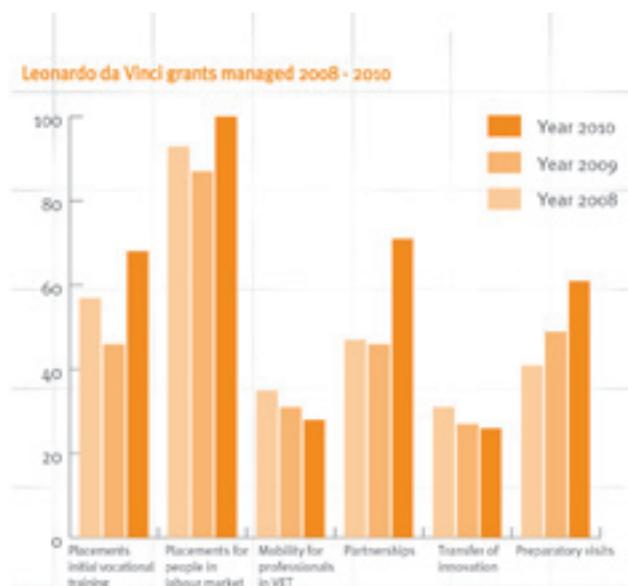
### ■ Mobility projects, which can include:

- Transnational placements in enterprises or training centres for persons in Initial Vocational Training (IVT)
- Transnational placements in enterprises or training centres for people in the labour market (PLM).
- Placements and exchanges - Mobility for vocational education and training professionals (VETPro).

### ■ Multilateral Transfer of Innovation (TOI) Projects.

The aim of these projects is to adapt innovations from the Leonardo da Vinci programme and/or to integrate the results of these, or those of other innovation projects, into public and private vocational training systems and institutions at the local, regional, national and/or European level.





There must be at least three partners from three countries participating in the LLP, and at least one of them must be a member of the European Union.

#### ■ Leonardo da Vinci Partnerships.

The multilateral partnership projects attempt to respond

to institutions related to vocational education and training wishing to undertake some aspect of their work with partners in other countries (implement materials, develop methodologies, compare how placements are managed, etc.) and which do not fit into any of the other actions.

The LdV partnerships are differentiated from the partnership actions in the Comenius and Grundtvig programmes on the basis of the content of the activities, which must be clearly VET-related. A second particularity of LdV partnerships is the fact that they must be open to all interested parties, not only to VET centres; that is, there can be participation by enterprises, social partners and elected officials at the local, regional and even the national level.

#### ■ Preparatory visits.

These are aimed at the preparation of proposals within the framework of mobility activities, multilateral partnerships or transfer of innovation projects.

The Leonardo da Vinci programme also funds centralised actions in which the selection procedure is handled by the European Commission and OAPEE performs the management of the selected projects.

These actions are the following:

- Multilateral Innovation Development projects.
- Thematic networks.



"The Leonardo programme for placements in France was approved, now it's up to you to be approved. This means that you should make an effort to learn a little bit of basic French, independently of whether the "chosen ones" will get language training during the upcoming course. I'm giving you a link to give you a taste; in this course you'll be able to familiarise yourselves with the most common expressions and pronunciation.

Ricardo, Roberto, Fran and Víctor: We're in Bordeaux! Everyone's been placed! Very early yesterday morning, I grabbed my wallet and papers and started "making the rounds". Boarding a plane, leaving the country, communicating in a foreign language... these are "first times" that one tends to remember. You also remember your first day at work in a new company, especially if people there don't speak your language, know nothing of your customs (coffee breaks? sandwich time?) and you have to get around using public transportation in a city you don't know. No question, the level of apprehension (to not call it a more serious pathology) was considerable, so it was a matter of a slap on the back and get moving, this is easy as pie... and since they weren't shy, it was smooth sailing.

The evaluation of the placements... [...] The Supervisors praised the kids: how professional, how charming, how polite, how responsible, what a good worker, how perfect, how... IMPECABLE. We're sad to see him go. "Thanks for everything", I said to one of the Supervisors. "No, thank you - he told me -, thanks for bringing us this treasure". He was talking about Víctor, but it could have been any of them.

In a few hours we'll be home. I won't go into the professional and personal impact of this experience on the participants, but I can assure you that they'll remember this particular month of May for the rest of their lives".

Virgen del Puerto Secondary School, Plasencia, Cáceres.  
Leonardo da Vinci Mobility for Higher-Level Training Cycles  
in the Automobile and Electricity Sector.

# Grundtvig

*"It's always a good time to learn"*

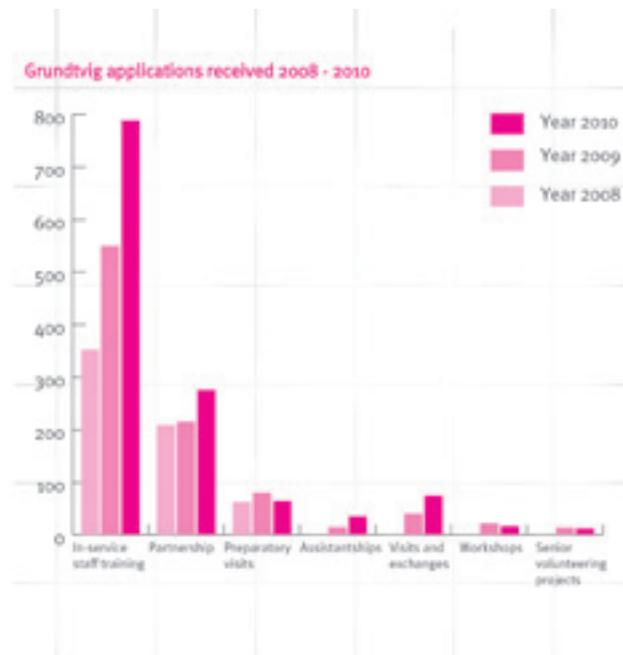
*Grundtvig*

## Grundtvig. Adult education

The Grundtvig programme aims to improve the quality and European dimension of adult education in a broad sense, including formal and non-formal learning and self-teaching.

The 2010 call incorporated two new actions:

- Grundtvig Assistantships for current and future trainers of adults in any subject, who can undertake a long-term mobility at an adult education institution, an NGO, etc.
- Senior volunteering projects for older persons, which will facilitate exchanges of senior volunteers aged 50 and over, to develop initiatives based on applying knowledge and experience in a European country.
- Grundtvig seminars, an action by which institutions in the area of adult education can organise seminars on varied themes aimed at persons aged 18 or above, which will constitute a multinational European learning experience.
- Visits and exchanges aimed at improving the educational, management and counselling skills of present and future adult education staff through job-shadowing in related institutions, attending conferences and seminars, etc.



In addition, the following actions continue to be administered:

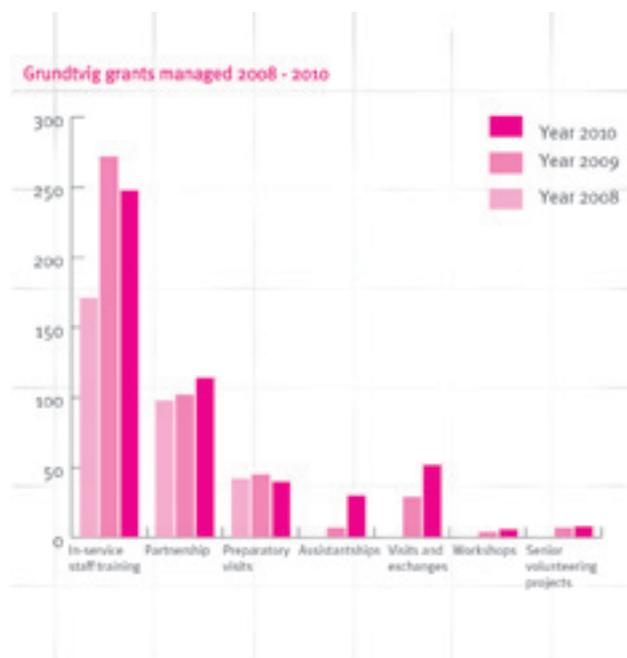
- Learning partnerships based on themes of mutual interest for the participating organisations of the countries that comprise them.
- In-service training for adult education staff aimed at improving the professional development of adult education staff by facilitating participation in courses that encourage quality training, skill improvement and a broader understanding of lifelong learning in Europe.
- Preparatory visits, to help with mobility so that a representative of an institution can attend a contact seminar or meeting with future partners.

It also funds the following centralised actions administered by the EU Education, Audiovisual and Culture Executive Agency:

- Multilateral projects aimed at improving adult education systems through the development and transfer of innovations and good practices.
- Thematic networks of specialists and organisations that

work on the development and quality of adult learning and the dissemination of good practices .

- Accompanying measures, other initiatives aimed to promote the Grundtvig programme objectives.



"The name 'European Whispers' is a wink at the broken telephone game, 'Chinese Whispers' in English, which highlights one of the central ideas of our work: we wanted to stimulate our students to produce artistic works of all types (stories, poems, videos, songs, photographs), but we were aware that becoming mere collectors of "storytellings" (the generic name we use to refer to



any work) could lead to something tedious

and dampen the initial excitement.

So we thought that the storytelling should travel from one country to another, both physically, through mobilities, and virtually, through creation of a website, providing a context and a structure that would enable a storytelling created - say in Greece, in a particular medium, dance, for example - to be picked up in another country that might turn it into panels for a comic, and from there it would travel to another country in the form of a brief written reflection and so on. All of this, obviously, completely transforms each storytelling and this turns out to be very interesting.

The real challenge was organising the mobilities, since we understood that it was essential to involve the maximum number of students. Therefore, each encounter involved an average of around seventy participants. So we decided to have all the partners collaborate in planning each encounter, especially in creating and holding workshops that would stimulate the students to look for means of expression for transforming the storytellings they'd seen on the website. The impact of a project becomes amplified if it is continued in school in some way".



Adult Education Centre in Santoña (Cantabria), Grundtvig Learning Partnership, European Whispers

# Study visits

## Study visits.

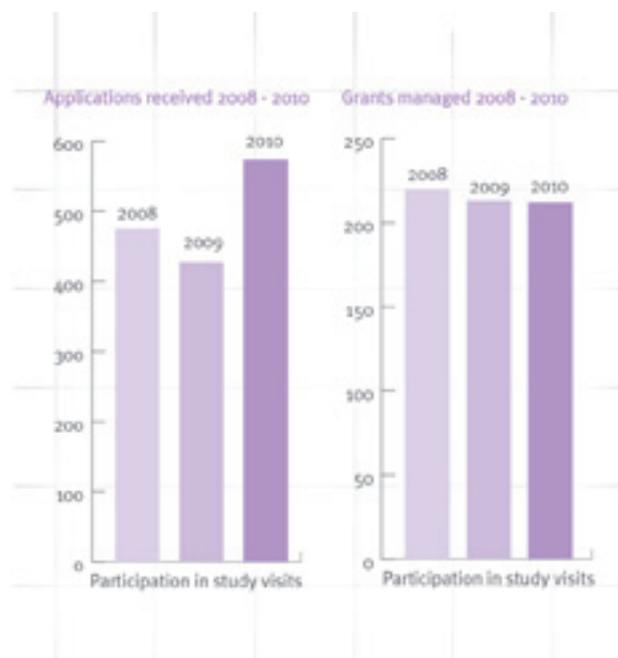
### Cooperation for educational policy

Study visits are part of the LLP Transversal Programme, Key Activity 1, and their specific objectives are the promotion of European cooperation, the exchange of information and experiences between education and vocational training specialists in areas of common interest for the countries participating in the LLP Programme.

The visits allow those taking part to learn the approaches adopted in other countries and offer people with political responsibilities better and more current information on education in Europe. This is a decentralised action administered by OAPEE in collaboration with CEDEFOP (European Centre for the Development of Vocational Training).

It includes two types of activities:

- Participation in study visits.
- Organisation of study visits.





"Because school is at the service of the students, not the other way around ...", teachers at Luis de Camoens Secondary School participated in this study visit with European colleagues from France, Belgium, Portugal, Italy and Romania, in which they examined the fight against early school leaving.

"The target theme for the study visit is the fight against early school leaving through collaboration with local, regional and national associations, given that in France early school leaving has become an absolute national priority that must be addressed urgently and using all available means at the national, regional and local level.

The study visit was organised by the Centre Alain Savary, which is in the French Education Institute, which in turn is part of the Ecole Normale Supérieure de Lyon".

"We can consider this study visit to be a very enriching experience, given that all the participants contributed information on the phenomenon of academic failure and early school leaving by students in the educational system. In many cases, the aetiology of the phenomenon that affects us is known and we can see that it is caused by many factors: social, geographic, immigration-related, exclusion, stigmatisation of certain social groups, etc. We believe a large part of the problem can be solved with greater involvement by the school, by the educational centre paying more attention to the students and their families, through initiatives of the educational centre itself, as well as by government, local corporations, educational institutions, etc."

Luis de Camoens Secondary School, Ceuta.

Study visit: Combating early school leaving using a cooperative approach.



# Language Initiatives and Programmes

## 2010 European Label

The European Commission started the “European Label for innovative projects in language teaching and learning” in 1998.

This award recognises innovative experiences in the field of language teaching and learning (including sign language) – foreign, national, regional or native to immigrant communities – undertaken by members of the educational community. It has been granted in Spain since 1998 through a public call for proposals, and since 2005 it has two modalities:

- **Modality A:** European Label for the best innovative activities in language teaching and learning.
- **Modality B:** European Label for the language teacher who stands out for dedication and professionalism in language teaching.

There were two priorities in the 2010 call: language learning in the community and language skills that prepare people for the world of work. Similarly, the prize-winning projects address key aspects in language teaching-learning in Europe today: the use of information and communication technology in language learning and intercultural understanding.

In December of 2010, within the framework of the fourth annual National Thematic Conference of the Lifelong Learning Programme, the 2010 European Labels were awarded. At the

same event, there was an exhibition of the awarded experiences and dissemination of a publication with reports describing the prize-winning projects.

- **First prize:** 6,000 euros, trophy and diploma; IBIAS. 2010 Languages and Cultures: Abriendo Caminos (Opening Roads); Aurelio Menéndez Public Primary School; Ibias (Asturias).
- **Second prize:** 3,000 euros, trophy and diploma; EUROCATTERING LANGUAGE TRAINING: “Eurocatering” Language Training – European catering; As Fontiñas Secondary School; Santiago de Compostela (Galicia).
- **Third prize:** 1,500 euros, trophy and diploma; SHORT FILM. “HERENCIA MORTAL” (LETHAL INHERITANCE); Luis de Camoens Secondary School; Ceuta.
- **Fourth prize:** trophy and diploma; “ELLA: ENGLISH LANGUAGE LAB ASTURIAS”; Mieres Official Language School; Mieres (Asturias).
- **Fifth prize:** trophy and diploma; HOLA 2.0. Mobile Support Service for the immigrant pupil (Sur Madrid Immigrant Support Service); Leganés (Madrid).
- **Sixth prize:** trophy and diploma; THE WORLD OF SIGNS. MATERIALS AND MULTIMEDIA FOR LEARNING VALENCIAN AIMED AT DEAF PERSONS; FESORD Foundation; Valencia.



## European Language Portfolio (ELP)

This is a personal document promoted by the Council of Europe in which those who are learning or have learned a language can record their learning experiences and reflect on them. The Ministry of Education, through OAPEE, coordinated the creation of the four ELP forms, developed by specialists in language teaching and learning for four age groups and educational levels, which were validated by the Council of Europe in 2003 and 2004.

The ELP has three parts:

### ■ Language Passport.

Indicates what the holder knows how to do in the different languages using the self-assessment sections, which describe the competences (spoken production, spoken interaction, reading, listening, writing) and levels (A1, A2, B1, B2, C1, C2) and serves as a means for holders to reflect and assess themselves.

### ■ Language biography.

This is for describing the experiences of the holder in each of the languages and is designed to serve as a guide for the learner when planning and assessing his or her progress.

### ■ Dossier .

Contains examples of individual work for illustrating language capacities and knowledge.

After consolidating the work of disseminating and implementing the Portfolio in printed format, in 2010 OAPEE wanted to give it a boost by presenting an electronic format, e-ELP(+14) to the Validation Committee of the European Council, which approved it in February 2010 with number 105.2010.

With the aim of presenting and disseminating this new electronic tool in the educational and labour community, different dissemination and training workshops were held in Santa Cruz de Tenerife, Las Palmas de Gran Canaria, Cáceres, Santiago de Compostela and Cordoba, with participation by over 800 people.

These workshops were aimed at educational inspectors, secondary education language teachers, Official Language School and adult education centre teachers, training consultants, university professors and employment services in the Autonomous Regions and the cities of Ceuta and Melilla.



### Professional visits in European countries

“Professional Visits” are study visits in which a European centre receives a teacher from Spain for a non-teaching period of two or three weeks, with a programme of activities defined and agreed upon by both parties and having a host in this centre as a reference, who has the option of reciprocating the visit at another time in the school year.

The educational centres, both European and Spanish, can opt to host a European teacher without a reciprocal professional mobility between their teaching staff and the home centre of the hosted teacher.

In both cases, the teacher is meant to participate in the life of a European school through, for example, observing classroom activities and pedagogic practices. Thus he or she can study in depth or prepare exchange and/or partnership projects between schools or common pedagogic projects of an intercultural and multidisciplinary nature that encourage the opening of Spanish educational centres to the outside world for the additional purpose of creating favourable conditions for mobility and the enrichment of students and teachers. Ultimately the aim is to improve the professional skills of the participants, both with respect to their specific work areas and in the languages used during the visit, to promote foreign language learning and learning in foreign languages, and to encourage the exchange of good practices.

The following table shows the participation of foreign language teachers and those who teach their subject in a foreign language in the Professional Visits Programme in the 2010-2011 call and who participated in a visit between January and July of 2011:

Teachers applying	Centres applying	Teachers participating	Centres participating
450	106	65	22

### European Council Courses

The Council of Europe’s “Pestalozzi” lifelong learning programme for educational professionals, named in honour of 18th century educator and writer Johann Heinrich Pestalozzi, includes a grant programme aimed at teachers and actors in the educational system at non-university levels working on themes related to the courses being requested.

The Ministry of Education, through OAPEE and within the teacher training framework of the Council of Europe, held an international seminar in April 2010 aimed at professionals in the world of education who use Spanish as the means of intercultural communication.

On this occasion “Education, Communication Media and WEB 2.0: present and future” became a five-day forum in which the participants exchanged their experiences and debated Web 2.0 educational applications, proper use of the Internet, Web privacy and threats, the acquisition of basic skills and human rights in today’s society and in the future.

This Pestalozzi Programme workshop of the Council of Europe aimed to do the following: involve educational and social actors working on the theme of basic skills acquisition and on developing themes related to the treatment of human rights in schools and individuals who coordinate the dissemination of educational programmes; teach mutual understanding, tolerance, responsibility and respect for diversity using ITC and the communication possibilities offered by Web 2.0; promote international cooperation through bilateral or multilateral projects using ITC; and explore the challenges present in teaching today and those that may arise in the future in relation to the presence of communications media and Internet in the schools.



# National EUROPASS Centre



## National EUROPASS Centre

The National Europass Centre (NEC) was assigned to the General Directorate of Vocational Training and since May 2009 has been under the responsibility of OAPEE. The NEC is responsible for coordinating at a national level all activities related to arranging the availability or issuance, as applicable, of Europass Documents, as well promoting and disseminating their use.

EUROPASS is a personal, coordinated portfolio of five documents that citizens can use on a voluntary basis to clearly and simply communicate and present the skills, degrees and certifications earned in their lifetimes throughout Europe (European Union, European Free Trade Area, European Economic Space and Candidate Countries), whenever they wish to seek work or apply for admission to an education or training programme.

The five Europass documents are:

- **Curriculum Vitae:** The Europass CV gives citizens a common and personal form to systematically, chronologically and flexibly present their qualifications and skills to facilitate transnational mobility and employability. It is a personal document that contains solely individual statements and constitutes the principal element of the Europass dossier; it can be supplemented with one or more Europass documents, depending on the specific knowledge and work history of each individual. It includes different sections for presenting information on: personal data, language skills, work experience and level of education and training; other additional skills, with an emphasis on technical, organisational, artistic and social abilities and additional information, which can be added to the Europass CV in the form of one or more annexes.
- **Language Passport:** This is a personal document that makes it possible to record and present essential language knowledge for receiving training or working in Europe. The Europass Language Passport is part of the European Language Portfolio, a document promoted by the Council of Europe in which those who are learning or have learned a language can record their language learning experiences and reflect on them.
- **Mobility Document:** The Europass Mobility Document is a personal document that formally records learning or training periods undertaken by the holder (independent of age, educational level or professional situation) in other countries, making it possible to better communicate his or her experiences and, specifically, the skills acquired.
- **Europass Supplement to the Vocational Training Diploma/Professional Certificate:** This is an informative and institutional

document attached to the Vocational Training Degree or the Professional Certificate aimed at promoting transparency and making it easier for third parties, particularly employers or institutions in other countries, to understand the skills acquired by the holder. The Europass Supplement to the Vocational Training Diploma/Professional Certificate contains information about: the abilities and skills acquired, the range of jobs accessible, the issuing and accrediting bodies, the different ways of obtaining the degree or certificate, the degree or certificate level and entrance requirements and the possibilities for access to the next training level. The Supplement is of no value for the recognition or formal validation of the degree, which will be carried out as applicable according to the legal procedures established by each country.

- **Europass Supplement to the Higher VT Diploma and Higher Education Diploma:** This is an informative and personalised document attached to the University Diploma or Higher Vocational Training Diploma designed to describe the nature, level, context, content and standards for the studies completed by the holder. In addition it expands information on the results obtained by each holder and about the national higher education system. The Supplement is of no value for recognition or formal validation of the degree, which shall be carried out as applicable according to the legal procedures established by each country. However, it facilitates fair assessment of the original degree so that it can be used to obtain recognition by the competent authorities or the administrative staff of higher training institutions and future employers.

## EUROPASS Results

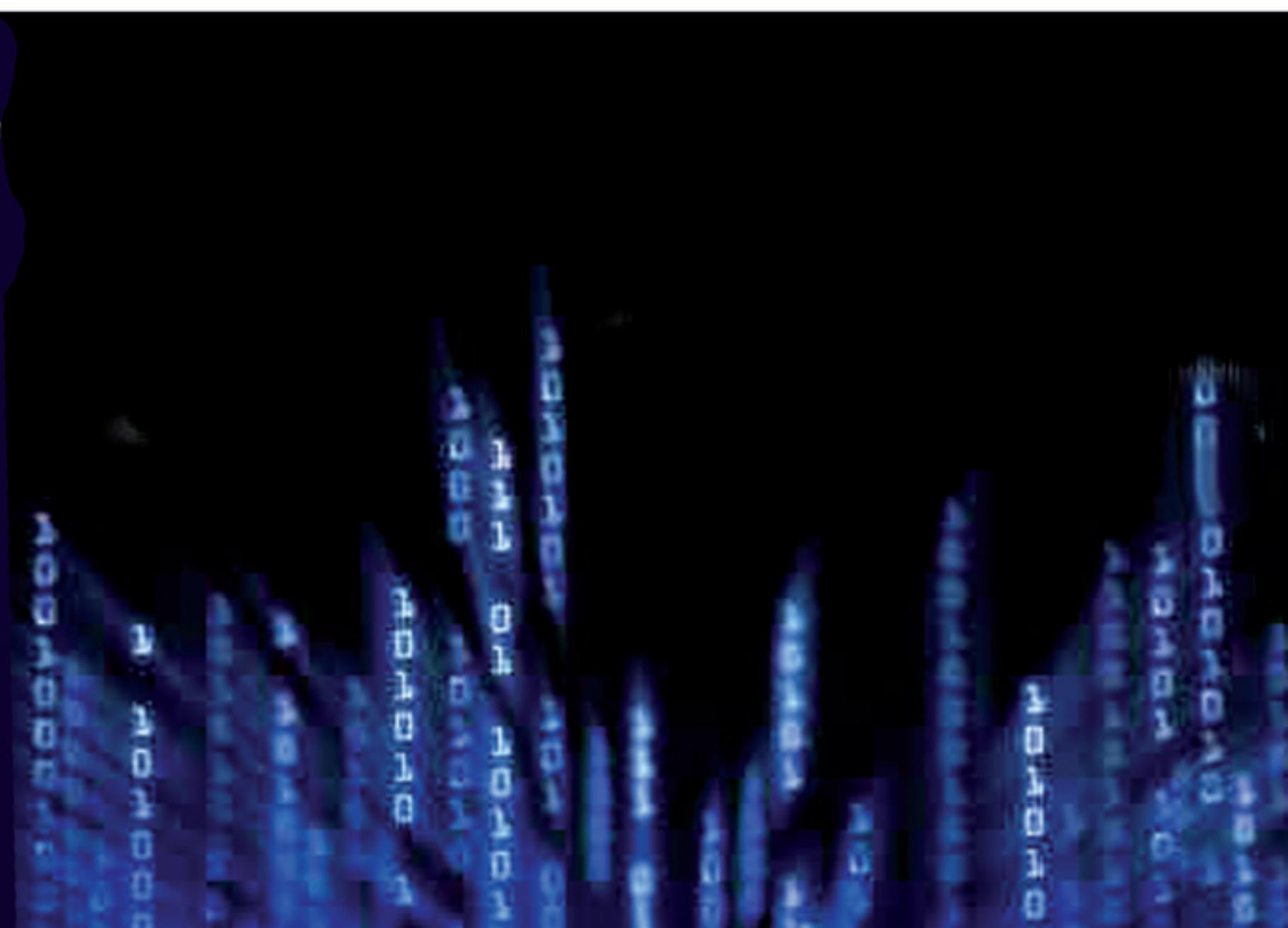
Spain occupies third place (after Portugal and Italy) in the use of Europass documents, with over one million visits to the website in 2010.

Use of the EUROPASS documents increased in 2010.

	2008	2009	2010
Page views	349.243	475.631	716.034
CV	105.303	142.498	241.095
Language Passport	3.510	4.961	6.296
Diploma Supplements	3.340	3.829	5.531
Higher Diploma Supplements	4.649	5.807	8.330

For the purpose of disseminating and promoting Europass use, a Europass workshop was held in March with the participation of over one hundred attendees, which provided information about use, access to and benefits of the Europass documents.

# Bologna Expert Group



## Bologna Expert Group (BET)

Consistent with Council Resolution of 23 November 2007 on modernisation of universities in the interest of European competitiveness in the worldwide knowledge economy, its aims are the following: on the one hand, to implement the reforms of the Bologna Process through quality assurance systems, the three-cycle system and recognition; and, on the other, to promote higher education initiatives and programmes in the European Union.

The activities carried out by the BET focused on disseminating and providing advice to the Spanish University System on higher education by creating good practices documents and guidelines, organising seminars and workshops, advising central and regional government administrators and universities on the subject of Higher Education.

Documentos clave | Encuentros de Bologna Expert Team (BET) - Windows Internet Explorer

http://www.encuentrobet.es/Documentosclave

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Favoritos Sitios sugeridos Más complementos

Documentos clave | Encuentros de Bologna Expert Te...

Motivación Encuentros Documentos clave

**Inicio**

**Documentos clave**

Este apartado recoge documentos clave para entender el funcionamiento del proceso de Bolonia. Estos documentos abarcan diferentes aspectos siendo una referencia útil para comprender y aplicar sus principios.

Título	Documento
Guía del Usuario del ECTS	<a href="#">guia_del_usuario_ects.pdf</a>
Algunos ejemplos de competencias básicas	<a href="#">Algunos_ejemplos_de_competencias_basicas.pdf</a>

**Encuentros celebrados**

- **Uso del ECTS: Evaluación de Resultados de Aprendizaje**  
29/06/2011 - 30/06/2011
- **La Formación Permanente en el Marco del ECTS**



# Economic Report



## Funding of the Lifelong Learning Programme Budget awarded by the European Commission

### 2010 BUDGET FOR PROGRAMMES EC – National Agency Agreement

Action	EU BUDGET
Erasmus Programme	43.994.000,00
Leonardo da Vinci Programme	21.670.000,00
Comenius Programme	13.204.270,00
Grundtvig Programme	3.147.000,00
Transversal Programme	310.000,00
<b>Total</b>	<b>82.325.270,00</b>

### Economic report

#### Financial situation of the agreements with the European Commission related to the Socrates programme and second phase of the Leonardo da Vinci programme - 2006

Reference regulatory framework agreement: 2006-0842

Agreement status: Closed

I. Budget available	
I.a Initial budget distributed (European Commission-National Agency Agreement)	5.033.865,90
II. Grants signed with beneficiaries	
II.a Total initial sum of grants signed with the beneficiaries	5.033.865,90
II.b Value of grants cancelled	0,00
III. Pre-funding payments made to beneficiaries	3.459.671,87
IV. Analysis of final sums resulting from final assessment of the grants	
IV.a Total sum of final grants	4.432.628,87
IV.b Funds not employed out of the initial segments of the agreements	0,00
V. Transactions with the EC	
V.a Pre-funding payments received from EC	4.027.092,72
V.b Reimbursements made to the EC	0,00
VI. Quantitative data	
VI.a Number of agreements signed with beneficiaries	18
VI.b Number of grants actually implemented	0
VI.c Number of grants cancelled	0

#### Financial situation of the agreements signed with the EC related to the Lifelong Learning Programme - 2007

Reference regulatory framework agreement: 2007-0331

Agreement status: Closed

Budget available	Budget by programme
(EC – National Agency Agreement)	70.007.540,00
Erasmus Programme	41.206.788,00
Leonardo Programme	17.372.449,00
Comenius Programme	9.117.445,00

Grundtvig Programme	2.062.433,00
Transversal Programme	248.425,00
I. Budget available	
I.a Initial budget distributed (European Commission-National Agency Agreement)	70.007.540,00
II. Grants signed with beneficiaries	
II.a Total initial sum of grants signed with the beneficiaries	70.084.287,17
II.b Provisional value of grants cancelled	191.764,75
III. Pre-funding payments made to beneficiaries	63.280.490,12
IV. Analysis of the final sums resulting from the final assessment of the grants	
IV.a Total provisional sum of final grants	64.189.037,11
IV.b Funds not employed out of the initial segments of the agreements	0,00
V. Transactions with the EC	
V.a Pre-funding payments received from EC	70.007.540,00
V.b Refunds made to the EC	0,00
VI. Quantitative data	
VI.a Number of agreements signed with beneficiaries	2.918
VI.b Number of grants actually implemented	2.880
VI.c Number of grants cancelled	38

### Year 2008

Reference regulatory framework agreement: 2008-0016

Agreement status: Open

Budget available	
Budget by programme	
(EC – National Agency Agreement)	82.166.926,00
Erasmus Programme	50.403.926,00
Leonardo Programme	18.992.000,00
Comenius Programme	10.215.000,00
Grundtvig Programme	2.228.000,00
Transversal Programme	327.370,00
I. Budget available	
I.a Initial budget distributed (European Commission-National Agency Agreement)	82.166.926,00
II. Grants signed with beneficiaries	
II.a Total initial sum of grants signed with the beneficiaries	80.254.169,72
II.b Provisional value of grants cancelled	323.247,24
III. Pre-funding payments made to beneficiaries	71.466.135,40
IV. Analysis of final sums resulting from final assessment of grants	
IV.a Total provisional sum of final grants	56.227.696,79
IV.b Funds not employed out of initial segments of the agreements	0,00
V. Transactions with the EC	
V.a Pre-funding payments received from EC	82.166.296,00

V.b Reimbursements made to the EC	0,00	I. Budget available	Total
VI. Quantitative data		I.a Initial budget distributed (European Commission-National Agency Agreement)	82.325.270,00
VI.a Number of agreements signed with beneficiaries	2.988	II. Grants signed with beneficiaries	
VI.b Number of grants actually implemented	2.424	II.a Total initial sum of grants signed with the beneficiaries	83.155.108,34
VI.c Number of grants cancelled	38	II.b Provisional value of grants cancelled	3.400,00
<b>Year 2009</b>		III. Pre-funding payments made to beneficiaries	59.750.557,74
Reference regulatory framework agreement: 2009-0119		IV. Analysis of final sums resulting from final assessment of grants	
Agreement status: Open		IV.a Total provisional sum of final grants	1.875.985,16
Budget available		IV.b Funds not employed out of the initial segments of the agreements	0,00
Budget by programme		V. Transactions with the EC	
(EC – National Agency Agreement)	78.842.536,00	V.a Pre-funding payments received from EC	55.652.989,00
Erasmus Programme	43.192.000,00	V.b Reimbursements made to the EC	0,00
Leonardo Programme	20.300.000,00	VI. Quantitative data	
Comenius Programme	12.067.429,00	VI.a Number of agreements signed with beneficiaries	3231
Grundtvig Programme	2.973.107,00	VI.b Number of grants actually implemented	1438
Transversal Programme	310.000,00	VI.c Number of grants cancelled	3
I. Budget available		<b>Total OAPEE financial administration</b>	
I.a Initial budget distributed (European Commission-National Agency Agreement)	78.842.536,00	I. Budget	
II. Grants signed with beneficiaries		I.a Total initial budget managed (European Commission-National Agency Agreements)	318.376.167,90
II.a Total initial sum of grants signed with the beneficiaries	78.521.376,23	II. Quantitative data	
II.b Provisional value of grants cancelled	269.222,80	II. Number of agreements administered	
III. Pre-funding payments made to beneficiaries	68.901.070,76	<b>Funding of operating expenses of the Autonomous Agency for European Educational Programmes</b>	
IV. Analysis of final sums resulting from final assessment of grants		The administrative costs of the OAPEE were funded in 2010 out of the budgets of the Ministry of Education and Science and the European Com- mission.	
IV.a Total provisional sum of final grants	17.406.037,34	European Commission Budget	2.860.585,00
IV.b Funds not employed out of the initial segments of the agreements	0,00	Ministry of Education Budget	3.165.795,00
V. Transactions with the EC		<b>Total</b>	<b>6.026.380,00</b>
V.a Pre-funding payments received from EC	78.842.536,00	<b>Programme 322 C. University Learning</b>	
V.b Reimbursements made to the EC	0,00	Budget implemented	
VI. Quantitative data		Chapter 1. Personnel costs	2.236.685,09
VI.a Number of agreements signed with beneficiaries	3.541	Chapter 2. General expenses	3.205.183,28
VI.b Number of grants actually implemented	2.440	Chapter 4. Current transfers: (Study visits, European Label)	32.300,00
VI.c Number of grants cancelled	72	Chapter 6. Furniture, IT material	0,00
<b>Year 2010</b>		<b>Total budget implemented</b>	<b>5.474.168,37</b>
Reference regulatory framework agreement: 2010-0234		<b>Budget not implemented</b>	<b>552.211,63</b>
Agreement status: Open			
Budget available			
Budget by programme			
(EC – National Agency Agreement)	82.325.270,00		
Erasmus Programme	43.994.000,00		
Leonardo Programme	21.670.000,00		
Comenius Programme	13.204.270,00		
Grundtvig Programme	3.147.000,00		
Transversal Programme	310.000,00		

# Dissemination and Communication



The mission of the Autonomous Agency for European Educational Programmes is to administer Spanish LLP participation and carry out activities for publicising and supporting projects and disseminating the results, in collaboration with the Autonomous Regions. To do this, in 2010 OAPEE organised and participated in diverse workshops for the dissemination and valorisation of Lifelong Learning Programme projects.

### List of 2010 events

<p><b>February</b></p> <p>Meeting of specialists, representatives of Autonomous Communities and universities. Preparation of informative EUROPASS workshop, <b>3 February, Madrid</b></p> <p>Comenius foreign assistants informative workshop, <b>15 February, Madrid</b></p> <p>Quality assessment for organising EILC courses. Erasmus, <b>22 February to 5 March, Madrid</b></p> <p>European Language Portfolio training and dissemination workshop, <b>22-23 February, Santa Cruz de Tenerife and Las Palmas de Gran Canaria</b></p> <p>AULA student fair, <b>24-28 February, Madrid</b></p>	<p><b>April</b></p> <p>European Language Portfolio training and dissemination workshop, <b>12 April, Cáceres</b></p> <p>Leonardo Mobility evaluation workshop, <b>15-16 April, Madrid</b></p> <p>European Language Portfolio training and dissemination workshop, <b>19 April, Santiago de Compostela</b></p> <p>TOI evaluation workshop. Leonardo da Vinci, <b>20-24 April, Madrid</b></p> <p>Grundtvig tenth anniversary. Coordination of lifelong learning resources in European countries, <b>21-23 April, Cordoba</b></p> <p>European Council course: Education, Communication Media and Web 2.0, <b>26-30 April, Madrid</b></p> <p>Comenius Regio participants monitoring meeting, <b>27 April, Madrid</b></p> <p>National thematic monitoring meeting for Comenius and Grundtvig partnerships, <b>29 April, Madrid</b></p>
<p><b>March</b></p> <p>EUROPASS informative workshop, <b>1 March, Madrid</b></p> <p>Training workshop for mobility proposal evaluators, <b>4 March, Madrid</b></p> <p>Awarding of LLP Photography Contest prizes, <b>9 March, Madrid</b></p> <p>Awarding of "We Are Comenius" plaques, <b>11 March, La Rioja</b></p> <p>Comenius and Grundtvig Partnership evaluation workshop, <b>22-25 March, Madrid</b></p> <p>Leonardo da Vinci partnership proposal quality assessment workshop, <b>22-24 March, Madrid</b></p> <p>Training workshop for quality assessment evaluators. Erasmus Intensive Programmes, <b>24 March, Madrid</b></p>	<p><b>May</b></p> <p>Evaluation of the financial capacity of institutions-Erasmus, <b>10-16 May, Madrid</b></p> <p>European Presidency: "The Europe that Educates" workshop, <b>13-16 May, Leon.</b></p> <p>European Presidency: European LLP conference and joint meeting of the National Agencies, <b>19-20 May, Barcelona</b></p>

<b>June</b>		
Pilot Project training and dissemination workshop, 7 June, Madrid	Comenius European Assistants informative workshop, 25 February, Madrid	
Second Erasmus-1 VT Coordinators' workshop, 8 June, Madrid	IVT-VETPro informative workshop. Leonardo da Vinci, 26 October, Madrid	
Pilot Project training and dissemination workshop, 10 June, Madrid	PLM informative workshop. Leonardo da Vinci, 27 October, Madrid	
Second Erasmus-2 VT Coordinators' workshop, 15 June, Madrid	Grundtvig Learning Partnerships contact seminar, 26-29 October, Palma de Mallorca	
Autonomous Community European Language Portfolio specialists' workshop, June, Madrid	<b>November</b>	
Erasmus Mobility workshop, 28-29 June, La Laguna	TOI initial meeting. Leonardo da Vinci, 3 November, Madrid	
Informative meeting for students and teachers. Comenius Pupil Mobility (CPM), 30 June, Madrid	2010 Comenius Regio coordinators' meeting, 11 November, Valladolid	
<b>September</b>		
Induction meeting. Spanish language assistants, 10 September, Madrid	Comenius Partnerships contact seminar, 15-19 November, Toledo	
Induction meeting. Comenius Pupil Mobility (CPM), 20-21 September, Madrid	Training and dissemination workshop for the electronic European Language Portfolio (e-ELP) and EUROPASS, 24-25 November, Cordoba	
Informative meeting for first-round participants and visit organisers, 20 September, Madrid	<b>December</b>	
Erasmus VT Coordinators' workshop for institutions joining the programme, 27-28 September, Cáceres	Fourth LLP and Youth in Action national thematic conference	
Comenius Regio contact seminar, 27-30 September, Toledo	Fourth LLP and Youth in Action Promoters' workshop	
<b>October</b>		
Fourth Comenius-Grundtvig 2010 coordinators' meeting, 14 October, Madrid	Fourth LLP and Youth in Action Valorisation Fair	
Intensive Programmes informative workshop. Erasmus, 19 October, Madrid	Awarding of LLP and Youth in Action recognitions	
TOI Monitoring Meeting. Intermediate support. Leonardo da Vinci, 20 October, Madrid	Awarding of European Label Prizes	
Leonardo Partnerships informative workshop, 21 October, Madrid	20-21 December, Madrid	

## Our publications

The following publications were released in 2010.

- PAPEles europeos magazine no. 3.
- 2010 European Label Publication.
- Grundtvig 2000-2010. To commemorate the tenth anniversary of the Grundtvig Programme.
- 2009 Annual Report.

In 2010, over 200 projects were disseminated and valorised in OAPEE publications. The dissemination of good practices is

one of the key objectives of the agency to encourage exploitation of the results obtained in European projects and promote participation by potential beneficiaries of the Lifelong Learning Programme.

Because all experiences disseminated through the publications – the contributions, work and products that attract their participants and the excellent results of European projects – are responsible for making the Lifelong Learning Programme a reality that is growing in both the number of projects selected and their quality.



## 2010 Milestones

### European Presidency

On 1 January 2010, Spain assumed the rotating Presidency of the EU. The main task of the country that holds the Presidency is to organise and direct for one semester the work of the Council of the European Union, where the Member States are represented.

The Spanish Presidency coincided with the start of a new phase in the EU, with a new Parliament and Commission and a new treaty in force. With this outlook, Spain, Belgium and Hungary created, according to the new European regulations in force, a work programme for the 18-month period during which they successively exercised the Presidency.



During the 2010 semester, diverse actions and activities were carried out that set priorities in Education, and in which OAPEE and the Ministry of Education participated actively. In Cordoba, OAPEE participated in the workshop for coordination of the different lifelong learning resources in European countries, at which the Tenth Anniversary of the Grundtvig programme was also celebrated; in Leon, students offered their ideas to fight poverty and social exclusion in a workshop in which participants in European educational programmes also narrated their LLP experiences in the framework of the Europe that Educates workshop; in Barcelona, OAPEE was in charge of organising the Annual LLP Conference, with over 350 participants, where the new LLP guidelines were set out for the future programme that will enter into force in 2014.

### e-Twinning

From 5–7 February 2010, Seville hosted the Annual eTwinning Conference on the fifth anniversary of the programme in a workshop with participation by over 500 attendees from 32 different countries and in which the National Prizes and European eTwinning prizes were awarded.

The 10 Spanish projects awarded were:

- Fifty Easy Things You Can Do to Save the Earth, coordinated by Florenci Sales Vilalta and Remei Ibáñez Alcocer, teachers at Sòl-de-Riu Secondary School (Catalonia).
- CommunicArt, coordinated by Jessica Juárez Tarela, a teacher at Ramon Macip - Dolors Granés Pre-school and Primary Education Centre (Catalonia).
- Creative Commons, coordinated by José Luis Cebollada, a teacher at Joaquín Costa Secondary School (Aragón).
- Double-e: e-magazine on European issues, coordinated by Helena Fernández Pajares, a teacher at Aguas Vivas Secondary School (Castille-La Mancha).
- Grandi quadri e piccoli pittori (Major Paintings and Minor



Painters), coordinated by the teaching staff of Tremañes Public Primary School (Principality of Asturias).

- Into News!, Coordinated by María del Carmen Rodríguez García, a teacher at Marina Cebrián Secondary School (Canary Islands).
- Like a Bird, coordinated by Cristina Grau Lucas, a teacher at Ramón Macip - Dolors Granés Pre-school and Primary Education Centre (Catalonia).
- Maths and Earth, coordinated by Juan Luis Salguero Rodríguez, a teacher at Campos de San Roque Secondary School (Extremadura).
- Searching twelve labours to Hercules, coordinated by Ángel Luis Gallego Real, a teacher at Vegas Bajas Secondary School (Extremadura).
- Trade and Logistics Between Countries of the European Union, coordinated by Gustavo Huguet Lafuente, a teacher at María Ana Sanz Secondary School (Navarre).

### CPM

Although already underway on an experimental basis in 2009, 2010 marked the beginning and consolidation of the Come-

nus Pupil Mobility (CPM) with participation by 150 secondary school pupils who undertook studies in 13 European countries in the 2010-2011 school year.

This new Comenius action can range from three and ten months in duration and allows the pupils to expand their knowledge of different European cultures and languages, as well as acquire skills for their personal development.

For the first time, secondary school pupils took part in these visits, living with host families and studying in European educational centres in coordination with their centres of origin.

### Photography contest

With the aim of facilitating participation by secondary school



pupils from the Spanish educational system in the activities being held to commemorate the European Year for Combating Poverty and Social Exclusion and raise awareness of poverty and social exclusion and the right to live with dignity, OAPEE held the Youth Against Social Exclusion photography contest in an effort to raise the students' awareness of the need to play an active role in society.

Over 50 centres participated in the call for submissions and a travelling exhibition was held with a selection of the works received, which featured, in addition to the three prize-winning works, student works showing their reflections on and visions of poverty and social exclusion.

### Validation of the Electronic Language Portfolio (e-PEL + 14)

In November 2010, the “EUROPEAN LANGUAGE PORTFOLIO (e-ELP) and EUROPASS: Tools for Training and Mobility” workshop was held in the auditorium of the Rectory of the University of Cordoba, where the new Portfolio in electronic format (e-ELP) was presented along with new perspectives for the EUROPASS language passport.

The European Language Portfolio (ELP) is an initiative of the European Council which, starting in 2010, will be available

in 10 languages in electronic format and can be used by individuals aged 14 and older during their entire lifetimes (e-ELP+14). This is an electronic application hosted on a central institutional server that is easy to use and allows automatic updating; it is designed to promote plurilingualism and to increase motivation and support for language learning, with a dual pedagogic and informative purpose.

### PAP-INJUVE Quality Prizes

On 20-21 December 2010, the Fourth National Thematic Conference, the Fourth Valorisation Fair and the Fourth Promoters Workshop entitled “Towards Social Cohesion Through Lifelong Learning” were held within the framework of the European Year for Combating Poverty and Social Exclusion. These were



organised by OAPEE in conjunction with the Spanish Youth Institute (INJUVE) and presented the results and participation possibilities of European Lifelong Learning and Youth in Action programmes.

The workshops were a success and were attended by some 450 people: project coordinators, persons responsible for education and universities in the Autonomous Regions, representatives of youth associations and educational and youth institutions.

The workshop included roundtables, presentations and work sessions directed by European and Spanish specialists on the different actions of the Lifelong Learning Programme (LLP) and the Youth in Action Programme. The attendees were able to visit the Valorisation Fair where examples of good practices in LLP projects were displayed as a reference for other centres and institutions.

In addition, recognitions and prizes were awarded:

- Quality Recognitions for the Youth in Action Programme:
  - Masies de Voltregà Town Hall; Youth exchanges.
  - Melilla University Students Youth Association; Youth initiatives.
  - Council of Gran Canaria; Participative democracy projects.
  - Burgos Association of Parents of Autistic Persons;

■ European volunteer service.

- Pedagogic Studies Group; Cooperation with associated neighbouring countries of the European Union.
- Children's School-Village Association (CEMU); Internet training and projects.
- Guatimac - Tenerife Youth Association; Encounters between youth and persons responsible for youth policies.

■ Quality Recognitions for the Lifelong Learning Programme, in the following aspects:

- Comenius school partnerships. Los Guindos Pre-school and Primary Education Centre. Málaga.
- Comenius Pupil Mobility: Peña Martínez Rubio. Gloria

- Fuertes Special Education Primary School. Andorra (Teruel).
- Erasmus: University of Seville.
- Erasmus student: Xabier Armendáriz Arraiza.
- Leonardo da Vinci Individual Mobility: Ander Paz Blázquez.
- Leonardo da Vinci Partnership: Polytechnic University of Valencia.
- Transfer of Innovation: Institute of Restoration and Environment IRIS Project.
- Grundtvig Learning Partnerships: CNAI Navarre Language Self-Teaching Centre.
- Grundtvig Individual Mobility: Leticia Escardó. Belén Foundation.
- Study visits: Toledo Provincial Education Delegation.

## Our online communication

[www.oapee.es](http://www.oapee.es)

Country/Territory	Visits	Pages viewed	Average time on site	Average of new visits	Bounce rate
Spain	26,228	4,64	00:03:42	53,78%	36,24%
Germany	8,652	3,56	00:03:46	60,34%	45,28%
United Kingdom	8,555	4,54	00:03:42	57,55%	34,55%
Italy	8,126	3,91	00:03:07	63,82%	43,67%
Mexico	7,908	7,43	00:03:06	88,95%	63,11%
France	7,482	4,48	00:03:05	68,98%	38,42%
Colombia	4,444	7,43	00:06:32	74,43%	66,87%
Argentina	3,136	3,17	00:03:37	87,26%	48,37%
Peru	3,048	4,23	00:04:42	96,23%	66,54%
Poland	3,002	3,36	00:05:36	54,36%	52,24%



Key words	Visits	Visit rate
capee	87.320	24,75%
comenius	28.573	8,10%
capee.es	13.866	3,93%
erasmus	12.069	3,42%
leonardo da vinci grants	9.724	2,76 %
capee comenius	7.178	2,03%
comenius 2010	6.889	1,95%
grundtvig	5.178	1,47%
leonardo grants	4.892	1,39 %

#### Figures of Interest 2010

856.966 visits
481.867 unique repeat users
3.868.950 page views
4,51 average pages viewed
00:03:45 time on site
35,82% bounce rate
53,69 % new visits

Main sources of traffic	Visits	Visit rate
google	334.329	94,75%
search	8.257	2,34 %
bing	6.712	1,90 %
yahoo	2.693	0,76 %
ask	437	0,12%
aol	225	0,06%
tesra	95	0,03 %
altavista	47	0,01%
images.google	28	0,01 %
msn	15	0,00 %

Leonardo da Vinci Program  
Erasmene Comenius Program  
Erasmene Grundtvig Program  
Erasmene Leonardo da Vinci Program  
Erasmene Visits de estudio Program  
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