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ANNUAL REPORT





Organismo Autónomo Programas Educativos Europeos



DG Educación y Cultura



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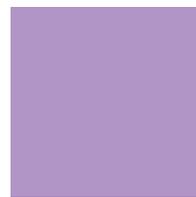
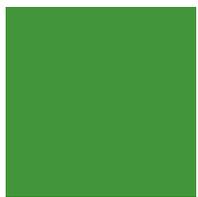
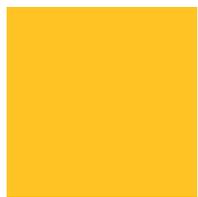
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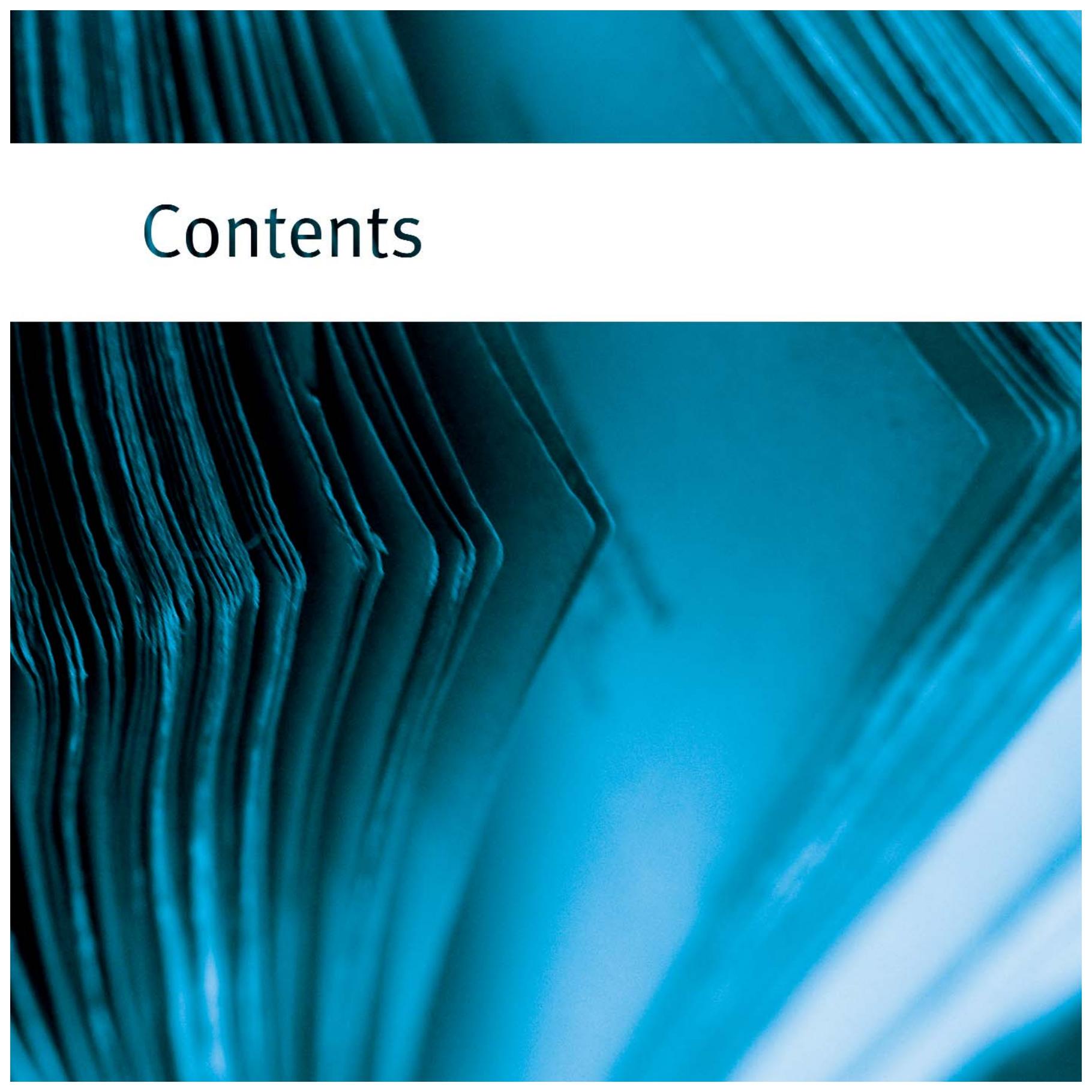
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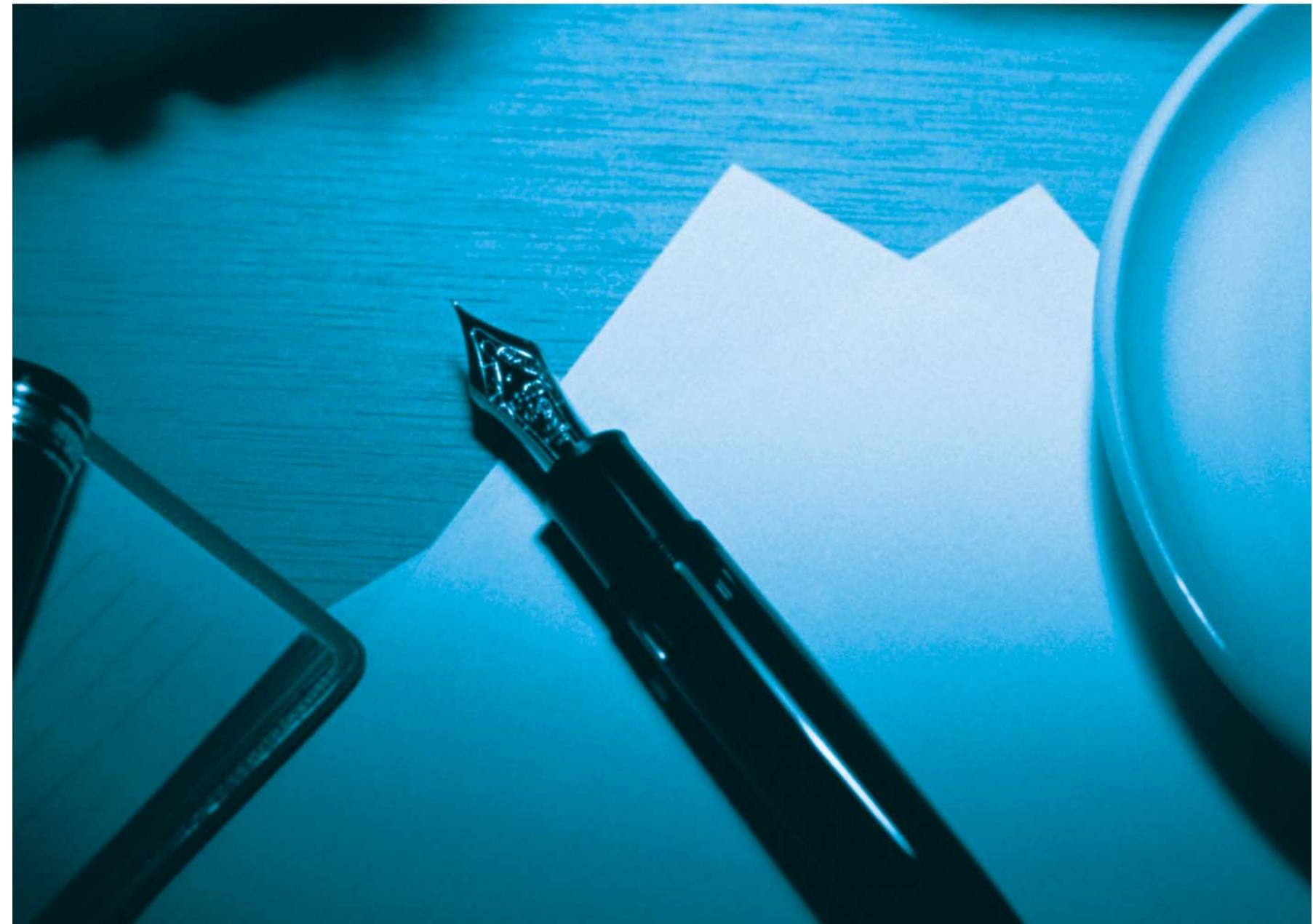


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Introduction





2007 was a complex year, full of changes and new challenges. 1 January 2007 saw the entry into force of the Lifelong Learning Programme (LLP), a new programme integrating the main European actions in the field of education. The LLP replaces and integrates the former Socrates (Comenius, Grundtvig and Erasmus) and Leonardo da Vinci programmes.

The LLP is intended as a programme to support improvements in the quality of education and promote social cohesion, active citizenship, equality between men and women and personal fulfilment. It encourages language learning and facilitates exchange, cooperation and mobility among education and training systems within the participant European countries, making it a benchmark for quality worldwide.

This new programme aims to continue and reinforce the work previously undertaken within the context of Europe's educational programmes. The Spanish National Agency for European Educational Programmes (OAPEE) is responsible for administering and disseminating the LLP, its articles of association having been approved by means of Royal Decree 903/2007, of 6 July 2007.

The OAPEE has seen its functions, aims and structure extended, with the creation of a number of transversal departments supporting the sectorial programmes of the LLP. The Assessment and Monitoring Department, whose task involves guaranteeing the quality of projects and legitimating the proper administration of community funds; the Internal Audit Department, which works to create self-assessment mechanisms in order to improve the administrative procedures on projects and the workflow within the body itself, and the Information, Communication and Exploitation Department which, in accordance with the criteria established by the European

Commission, works to disseminate and exploit the results of the European programmes.

In 2007 the Erasmus programme celebrated its twentieth anniversary: since 1987 more than two million people have been involved. Berlin, Seville, Lisbon and Oviedo hosted the celebrations.

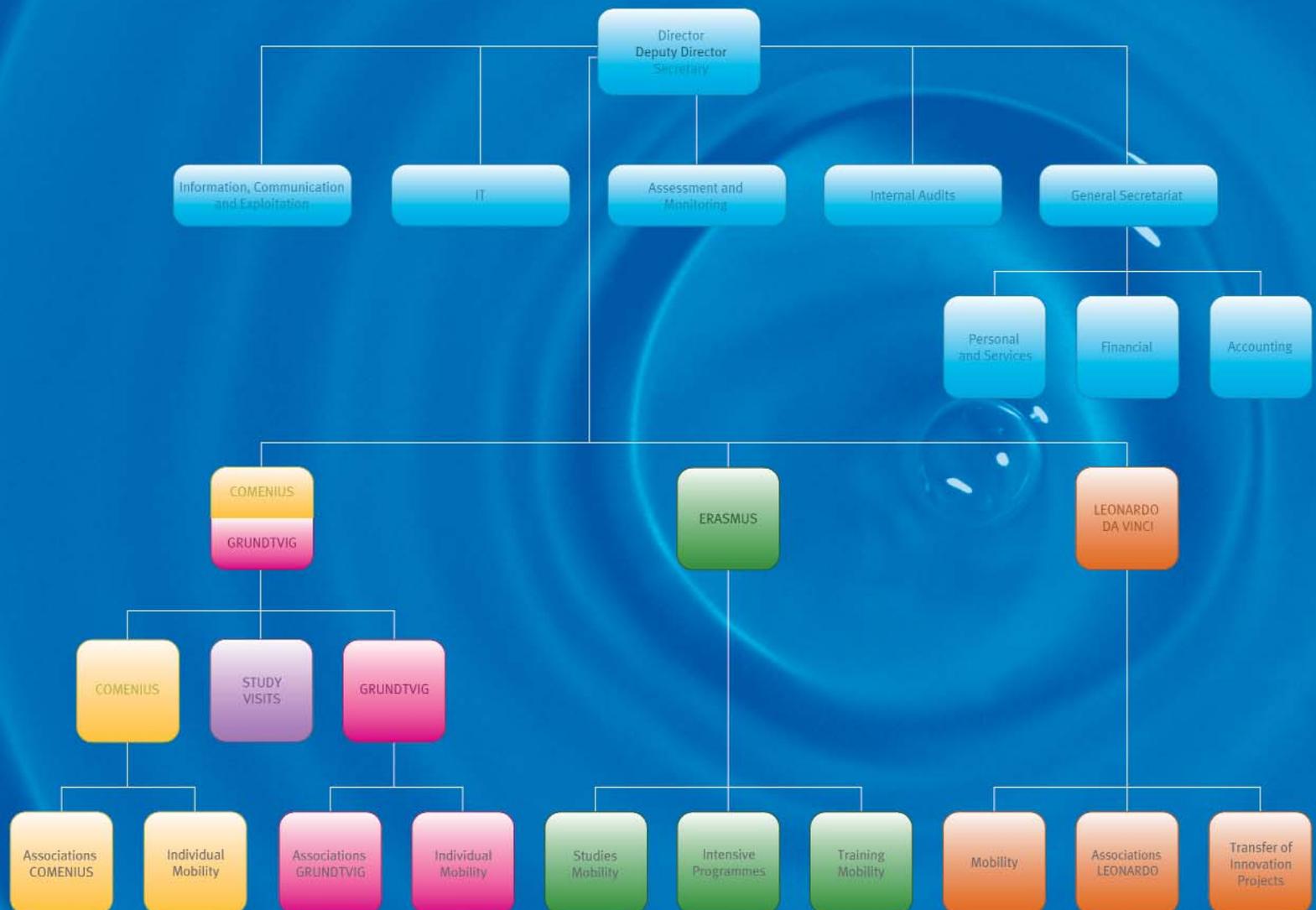
Spain receives more Erasmus students than any other country in Europe, almost 27,000 in all, and Spanish universities head the European league table, as demonstrated by the wonderful results obtained in terms of the mobility of both teaching staff and students.

The OAPEE is determined to make the LLP a recognized and recognizable programme, to which end the Agency is dedicating a major proportion of its budget and placing a particular emphasis on the dissemination and exploitation of the Lifelong Learning Programme. The OAPEE produces a number of publications in both hard copy and electronic format which, in addition to presenting information about the programme's administration, gives visibility to the projects which allow the LLP to become a reality. The twice-yearly journal PAPEes europeos and the monthly newsletter PAPIro digital also serve as publications highlighting recognized best practice, and are open to the involvement of beneficiaries wishing to share their experiences.

I would like to take this opportunity to thank the Autonomous Regions for their close cooperation both in the processes derived from the annual funding round and in the warm welcome and the hospitality which they have always offered in the hosting of meetings, seminars and workshops in their cities. I also wish to congratulate all those working on European programmes, thanks to their efforts and partnership we are seeing the creation of a European lifelong learning space, and an ever more united Europe.

Emilio García Prieto / Director of the OAPEE

The Spanish National Agency for European Educational Programmes



History

Decision number 1720/2006/EC, of the European Parliament and of the Council, of 15 November 2006, establishes a community action programme in the field of lifelong learning to cover the period running from 1 January 2007 up until 31 December 2013.

In order to fulfil the requirements established in the aforementioned Decision, the Spanish National Agency for European Educational Programmes was established, its Articles of Association being approved by Royal Decree 903/2007, of 6 July 2007, annexed to the Ministry of Education and Science via the Office of the Secretary of State for Universities and Research.

The OAPEE is established as Spain's National Agency for European Educational Programmes; it has its own independent status under public law, its own assets and accounts, and is administered autonomously.

Structure

Workforce

In order to implement the LLP, the National Agency has a workforce of 72 individuals (see organisational chart).

All staff responsible for directly administering any of the actions under the programme have complete mastery of at least one of the three most commonly used languages within the European Union, while the remainder have adequate knowledge. Staff take part in training courses and are expert information technology users.

Vacant posts are published, and in the recruitment of staff, in addition to the specific skills involved in the job, user-level information technology and language skills are required.

- Management (4 people)
- General Secretariat (10 people)
- Communication and Exploitation Department (9 people)
- Assessment and Monitoring Department (6 people)
- Internal Audits (1 person)
- Comenius, Grundtvig, Study Visits and Languages Management (14 people)
- Erasmus Management (10 people)
- Leonardo da Vinci Management (18 people)



Transversal Units

General Secretariat

- Staff and services
- Economic and financial administration
- Accounting

Internal Audits. Objectives

- Sampling within each action in order to ascertain compliance with the procedures and regulations of the European Commission.
- Continuous updating of the procedural manual.
- Definition of workflows.
- Publication of the procedures within the Ministry for Public Administrations.

Assessment and Monitoring. Objectives

- Covers the guidelines established by the Commission for the National Agencies to establish assessment and monitoring standards applicable to all decentralised LLP actions, with the aim of providing for healthy and efficient administration of community funds.
- Performs the functions formerly undertaken within each of the current sectorial Programmes, establishing an objective distance with regard to the administration and monitoring performed by administrators of their actions.

- Collates information and works with the administrators of all actions, while also coordinating and taking part in the work of the remaining transversal departments.

- Acts, with the support of a procedural framework, within three different areas:

- Assessment processes focusing on the quality of the project proposals presented in each funding round. Coordinates the logistical, documentary and quality control requirements of the evaluation process, while seeking out and selecting appropriate and independent expert assessors.

- In situ monitoring visits to provide qualitative and financial control in order to ascertain the level of compliance with contractual obligations by beneficiaries undertaking or having undertaken a project within any of the sectorial LLP programmes.

- Documentary reviews. This involves financial control upon completion of a project or an individual mobility. Tools are designed using a range of information technology platforms in order to quantify the results of the review and data collation for the purpose of conducting studies into the beneficiaries. Finally, the balance pending must be calculated for each of the cases reviewed, following a prior breakdown under the corresponding entries.

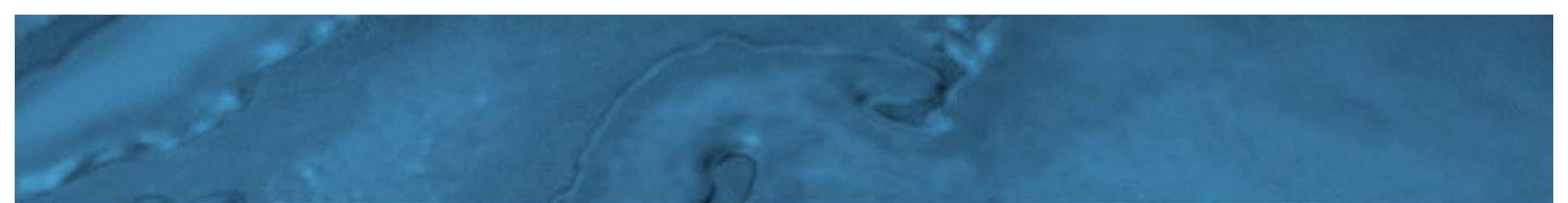
IT. Objectives

- Design, maintenance and updating of the Website: www.oapee.es
- Design and maintenance of online application forms for the centralised programme actions.
- Design and maintenance of the final assessment reports for the Programme.
 - Data processing
 - Statistical reports
 - Preparation and issuing of agreements
 - Processing of data from the European Commission's "LLPLink" database
 - User support and training
 - Assistance in the dissemination of the Lifelong Learning Programme
- Design and bimonthly distribution of the Newsletter, PAPIro digital (10,000 addresses).

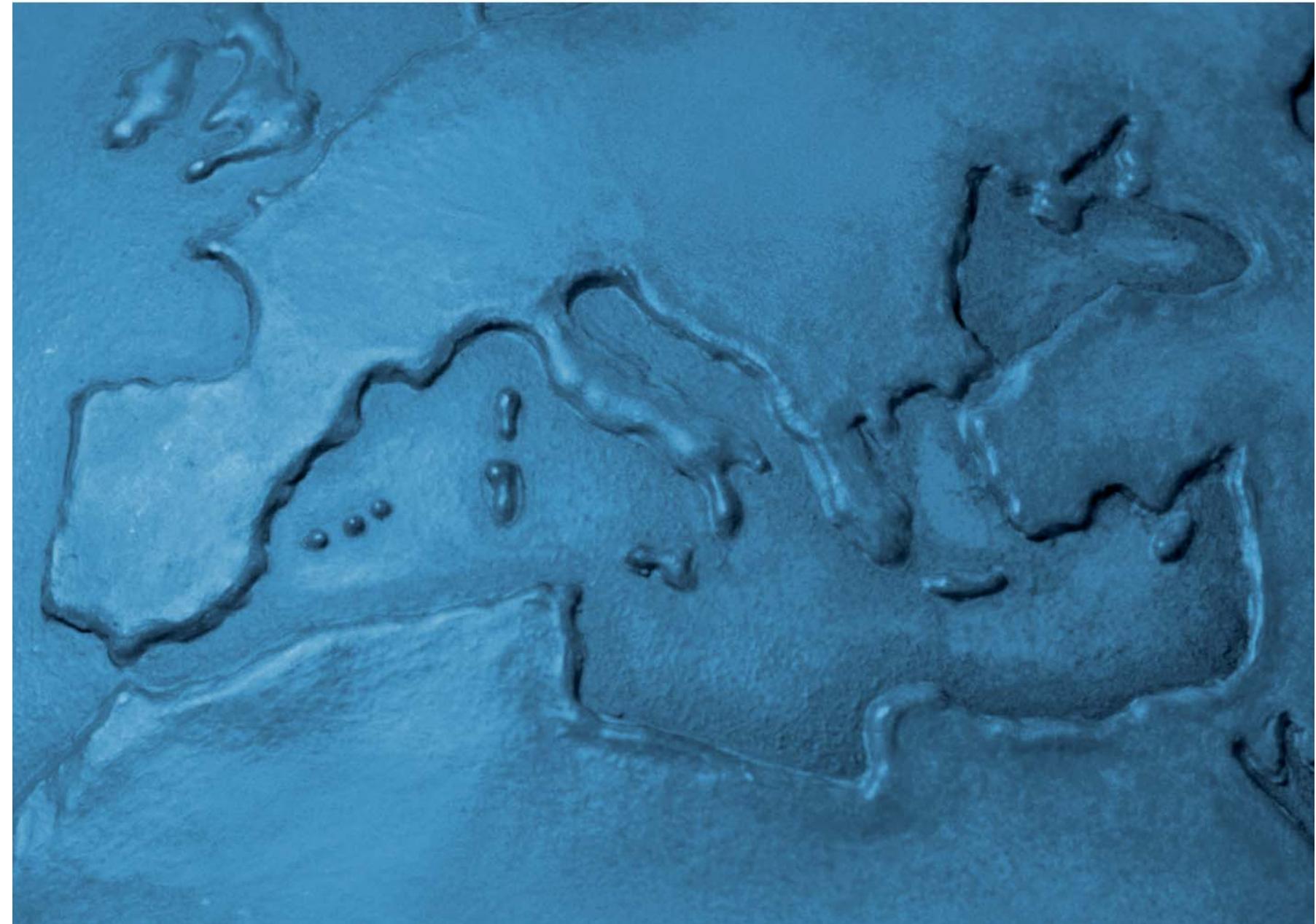
Information, Communication and Exploitation. Objectives

- Communication and dissemination of the Lifelong Learning Programme through the publication of information and presentation materials.
- Organisation of information days, contact seminars and congresses, award ceremonies, knowledge transfer events, etc.
- Exploitation of European projects ("valorisation"). The prime objective of the European Commission for the development of the Lifelong Learning Programme. Exploitation involves the dissemination and practical implementation of the results obtained by each European project. The aim is to avoid the conclusions and progress attained with such great efforts being subsumed within the centre, and to help other teachers and students to implement future projects. To this end, the dissemination of best practice is an essential aspect of the Lifelong Learning Programme.





European context



On 6 and 7 May 2007, Berlin was the venue for a gathering of administrators and agents involved in the recently unveiled Lifelong Learning Programme

To coincide with Germany's six-month presidency of the European Union, the new programme was officially launched at a conference organised by the German Federal Ministry of Education and Research, with the support of the European Commission.

The conference served a two-fold purpose: firstly, that of presenting the opportunities which the new programme offers in the field of education and training, while also highlighting the achievements of the previous programmes which will now be forming part of the LLP: Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Jean Monnet (the programme addressing specialist training and master's courses) and Lingua (focusing on the teaching and learning of languages).

According to the European Commissioner for Education, Training, Culture and Youth, Ján Figel, "education and training are the cement which unites society in the face of demographic change, and the Lifelong Learning Programme is the most important element in that cement".

The Conference served as a platform for a wide range of activities, working meetings of the directors of the national agencies and members of the Lifelong Learning Programme Committee, meetings of the Member States' delegations, a Trade Fair at the Hauptbahnhof, Berlin's

new railway station, along with a seminar which featured four debate forums examining the following issues: Relearning to learn - Strategies for demographic change in the global knowledge society; Training for the European employment of the future; Learning from and with Europe - New challenges for European schools; and European education and the new Erasmus programme - Europe responds to world challenges. At the Forum focusing on training for employment, the Madrid secondary school IES El Escorial presented its project "European Professional Forestry Training" as an example of best practice.

The European Commission awarded the University of Granada (UGR) its "Gold Star" for the administration of its Erasmus mobility programme

At the same ceremony the European Commission also recognized examples of best practice in the actions Comenius, Grundtvig, Lingua, Leonardo da Vinci, Erasmus and Jean Monnet. The University of Granada received the "Gold Star" as Europe's leading university for the number of students and teachers hosted and sent abroad. The UGR stood out in particular in terms of the number of students admitted.

The aim of the European Commission was to reward and acknowledge best practice at Europe's universities in the administration and application of the Erasmus university student and teaching staff mobility programme. The other two finalists, which were respectively awarded the "Silver Star" and the "Bronze Star", were Berlin's Humboldt University, in Germany, and the University of Liege in Belgium.

An ornate architectural detail, possibly a ceiling or wall sculpture, featuring intricate scrollwork and floral motifs. The image is monochromatic with a blue tint.

The Lifelong Learning Programme



Launch of the LLP

The Lifelong Learning Programme (LLP) is a project common to all European countries and is intended to facilitate exchange, cooperation and mobility among the education and training systems of the participating European countries, making it a benchmark for quality worldwide.

The LLP replaces and integrates the former Socrates (Comenius, Grundtvig, Erasmus) and Leonardo da Vinci programmes

- Comenius, for school education
- Erasmus, for higher education
- Leonardo da Vinci, for vocational education and training (apart from higher education)
- Grundtvig, for adult education

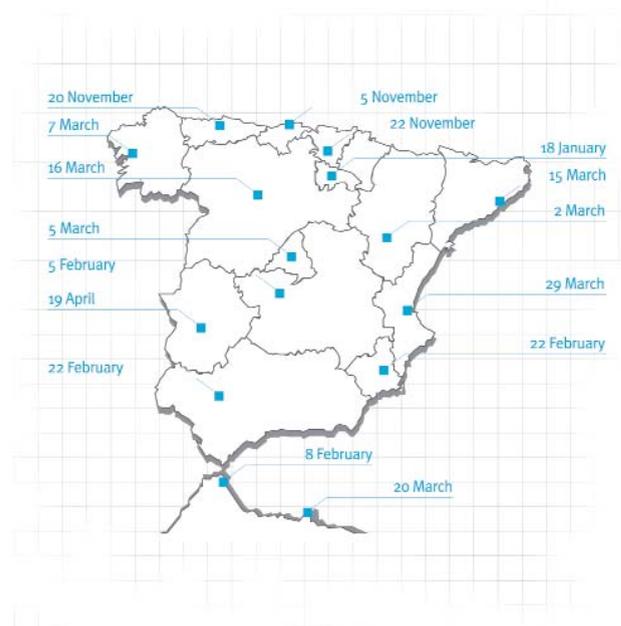
The LLP also includes the Jean Monnet action and the transversal programme responsible for the development of policy and innovation (study visits for educational experts), language learning, the development of content through ICT (Information and Communication Technologies) and the dissemination and exploitation of the results of projects.

The LLP will run from 1 January 2007 up until 31 December 2013. This is an ongoing training initiative covering every phase of education, from infancy up to adulthood, giving citizens the chance to enjoy professional, quality education and training throughout their lives, irrespective of age, gender or socio-economic standing.

The aim of the Lifelong Learning Programme is to contri-

bute to the creation of an advanced knowledge society, with sustainable economic development, more and better-quality employment and greater social cohesion.

Launch of the LLP in the Autonomous Regions



General objectives

- Contribute to the development of high-quality lifelong learning and promote innovation and the European dimension.
- Support the creation of a European lifelong learning space.
- Help improve the quality, appeal and accessibility to opportunities of lifelong learning available within the Member States.
- Underpin the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, equality among men and women and personal fulfilment.
- Help promote creativity, competitiveness, employability and the entrepreneurial spirit.
- Favour greater participation in lifelong learning by individuals of all ages, irrespective of their socio-economic standing.
- Promote the learning of languages and linguistic diversity.
- Support the innovative use of ICTs.
- Facilitate the dissemination and exploitation of the results and end products of projects and abilities.
- Reinforce the role of lifelong learning in creating a sense of European citizenship based on an understanding of and respect for human rights and democracy.

Agreements implemented in 2007	
Agreements signed	3.140
Agreements active	5.394
Agreements closed	2.968
Financial agreements in place during 2007	
Ten agreements in place, with a budget of 151.955.250,40 €	

Programa de aprendizaje permanente



Lifelong Learning Programme	
	
Comenius	Erasmus
School education	Higher education
	
Leonardo da Vinci	Grundtvig
Vocational training	Adult education
Transversal Programme	
<ul style="list-style-type: none"> - Development of policy and innovation: Study Visits for experts in education and vocational training - Language learning - Development of content through ICT - Dissemination and exploitation of results 	
Jean Monnet Programme	
<ul style="list-style-type: none"> - Jean Monnet Action - Grants for specific European institutions - Grants for European associations or institutions active in education and training 	
European Commission Grant	70.007.540 €

Comenius



Jan Amos Komensky, in Latin Comenius (Moravia, now in the Czech Republic, 1592 - Amsterdam, 1670), was a theologian, philosopher and educator who was convinced of the key role of education in human development. A cosmopolitan and universal individual by nature; the work which made him famous throughout Europe was his *Didactica Magna*, the first edition of which was published in the year 1632. An advocate of language study, he wrote *The Gate of Languages Unlocked*. He is known as the father of Pedagogy, as the individual who first gave the discipline structure as an independent science and established its founding principles.



School education

Programme description

The Comenius programme is intended to focus on the teaching and learning needs of all individuals involved in infant, primary and secondary education, in addition to the institutions delivering such tuition.

Objectives

- Support an improvement in the pedagogical focusing and administration of educational institutions.
- Promote equality school partnerships.
- Underpin the learning of foreign languages among students and teachers.

Mobility

- Grants for the ongoing training of teaching staff, allowing them to extend their knowledge, improve their classroom technique and acquire a broader vision of education in Europe.
- Comenius Assistants. Action focusing on future teachers in any subject. They are given the opportunity to work as assistants at European educational institutions, where they can improve their linguistic skills in foreign languages and their pedagogical training.

Comenius Programme	Agreements signed	Agreements active	Agreements closed
School partnerships	825	1.938	1.110
Initial teacher training	7	7	5
Ongoing education staff training	1.005	1.005	865
Comenius assistants	72	162	90
Preparatory visits	126	126	67
Total	2.035	3.238	2.137

- Hosting of Comenius assistants. Institutions can apply to host Comenius assistants to support their teaching staff in the classroom, in educational activities, in support for students with special educational needs, in the development of European projects, etc.
- Preparatory visits to establish school partnerships. This action is intended to help develop Comenius school partnerships, facilitating meetings between institutions with an interest in drawing up a joint working plan.

Partnerships between educational institutions

Comenius school associations involve educational projects undertaken jointly by schools in the different countries involved in the programme.

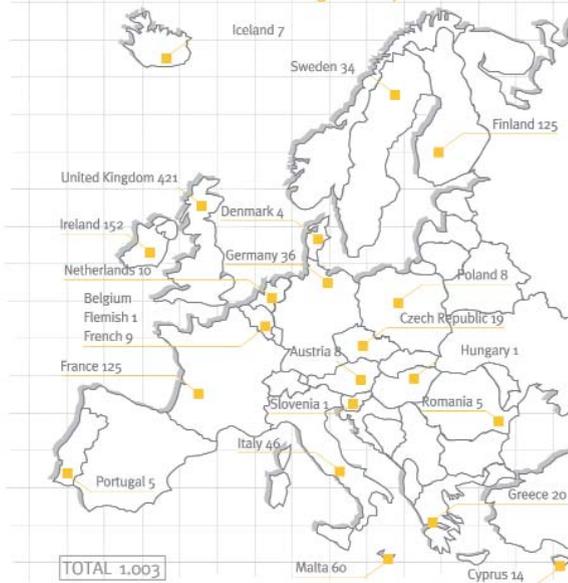
Types of association

- **Multilateral:** partnerships of at least three educational institutions from different European countries.
- **Bilateral:** language-focused partnerships of two educational institutions with the aim of conducting reciprocal student exchanges.

Focuses

- Deal with key aspect and areas in the educational process for all students, such as the arts, sciences, language, environmental education, combating racism, etc.
- Exchange experiences and information regarding pedagogical or administrative aspects at schools with colleagues from other countries, and develop common strategies to improve the quality of teaching.

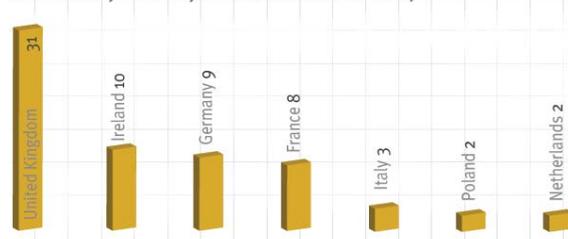
Comenius Continuous Training in 2007



- Promote the linguistic diversity of Europe, with a particular focus on the less widely spoken and taught languages. Projects may deal with issues such as multilingual comprehension or Content and Language Integrated Learning (CLIL).

Comenius Partnerships	823
- No. of teachers	11.575
- No. of students	140.000
Comenius ongoing training	1.008
Comenius assistants	73
Host institutions	142

Users by country of destination in 2007



"Our institution has always had a distinctly outward-looking vocation. We believe that our students should be learning many more things than what is to be found within the four walls of a classroom, including the fact that there is so much life outside the school. That is why management, staff and the school council have always fostered all forms of activity which serve to promote international contact. And so over the last twelve years, since the first cycle of secondary education was added to the school and we all grew in number and organisational capacity, we have increased our exchanges, study trips, the hosting of assistants, in short any extra-curricular activities involving outside travel and/or the exchange of experiences. As for Comenius, we soon realised that this represented a further opportunity to fulfil our wishes".



IES Cabañas
La Almunia de Doña Godina, Zaragoza
"Our local waterworlds" Project

Erasmus



Erasmus of Rotterdam (Netherlands, 1466 - Basel, 1536). Following his ordination as a priest, Erasmus studied at the University of Paris and was strongly influenced by the spirit of the Italian Renaissance. This may have been the period that gave rise

to his humanist thinking, which saw the young man become an unfettered theoretician and an academic of independent ideas. The author of *Thousands of Adages*, he contributed to the preservation, understanding and dissemination of thousands of proverbs salvaged from the Greco-Latin literary tradition, compiled and annotated in his work *Adagiorum Collectanea*, which by the time of its last edition published in Erasmus' lifetime, in 1536, included 4,151 sayings. The influence of the thinking of the Sage of Rotterdam led to a genuine intellectual revolution throughout Europe.



Higher education

Programme description

The aim of the Erasmus programme is to deal with the teaching and learning needs of all those involved in formal higher education and tertiary level professional training, whatever the duration of the course or qualification, including doctorate studies, along with the institutions delivering such tuition.

Objectives

- Achieve the creation of a European Lifelong Learning Space.
- Improve quality and promote the mobility of students and staff at higher education institutions.
- Increase the transparency and compatibility of higher education publications obtained across Europe.
- Promote cooperation between higher education institutions and companies.

Erasmus Programme	Agreements signed	Agreement active	Agreement closed
Mobility	495	743	235
Agreements	22	22	0
Intensive programmes	14	14	0
Total	531	779	235

Mobility of Erasmus students	24.500
Mobility of Erasmus teachers	2.600
Study periods for practical experience	2.400

"Erasmus as a programme represents an infinite number of possibilities for students. They can find out about working environments outside Spain and discover new ways of thinking and living. It also promotes independent living, the resolution of conflicts in a self-sufficient manner, and even broadens perspectives on life and others. It will additionally help students to value the importance of language as a vehicle for communication and socialisation, both within and outside a company. In short, we believe that it improves an individual's personal, and therefore also professional skills".

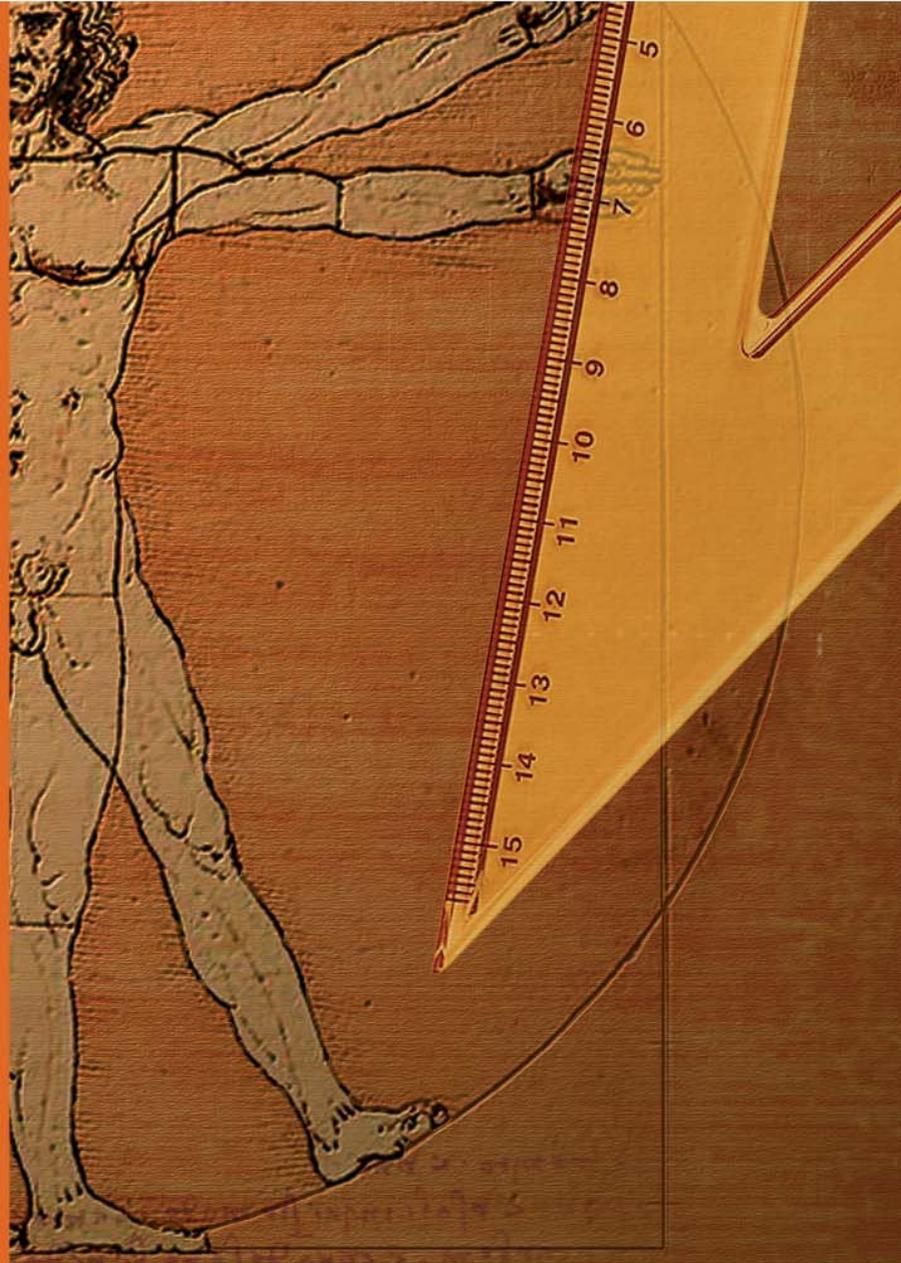
**IES Merindades de Castilla
Villarcayo, Burgos
"Overcoming" Project**



Leonardo da Vinci



Leonardo da Vinci was an Italian artist, thinker and researcher who lived in the 15th and 16th centuries. His multi-faceted genius made him the perfect model for Renaissance Man. His insatiable curiosity and acute capacity for observation gave him an interest in every branch of learning and every aspect of life. The notes which he left behind bear witness to his forays into other artistic fields apart from painting, such as music and literature. He researched such wide-ranging areas as human anatomy, zoology, geology, astronomy, physics and engineering.



Vocational training and education

Programme description

The Leonardo programme is intended to deal with the teaching and learning needs of all individuals involved in vocational training (with the exception of advanced level vocational training students and university students, who are covered by the Erasmus programme), along with those of the institutions and organisations delivering or facilitating such training.

Objectives

- Support participants in their training and the acquisition of the knowledge, skills and qualifications needed to facilitate their personal and professional development.
- Promote improved quality and innovation in vocational training and in training systems, institutions and companies.
- Underpin the appeal of professional training and mobility for the world of business, facilitating the mobility of staff.

Mobility. Stays and exchanges

- Cross-border stays at companies or training centres focusing on Initial Vocational Training (IVT) students and People in the Labour Market (PLM).
- Placements and exchanges focusing on the profes-

sional development of training, guidance advisers, and the heads of training centres and training planning and employment guidance at companies (VETPRO).

Leonardo da Vinci programme	Agreements signed	Agreements active	Agreements closed
Initial Vocational Training student mobility projects (IVT)	50	228	68
Mobility projects for people in the labour market (PLM)	91	220	25
Mobility projects for Vocational Training professionals (VETPRO)	34	77	29
Multilateral transfer of innovation projects (TOI)	25	85	30
Total	200	610	152
5,800 individual mobilities 24 multilateral Transfer of Innovation Projects (TOI)			

Leonardo da Vinci partnerships

- This action focuses on any of the institutions which may be involved in the other actions under the Leonardo da Vinci sectorial programme.
- It constitutes a framework for small-scale cooperation activities among organisations focusing on the field of vocational training and education.
- At least three partners from countries involved in the LLP must take part, and at least one must be a member of the European Union.

Multilateral Transfer of Innovation (TOI) projects

- The aim of these projects is to adapt the innovative content drawn from the previous Leonardo da Vinci programme and/or integrate their results or those of other innovative projects into public and private vocational training systems, and at local, regional, national and/or European-level institutions.
- At least three partners from countries involved in the programme must take part, and at least one must be a member of the European Union.

Preparatory visits

- These focus on the preparation of proposals in the context of mobility activities, partnerships, projects or networks.

Leonardo da Vinci Quality Awards

The Leonardo da Vinci awards for quality are divided into two categories:

- **Product Quality Awards 2007:** these are intended to showcase the results of Leonardo da Vinci projects, to establish the criteria for identifying positive products and to improve the quality of future projects.
- **Quality in Mobility Awards, Spain 2007:** their aim is to guarantee the quality of all Leonardo da Vinci projects, to contribute to the dissemination of best practice and to acknowledge the positive achievements of beneficiaries in the field of European transnational mobility.

At the awards ceremony commemorative diplomas were handed out to the beneficiaries of the award-winning projects, the beneficiaries of the short-listed projects and " the participants selected.

Projects focusing on	Quality in mobility Award 2007			Quality in individual experiences Award		
	Project	Beneficiary	Name	Beneficiary	Host country	
Initial Vocational Training	Developing skills and competencies in vocational training. Community employment training	IES Mutriku BHI. Basque Country	Abril Hualde Martínez	Escuela de Arte de Corella, Navarra	UK	
University students	Programme for the promotion and professional qualification of university students	Fundación Empresa Universidad de Navarra (FEUN), Navarre	Gustavo López Obermaier	Universidad Pontificia de Comillas, Madrid	Germany	
Young and Recently Qualified Workers	TECSTONE	Consorcio Escuela del Mármol de Fines. Almería	Patricia Fontán Pina	Escola Tècnica Professional del Clot, Barcelona	Wales	
Heads of Human Resources and Trainers	ACADEMIA	Centro Nacional de Recursos para la Orientación Profesional (CNROP)	Isabel Murias Bermejo IES Villaverde Madrid	Sub Directorate General for Vocational Training. Ministry of Education and Science	France	



"Projects of this kind have a very positive impact on life at an institution: they promote teamwork between the staff at the centre itself and teachers at partner institutions. They stimulate the interest of pupils in taking part in new projects with benefits for their training, they arouse the curiosity of other colleagues who begin to consider the idea for future academic years, and in the short catalyse activity at the institution, shaking it out of its at times inevitable inertia. There can be no doubt in my eyes that for those directing the project it gives huge grounds for pride and satisfaction. All we can hope is to be able to continue offering our students quality education, while also opening their eyes to new, different horizons".

**IES Lucus Solis
Sanlúcar la Mayor, Seville
FCT "Aporta empresa" Project**

BBS: Besuch aus Sevilla

Schüleraustausch mit Spanien geht weiter

Cloppenburg (mt) — Im Rahmen des europäischen Schüleraustauschprogramms „Leonardo da Vinci“ konnte die Leiterin der BBS Technik Margot-G. Wiedenfeld, ihre Kollegin Isabel Fernandez de Heredia Montero und den Metalllehrer Juan Garcia Nunez aus Sevilla in Spanien begrüßen.

Um sich über das duale Ausbildungssystem zu informieren, besuchten die spanischen Kollegen die BBS Technik. Damit verzahnt war man auch in einigen Betrieben im Landkreis eingeladen, um

die Zusammenarbeit zwischen Schule und Betrieb kennen zu lernen. Den Schwerpunkt des Erfahrungsaustausches bildeten die Ausbildungsinhalte der Grundstufen.

Im vergangenen Jahr hatten drei Lehrer der BBS Technik eine Informationsreise in Andalusien durchgeführt. Außerdem waren schon fünf Schüler der BBS Technik für jeweils fünf Wochen in Spanien zu einem Schüleraustausch, sowohl in Betrieben als auch in der Schule.



Besuch aus Spanien hatte die BBS Technik. Das Foto zeigt in der Mitte von links Fachlehrer Hubert Meyer, Isabel Fernandez de Heredia Montero, Schulleiterin Margot-G. Wiedenfeld, Juan Garcia Nunez und Oberstudienrat Peter Diekmann.

Grundtvig



Nikolaj Frederik Severin Grundtvig (1783-1872), Danish teacher, writer, poet, philosopher, historian, pastor and politician. Considered one of the most influential individuals in Danish history. His philosophy gave rise to a new form of nationalism in

Denmark in the second half of the 19th century. The son of a Lutheran pastor, he was brought up in the tradition of the European Enlightenment, German Romanticism and the history of the Nordic countries.



Adult education

Programme description

The Grundtvig programme deals with the teaching and learning needs of all individuals involved in adult education in every shape and form, in addition to those of the institutions and organisations providing such tuition.

Objectives

- Promote greater involvement of adults of any age in life-long learning.
- Help improve the quality and appeal of adult education, and also facilitate access to such tuition.



Grundtvig programme	Agreements signed	Agreements active	Agreements closed
Learning Partnerships	140	346	204
Ongoing training of adult education staff	145	145	130
Preparatory visits	28	28	28
Total	313	519	362

Individual mobility

- Grants for the ongoing training of adult education staff. The aim of this action is to improve the quality of life-long learning, facilitating the training of adult education staff for a maximum period of six months in a European country. The intention is for such staff to acquire a broader vision of lifelong learning within Europe and to improve their teaching, training and guidance skills.
- Preparatory visits for the establishment of learning partnerships. The idea behind this action is to develop learning partnerships involving adult education institutions, facilitating knowledge among institutions with an interest in a particular field and the development of a joint plan.

Grundtvig Partnerships	140
Grundtvig Ongoing Training	145
Preparatory visits	163

Grundtvig learning partnerships

These are based on partnerships of a minimum of three adult education institutions from different European countries, with the aim of developing joint projects for the exchange of experience and methodology, contributing to increased quality in lifelong learning and a raised awareness of a Europe diverse in culture and in socio-economic contexts.

Focuses

- To promote the involvement of students in transnational cooperation activities connected with the thematic areas such as European citizenship, languages, intercultural dialogue, the history of Europe, integration and society, advice and guidance for adults, the use of ICTs and education in prisons and for former convicts.
- To exchange information and experiences with colleagues from different countries, allowing for the development of joint strategies in tune with their needs and the application of new pedagogical and administrative focuses.

■ Grundtvig ongoing training/Applications approved 2007

Adults education center or ongoing training/107

IES/11

Vocational training centers/4

CEIPs/3

Higher education/12

Cultural entities/7

Correctional institutions/5

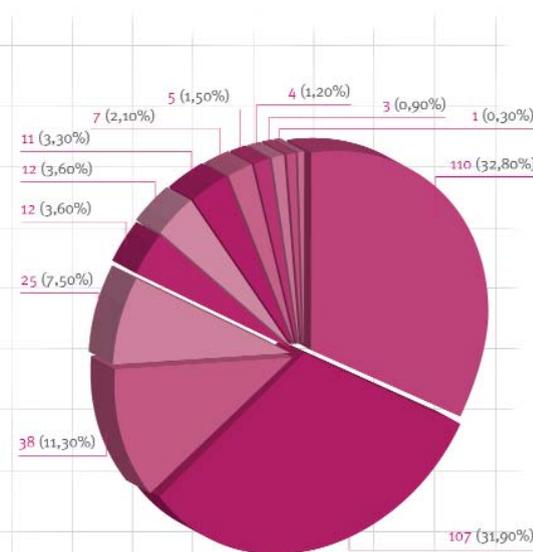
ONGs/25

Private companies/12

Public agencies/110

Other/38

Parents associations/1

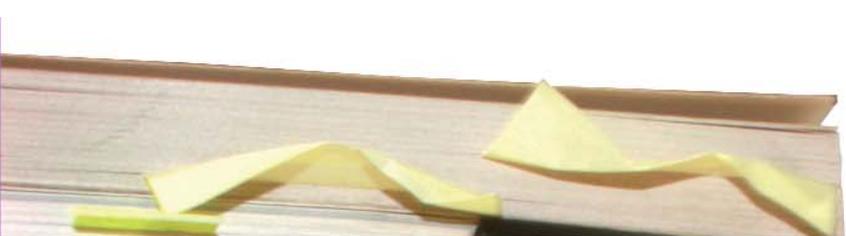




"One could highlight many positive aspects of our involvement in this European project. These include the fact that for the adult education centre it has served as a motivational force, while contact with other European countries has opened up new horizons and perspectives. The most significant aspect is that we have been able to organise 700-hour courses on quarrying and masonry, and the satisfaction of discovering the European dimension among students on the course, as Europe proved to be a motivating factor for them".

**Aula de adultos de Piélagos
Grupo Escolar Quijano
"Trabajos alternativos
usando la creatividad" Project**





Study visits

"Together with a further eleven colleagues from France, Germany, Greece, Portugal, Belgium, Hungary and Austria, I had the opportunity to discover in situ the latest educational projects being developed in the Swedish province of Halland, in the south of the country, between the major cities of Malmo and Gothenberg. The website was set up in order to continue developing working and cooperation projects involving the individuals on the study visit, which was a huge success both professionally and personally, generating a great number of ideas for the future, the seeds for new projects to be undertaken in this country".

*Teacher at the Compañía de María
"La Enseñanza" school in Santander
Study visit to Halmstad (Sweden)*



Exchange of training

Programme description

Study visits for specialists in education and vocational training constitute one of the actions of the key activity "Cooperation and Innovation Policies" within the transversal Lifelong Learning Programme.

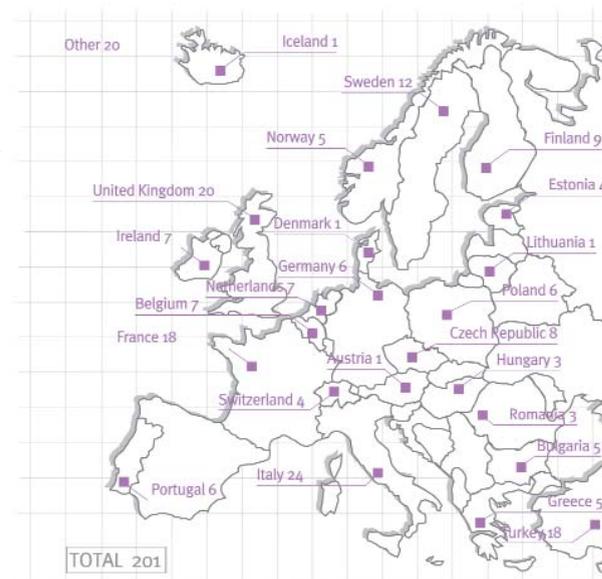
Study Visits programme	Agreements signed	Agreements active	Agreements closed
Participants	103	248	61
Organization of study visits	24	-	21
Total	3.206	5.394	2.968

These are small-scale meetings of between eight and fifteen experts, lasting from three to five days, held in different countries involved in the Lifelong Learning Programme (LLP) and in a given working language in order to observe, debate and exchange perspectives and ideas on a specific training education issue and within a different European context.

Objectives

- Support the development of Europe-wide cooperation and policies in the field of lifelong learning, in particular within the context of the Lisbon process and the operational programme "Education and Training 2010".
- Promote exchanges of training among heads of education and vocational training in areas of common interest to all countries belonging to the LLP.

201 Study Visits in 2007



Dissemination and communication



Record of events 2007

<p>January</p> <p>Working meeting of the Erasmus National Agency with a group of representatives from the European Affairs Commission of the CEURI on the new Lifelong Learning Programme Madrid, University Coordination Council (Ministry of Education and Science), 19 January 2007</p>	<p>May</p> <p>Erasmus. Meeting of Coordinators Pamplona, Universidad Pública de Navarra, 23 May 2007</p> <p>Meeting of LLP Administrators and Agents Berlin, 6 and 7 May 2007</p>
<p>February</p> <p>Attendance at the "2nd International Meeting of Students" Huelva, Universidad de Huelva, 20 February 2007</p> <p>European Seal. Presentation of awards for 2006 round Madrid, Circulo de Bellas Artes, 15 February 2007</p>	<p>June</p> <p>Erasmus-Socrates Grant Administration Seminar Seville, Universidad Pablo de Olavide, 25-26 June 2007</p> <p>Comenius. Meeting of European Heads of Assistantships and Host Centres. Madrid, 14 and 15 June 2007</p>
<p>March</p> <p>The Erasmus Programme: 20 Years Building Europe March, 2007</p> <p>2nd Comenius Assistantship Seminars Madrid, 27 March 2007</p>	<p>September</p> <p>Comenius. 1st Assistantship Information Day Madrid, 18 September 2007</p> <p>Leonardo da Vinci. Mobility technical support seminars Madrid, 27 and 28 September 2007</p>
<p>April</p> <p>4th Comenius and Grundtvig Assessor Training Seminars Madrid, 16 and 17 April 2007</p> <p>Comenius and Grundtvig. 4th Assessor Training Seminars Madrid, 16 and 17 April 2007</p>	<p>Study Visits. Information Day Madrid, 27 September 2007</p>



October	November
<p>Erasmus. Mobility support seminars San Lorenzo de El Escorial (Madrid), 29 - 30 October 2007</p>	<p>Leonardo da Vinci. TOI dissemination similar Madrid, 28 and 29 November 2007</p>
<p>Erasmus. 20th Anniversary Celebrations Lisbon, 4 and 5 October 2007</p>	<p>Leonardo da Vinci. Mobility dissemination seminars Madrid, 28 and 29 November 2007</p>
<p>Comenius. Language Assistants Information Day Madrid, 16 October 2007</p>	<p>Comenius Intercultural Contact Seminar Melilla, 14 - 18 November 2007</p>
<p>Leonardo da Vinci. Themed seminar: "The Leonardo da Vinci Programme and professional guidance" Madrid, 2 October 2007</p>	<p>Grundtvig and Leonardo da Vinci. Joint Contact Seminar: "New Basic Skills for Employment" Murcia, 14 -18 November 2007</p>
<p>Leonardo da Vinci. 27th Meeting of the National Committee Madrid, 16 October 2007</p>	<p>Leonardo da Vinci. TOI (Transfer of Innovation) technical support seminars Madrid, 7 and 8 November 2007</p>
	December
	<p>LLP Promoter Seminars Granada, 17 and 18 December 2007</p>
	<p>Comenius-Grundtvig. National Meeting of Partnership Coordinators. Tenerife, 11 and 12 December 2007</p>
	<p>Leonardo da Vinci. Quality Awards Madrid, 10 December 2007</p>
	<p>European Label. Presentation of awards for 2007 round Madrid, 3 December 2007</p>



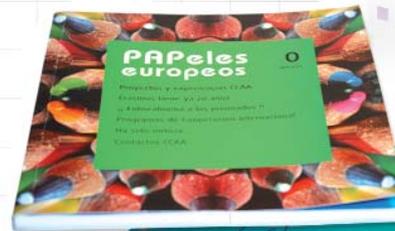
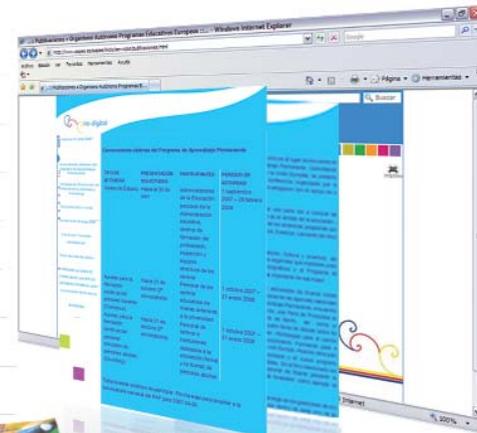
Works published in 2007

- Twice-yearly journal: PApEles europeos
- Monthly electronic newsletter: PAPIro digital
- Erasmus Publications:
 - 1999-2000 to 2004-2005 Yearbooks CD
- Leonardo da Vinci 2007 Quality Awards Publications:
 - Experiences
 - Mobility

- European Label 2006 Publication

Dissemination materials

- Publication of brochures
- Publication of posters





Economic report



The image features two close-up photographs of stacks of silver coins. The top photograph shows several stacks of coins, with the top coin of one stack clearly visible, showing a profile of a person. The bottom photograph is a more detailed view of stacks of coins, with the top coin of the rightmost stack showing a profile of a person and the word 'LIBERTY'. The coins are arranged in several stacks of varying heights, creating a sense of depth and texture. The lighting is dramatic, highlighting the metallic surfaces and the intricate details of the coin designs.

Funding of the Lifelong Learning Programme

Budget awarded by the European Commission, the program:

Action	EU Budget
Erasmus programme	40.794,720,12
Leonardo da Vinci programme	17.198.724,51
Comenius programme	9.026.270,55
Grundtvig programme	2.041.808,67
Transversal programme	245.940,75
Preparatory visits	700.075,40
Total	70.007.540,00

Agreements with the European Commission

During 2007 we administered 10 agreements with the European Commission with a total budget of 151,955,250.40 euros:

Leonardo da Vinci - Pilot Projects 2004

Agreement in progress. Degree of implementation: 100%	
European Commission Grant	8.183.261,00
Grants awarded	8.182.881,00

Leonardo da Vinci - Mobility 2005

Agreement completed. Degree of implementation: 100%	
European Commission Grant	11.576.000,00
Grants awarded	11.576.000,00

Leonardo da Vinci - Pilot Projects 2005

Agreement in progress. Degree of implementation: 100%	
European Commission Grant	6.473.190,50
Grants awarded	6.473.190,00

Leonardo da Vinci - Mobility 2006

Agreement in progress. Degree of implementation: 100%	
European Commission Grant	14.118.000,00
Grants awarded	14.118.000,00

Comenius 2006

Agreement in progress. Degree of implementation: 92,1%	
European Commission Grant	7.740.463,00
Grants awarded	7.127.417,80

Grundtvig 2006

Agreement completed. Degree of implementation: 85%	
European Commission Grant	2.083.681,00
Grants awarded	1.764.062,72

Erasmus 2006

Agreement completed. Degree of implementation: 99,8%	
European Commission Grant	26.514.148,00
Grants awarded	26.474.037,62

Arión (study visits) 2006

Agreement completed. Degree of implementation: 93,3%	
European Commission Grant	225.101,00
Grants awarded	210.006,00

Leonardo da Vinci - Pilot Projects 2006

Agreement in progress. Degree of implementation: 96%	
European Commission Grant	5.033.865,90
Grants awarded	4.823.980,70

Lifelong Learning Programme

Agreement in progress. Degree of implementation: 99,9%	
European Commission Grant	70.007.540,00
Grants awarded	69.918.524,00

Funding of administrative and operational costs of the Spanish National Agency for European Educational Programmes (OAPEE)

The administrative costs of the OAPEE are funded out of the budgets of the Ministry of Education and Science (MEC) and the European Commission.

European Commission Budget	2.433.829,00 €
MEC Budget	3.321.920,00 €
Total	5.755.749,00 €

Budgetary costs from the MEC

In terms of funding from the Ministry of Education and Science (MEC), during the first six months of 2007 work was performed as the Sub-Directorate-General for European Educational Programmes, run by the Directorate-General for Regional Cooperation, with the following economic breakdown:

January-june 2007

Budget: Sub-Directorate-General for European Programmes

Programme 321 M Socrates National Agency

Chapter 2	Budget implemented
General Costs	321.466,41 €

Programa 322 B Agencia Nacional Leonardo da Vinci

Chapter 2	Budget implemented
General Costs	473.586,81 €

From the second half of 2007 onwards, following the establishment of the Spanish National Agency for European Educational Programmes (OAPEE) as an administrative unit, the same funding model was continued for operational costs, with the following economic breakdown:

July - december 2007

Budget: Spanish National Agency for European Educational Programmes

Programme 321 M OAPEE

	Budget implemented
Chapter 1	
Personnel costs	1.015.187,80 €
Chapter 2	
General Costs	700.175,38 €
Chapter 4	
Current transfers (Study visits European Label)	39.000,00 €
Chapter 6	
Furniture, IT materials	10.099,98 €

Budgetary costs from the European Commission

Item	Cost implemented	Cost committed
A. Staff		
A.1. Staff	961.047,93	6.950,40
A.2. Staff training	1.431,90	1.032,23
A.3. Professional fees and charges	22.404,09	13.601,00
A Totals	984.883,92	718.583,63
B. National Agency staff missions		
B.1. National and international level	16.529,64	373.383,95
B Totals	16.529,64	373.383,95
C. Information meetings		
C.1. Information activities	29.103,65	524.202,08
C.2. Publications/Production and distribution costs	5.190,14	74.405,69
C Totals	34.293,79	598.607,77
D. Operational costs		
D.1. Office rent		0,00
D.2. Data processing	11.176,14	9.283,33
D.3. General costs		
D.3.1. Services and supplies	2.519,15	341,00
D.3.2. Telephone, fax, Internet	1.079,02	104,67
D.3.3. Banking expenses		0,00
D.3.4. Other costs		0,00
D Totals	14.774,31	9.726,00
Total general costs for 2007	1.050.481,66	1.700.301,35
Total costs		2.750.783,01

Revenue from European Commission

Item	Sum
Surplus from 2006	316.954,01
European Commission transfer (25%)	608.457,25
Total European Commission revenue 2007	2.433.829,00
Total revenue	2.750.783,01



Other programmes administered by the OAPEE

The main task of the Spanish National Agency for European Educational Programmes (OAPEE) to administer and publicise the Lifelong Learning Programme.

The OAPEE is also responsible for other international and cooperation programmes.

- European Label
- European Language ePortfolio
- Post to post exchange programme
- European Council Courses
- International training courses

European Label 2007

On 3 December 2007 the "European Label for innovative projects in language teaching and learning" was handed out.

Experiences Awarded with the European Label for 2007	
E-tridem.net. Intercultural exchanges in virtual environments. Official Language School A Coruña. A Coruña, Galicia.	
BeCLIL Project. Best Practice in Content and Foreign Language Integrated Learning. CPR Gijón, Asturias.	
From bilingualism to multilingualism: New challenges IES Jerónimo Zurita. Zaragoza, Aragón.	
Intercultural school context, a pending challenge: the training of teaching staff to deal with first and second languages. Department of Education. Cantabria.	
CLIL for Young Learners. CEIP Charles Darwin. El Prat de Llobregat, Catalonia.	
Common European words, expressions and sayings. IES José de Churriguera. Leganés, Region of Madrid.	

This European Commission honour, which has been awarded in Spain every year since 1998 in a public submissions process, promotes the learning of languages as a necessary vehicle for true European integration. The awards go to the six best innovative activities in language teaching and learning.

The ceremony was attended by Spanish educational supremos. The organisers of these experiences picked up a trophy and a diploma signed by the Minister of Education and Science and the European Commissioner for Education and Culture at the European Commission, while also seeing their projects published. In addition, the first three award-winners received a prize worth 6,000, 3,000 and 1,500 euros respectively.

European Language Portfolio (PEL)

This is a personal document supported by the European Council which can be used by those who are learning or who have learnt a language to record and reflect on their learning experiences. The ELP is made up of three parts:

- **Language Passport.** The document holder can use the Self-Assessment Table, which describes abilities by skill (speaking, reading, listening, writing) for reflection and assessment.
- **Language Biography.** This is used to describe the holder's experiences in each of the languages, and is intended to serve as a guide for learners in planning and evaluating their progress.
- **Dossier.** Contains examples of personal work to illustrate language skills and abilities.

Numerous activities were organised in 2007 to promote and publicise the European Language Portfolio.

A working group was also formed to create an Electronic European Language Portfolio (e-ELP) intended for users aged over 14, which will be presented before the European Council's Validation Committee at its meeting in 2008.

This group comprised experts from the field of education, responsible for developing the content of the e-ELP, and experts in Information and Communication Technologies (ICT), for technical aspects connected with the computer application.

Activities to promote and publicise	Participants
Secondary ELP working sessions Seville, 23 march 2007	200
Adult ELP working sessions Tenerife, 16 april 2007	120
ELP training days Infant, primary and secondary workshop Madrid, 3 december 2007	250

Post to Post Exchange Programme

The Ministry of Education and Science has, within the context of the Bilateral Educational Cooperation Agreements, been developing a Post to Post Exchange Programme for teachers in secondary education and at the Official Language Schools. During the schedule for

the 2006-2007 academic year, Germany, France and the United Kingdom were the countries involved.

Destination country	Teachers
Germany	3
France	15
United Kingdom	1

Under the terms of these agreements, Spanish teachers exchange their posts with teachers from the aforementioned countries for an academic year or term.

European Council Courses

The "Pestalozzi" lifelong training programme of the European Council for education professionals, named in honour of Johann Heinrich Pestalozzi, an 18th-century educator and writer, features a programme of bursaries for teachers and technical staff within the education system at non-university level working in areas connected with the courses requested.

During 2007 the city of Avila hosted the International Seminar entitled **Education for Citizenship and Human Rights**. The introduction of citizenship education as a subject within the Spanish educational system meant that this a seminar offered a wonderful opportunity to share experiences with experts in the field and delega-

tes from various European countries, and to share examples of best practice.

International Training Courses

Courses organised in partnership with the AECID (Spanish Agency for International Development Cooperation) focusing on primary and secondary education professionals as well as principals of educational institutions and education administrators from countries receiving official development aid and those European countries whose economies are undergoing transition. Three international training courses were held in 2007:

- March saw the organisation of the **International training course for education administrators**. 22 beneficiaries attended, coming from Argentina, Bolivia, Colombia, Equatorial Guinea, Mexico, Paraguay, Peru and the Czech Republic. A number of working sessions were held during the course, organised by the Directorate-General for Academic Regulation and Vocational Training of the Department of Education of the Autonomous Region of Murcia.
- In May there was the **International training course for primary and secondary education teachers**. The teachers exchanged experiences with staff from other countries, comparing their methods with those of Spain, and took part in a number of working seminars organised at infant and primary education institutions and secondary schools in the Region of Madrid.
- Lastly, November saw the **International training course for education administrators and principals**. This course was attended by 30 education administrators and principals from Latin American countries and Equatorial Guinea, who, together with representatives from Spanish educational institutions, dealt with issues such as the structure of the Spanish education system, the Education Act, the organisation and operation of educational inspections and the lifelong training of teaching staff in Spain. On this occasion the working sessions were held in Castile-Leon, where delegates undertook a number of fascinating cultural visits as well as learning more about a number of educational institutions.

