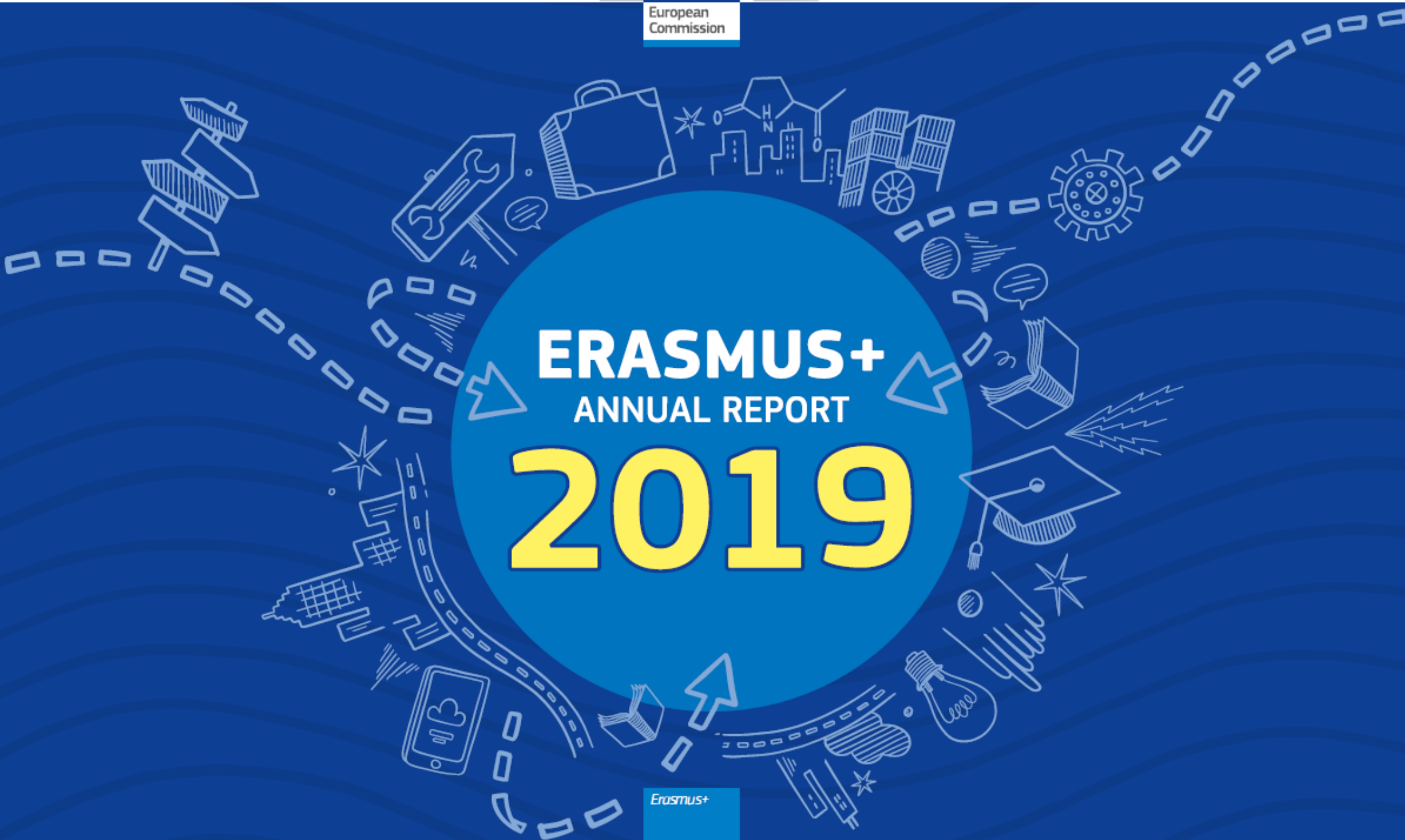




**ERASMUS+**  
ANNUAL REPORT

**2019**

Erasmus+



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European Commission

B-1049 Brussels

# Erasmus+

Annual report 2019



## Foreword by the Commissioner



Our vision of achieving a European Education Area by 2025 reflects the growing aspirations of young people, their passion and ideas on how to make our societies fairer, more resilient, more digital and green. It is simply based on the freedom to learn and to cooperate across Europe, and requires we provide high quality and inclusive education at all stages of life.

As new alliances of European Universities start to emerge, giving more young people the opportunity to meet, learn, and create across borders, disciplines, languages, across interuniversity campuses, I am looking back on the impressive realisations of Erasmus+ in 2019.

By supporting the learning mobility of people and by strengthening cooperation between institutions across Europe and beyond, Erasmus+ has in 2019 provided an unparalleled chance for learners to broaden their perspective of Europe and the world, bringing many unique opportunities at developing essential

transversal skills, fostering learning and innovation, boosting employability, promoting excellence, and increasing participation in democratic life.

I am thrilled that under the next long-term EU budget for 2021-2027, the Commission will further support and scale up European Universities under the Erasmus+ programme, in close synergy with Horizon Europe and other EU instruments.

The coronavirus pandemic is still causing unprecedented disruption for our younger generation and the world of education, training and sport. This crisis should increase, rather than decrease our sense of the urgency as Europeans to invest more in education and in our young people. Only deeper and more efficient cooperation across borders, disciplines and cultures will enable us to fully recover from the crisis and to build a more resilient society.

Mariya Gabriel

Commissioner for Innovation, Research,  
Culture, Education and Youth



## Foreword by the Director-General



The Erasmus+ flagship EU programme represents one of the Europe's most tangible achievements: uniting people and creating a European sense of belonging and solidarity, through life-changing learning experiences.

In 2019, once again, countless students, apprentices, teachers and trainers, youth workers, and young people involved in non-formal learning, studied, trained or gained experience abroad. With a budget of €3.37 billion, 2019 was yet another record year, with a 20% funding increase as compared to 2018. The programme supported close to 940 000 learning experiences abroad, financed more than 111 500 organisations and funded almost 25 500 projects.

As in past years, Erasmus+ fully delivered on its objectives in 2019, with excellent implementation and efficient use of funds, demonstrating its high potential for scaling up in the future. We would not have achieved these impressive results without the

efforts and dedication of Erasmus+ National Agencies, the Education, Audiovisual and Culture Executive Agency, our beneficiaries and participants.

Evidence and participants' testimonies both show that Erasmus+ enables young people to thrive in the modern labour market and in an increasingly diverse society. I am happy to see that people benefiting from Erasmus+ opportunities feel more ready to take on new challenges, have better career prospects and are more aware of the benefits the EU brings to their daily lives.

We must make every effort to ensure that, in the future, these opportunities are accessible to many more people, regardless of their background. Moreover, as the current programme enters its last year, I look forward to its successor, starting in 2021 as an even more modern, greener and more inclusive programme, fully fit for the digital age.

Themis Christophidou  
Director-General for Education,  
Culture, Youth and Sport





## Highlights of the year

### *Key initiatives and results*

In December 2017, EU leaders defined as a priority work towards achieving a **European Education Area by 2025**, where learning mobility is the norm, where universities can work seamlessly across borders, where it is normal to speak two languages in addition to the mother tongue, where school and higher education diplomas are automatically and mutually recognised, where everyone feels they belong, irrespective of their background and where Europe would become a continent of excellence in education and research.

### European Universities

With a budget of almost €85 million, the **European Universities Initiative** kick-started with the first 17 European Universities in June. The initiative paves the way for the Universities of the future, enhancing

the quality and attractiveness of European higher education and boosting cooperation between institutions, their students and staff. The selection includes a broad range of institutions from across the EU, from universities of applied sciences, technical and fine arts to research-intensive universities.

The selected European Universities will fundamentally transform their institutions, by becoming more deeply connected, more competitive and attractive, by



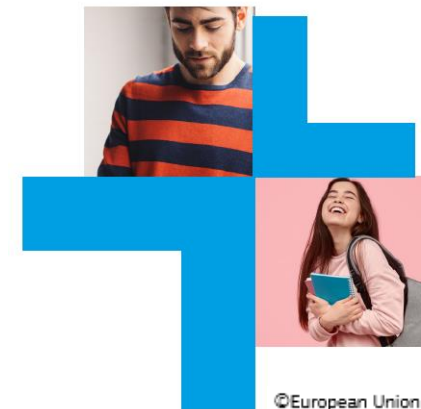
sharing common long-term education strategies, with strengthened links to research, innovation and service to society. As such, they will aim for a systemic, structural and sustainable impact.

While some alliances comprehensively cover all disciplines, others focus on topics as diverse as urban coastal sustainability, social sciences or global health. Each alliance is composed on average of seven higher education institutions from all over Europe, leading to new partnerships. A kick-off event, involving Ministers responsible for higher education, Rectors, students and a gathering of more than 1 000 participants on-site and 7 000 online, took place on 7 November 2019 in Brussels.

### European Student Card Initiative

#### *Simplifying, facilitating, connecting*

The European Commission has also set the **European Student Card** initiative in motion. The first phase of its implementation, which to date has more than 2 200 higher education institutions actively involved, ran as planned. Full rollout under the next Erasmus programme is being prepared in close cooperation with DG CNECT which manages the Connecting Europe Facility (CEF) programme. With financial support from CEF, work is underway to provide secure identification and authentication of European students on mobility when applying for mobilities and accessing services in their host higher education institution, also creating a strong and visible European Student identity.



## Higher Education projects

Erasmus+ projects contracted in 2019 funded close to **505 000 higher education student and staff mobilities** in Europe and the rest of the world. A range of cooperation projects fostered a better use of ICT for learning and teaching as well as better links between higher education institutions and employers, and society at large.

Among them, 360 Strategic Partnership and 33 Knowledge Alliances projects were funded in the field of higher education.

## Erasmus Mundus Joint Master Degrees

The Commission and the Education Audiovisual and Culture Executive Agency (EACEA) started an in-depth reflection about the **future of the Erasmus Mundus action in view of the new programming period**.

Various stakeholders including National Agencies and project coordinators have been consulted and challenges to the implementation and development of the action have been identified.

**Four main strategic priorities** have been identified to guide the future technical reflections, namely:

- (i) Ensuring continuity of the action and embedding it in the EU higher education strategy;
- (ii) Improving the attractiveness of the scheme for the institutions and capitalising on the brand name;
- (iii) Ensuring the long term sustainability of the master programmes and;
- (iv) Simplifying the implementation modalities of the action.

2019 was a very successful year for the **international dimension of Erasmus+**. It was marked by the accession of Serbia as programme country. With an 18% increase of budget for the International Credit Mobility (ICM) action compared to 2018, around 55 500 new short term academic mobilities were awarded to students and staff. More than

33 700 participants from the rest of the world came to study or teach in the Programme Countries, and around 21 700 Programme Country participants studied or taught in a Partner Country. With 48 newly selected Erasmus Mundus Joint Master Degrees, Erasmus+ will provide more than 3 650 student scholarships over four annual intakes, starting in 2019. The two Capacity Building actions in the fields of higher education and youth were another means of engaging with the rest of the world, and 284 new projects were selected in 2019.

The Erasmus+ programme continued to support President Juncker's priority 'A stronger global Europe'. Additional funding for African countries further boosted opportunities for African student and staff mobility in 2019, focusing on West Africa, and the Horn of Africa. This will result in mobility between the continents for some 5 400 additional people, towards the target of 35 000 exchanges from Africa by 2020.

## Schools and adult education

In the field of **school education**, mobility of teachers and school staff remained attractive, with more than 4 300 projects contracted. Concerning strategic partnerships, the simpler format of School Exchange Partnerships aiming at promoting school partnerships and pupils' mobility, launched in 2018 confirmed its success driving a 20% increase in applicants' interest in comparison with the previous year. This represented almost 179 000 pupils and staff mobility periods embedded in partnerships between schools. The activities and priorities of the strategic partnerships in this sector reflected the recent legislative progress in the field, continuing the implementation of the Council recommendations on key competences for lifelong learning, on promoting common values, inclusive education and the European dimension of teaching, on high quality in early childhood education and care systems, and on a comprehensive approach to the teaching and learning of languages.

In the field of **adult education**, the number of mobility periods abroad for adult education staff increased to reach close to 12 600. At the same time, the number of Strategic partnerships raised by 24% in 2019. The focus was on extending and developing educators' competences; supporting the supply of high quality learning opportunities; supporting access to upskilling pathways; developing mechanism to monitor the effectiveness of adult learning policies; increasing the demand and take-up through effective outreach, guidance and motivation strategies.

### Centres for Vocational Excellence

***First five Centres of Vocational Excellence selected: a milestone to connect and expand Centres operating in a local context to the European level.***

The **Centres of Vocational Excellence Initiative** kick-started with the selection of the first five 'pilot' Centres of Excellence, running for two years. The initiative defines a bottom-up approach to excellence where VET institutions rapidly adapt skills provision to evolving economic and social needs. A second call was published on 15 October 2019, to support five fully-fledged Platforms (running for four years) closely resembling the future model that will be supported in the Erasmus programme in the period 2021-2027. With a total budget awarded of €4 624 879, the five projects operate within the Skills Alliances to create world-class



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reference points for vocational education and training. The activities proposed would bring together existing Centres of Vocational Excellence in different countries, and contribute to 'upward convergence' of VET excellence.

They will develop the frameworks and strategies to promote high quality skills and competences that lead to quality employment and career-long opportunities, to meet the needs of an innovative, inclusive and sustainable economy. The partnerships will cover a wide range of local, regional and national organisations from different countries, which will work in specific sectors and specialities: manufacturing - matching skills and driving innovation; cloud computing technologies; cultural industries - critical thinking and entrepreneurship as well as the vocational excellence in the water sector.

The Erasmus+ programme also continued to be extremely successful in supporting VET learner and staff mobility and to contribute to a bottom-up process of internationalisation of VET institutions. It allowed for more than **192 000 VET learners and staff to carry out a learning period abroad**, and include a slight increase of the number of long-term mobility of learners (ErasmusPro). 2019 saw also the launch of a pilot VET mobility scheme with Africa and West Balkans. The Erasmus+ strategic partnerships also continued supporting policy priorities such as work-based learning, further strengthening key competences in vocational education and training and developing sustainable partnerships to establish and/or further develop skills competitions. In addition, six Sector Skills Alliances were selected that will implement the *Blueprint for Sectoral Cooperation on Skills*, an initiative of the Skills Agenda 206, in six priority sectors: bioeconomy, new technologies and innovation in agriculture, batteries for electro-mobility, defence technologies, energy value chain – digitalisation, energy-intensive industries/industrial symbiosis and microelectronic manufacturing & design.

## Jean Monnet Activities

The **Jean Monnet Activities** supported 284 new actions in 2019 in 49 countries. The successful applications included many teaching modules, university chairs, networks, projects, centres of excellence and support to associations involving a total support of €18.2 million. Close to 50% of the support went to applicants based outside of the European Union, which confirms that the Jean Monnet Actions have become truly global.

## Youth

The Commission started work on the **new EU Youth Strategy** adopted at the end of 2018 based on three key objectives: engaging, connecting and empowering young people.

The 2019 edition of the **European Youth Week**, which involved around 120 000 young people across Europe, provided a valuable opportunity for the first meeting of the EU Youth Strategy platform. Held shortly before the European elections, the Youth Week, under the theme '*Democracy and me*', focused on youth participation in decision-making, and young people's participation in society in general. The landscape of youth representation in the EU was also examined in a study, and the EU Youth Dialogue cycle focused on creating opportunities for young people. An Expert group started activities to review and develop EU youth indicators, with the objective of setting up a monitoring framework for the EU Youth Strategy. 21 countries took part



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in the first exercise of the Future National Activities Planners, whereby the EU Member States can now share their policy priorities in the youth field and specify their cooperation needs. The EU-Council of Europe partnership in the field of youth continued work on priorities of the two partner institutions, notably youth participation and youth work. The scope and geographical coverage of the Youth Wiki was developed. In addition to information on national youth policies it now provides comparative overviews.

More than **174 000 young people and youth workers** benefited from Erasmus+ funding, either in the form of youth exchanges or opportunities for youth workers. Through these actions, the programme reached out to significant numbers of young people who would normally have access to fewer opportunities.

In **Sport**, a budget of €49.3 million funded 260 projects. The fifth edition of the European Week of Sport reached a new record in 2019 with the participation of 15.3 million Europeans from 42 countries and regions in 28 300 events. As in previous years, in 2019 the Sport Chapter focused on more grassroots sport with increased support to small collaborative partnerships, and in general on all sport projects aimed at increasing the level of participation in sport and physical activity.

The **EU Sport Forum** that took place on 8 and 9 April 2019 in Bucharest and the **Tartu Call seminar** on 19 June 2019 were a great success. The Commission promoted participation in sport and physical activity, including through the implementation of the EU Work Plan for Sport and the Tartu Call for a Healthy Lifestyle. Its actions gave visibility to sport's contribution to Europe's economy in terms of job creation, growth and innovation, while also tackling cross-border challenges that impact the integrity of sport.



## Partnerships for Innovation

The Commission, together with its Executive Agency (EACEA) discussed the subject of making a single value-added Innovation Action. This involved the cooperation of higher education institutions, vocational education and training institutions and enterprises to foster innovation, new skills and entrepreneurial mind-sets to boost growth as well as to solve the many societal challenges we face today.

## Promoting social inclusion

In 2019, this cross-cutting priority was introduced to ensure that the Erasmus+ programme continues to be an important instrument for inclusion which also highlights the key role of formal and non-formal education in the development of the values and attitudes underlying active citizenship, as set in the Paris Declaration and affirmed in the Council Recommendation on Common values, Inclusive Education and the European Dimension of Teaching. Through a specific call under Erasmus+ on 'social inclusion through education and training' 35 projects out of 86 applications have been selected for a total budget of nearly €16 million. A new call launched in November also integrates adult education for a total amount of €20 million.

The **Sirius 2.0 policy network** on migrant education (co-funded by Erasmus+) supports co-operation, policy development and implementation at different levels of governance. In 2019, the network organised national and regional round tables, peer learning activities and produced research to support countries' integration efforts.

Social inclusion is also a priority in the field of sport: 52% of all small collaborative partnerships and 27% of larger collaborative partnerships are devoted to promoting social inclusion and equal opportunities in sport. In addition, the third edition of the #Beinclusive EU sport awards

recognised organisations using the power of sport to increase social inclusion for disadvantaged groups.

## Digital Education Action Plan (DEAP)

The [Digital Education Action Plan](#) outlines key policy challenges within digital education and presents 11 Actions to address them by 2020. It consolidates various ongoing initiatives related to the digitisation of education systems across the European Union and launches a number of new actions.

By the end of 2019, the Action Plan has reached 37.5 million students, educators, parents, citizens, through its actions, such as the SELFIE self-reflection tool, EU Code Week, Safer Internet Day and the Digital Education Hackathon

## Going digital

In 2019, the [Digital Opportunity Traineeship Initiative](#) continued with record number of students undertaking traineeships abroad to enhance their digital skills. The initiative was launched to better support students to acquire the skills necessary for their future and has boosted specific digital skills of students in all disciplines.

Work on the digitalisation of the management of Erasmus+ student mobility continued throughout the year in the context of the European Student Card Initiative.

Work began to significantly enhance the **Erasmus+ Mobile App** to make it a true digital one-stop-shop for students to access information and services they need before, during, and after their exchanges abroad, allowing for a much user-friendly and inclusive Erasmus programme. The Erasmus+ Mobile App was originally launched in 2017 and has to date been downloaded over 85 000 times.

### 'Erasmus goes Digital'

#### webinar attracts record number of higher education institutions!

*The Commission and the European University Foundation held an interactive webinar on 7 March 2019 to share the vision for digitalisation in the future Erasmus programme - an important step for the roll-out of the European Student Card initiative.*

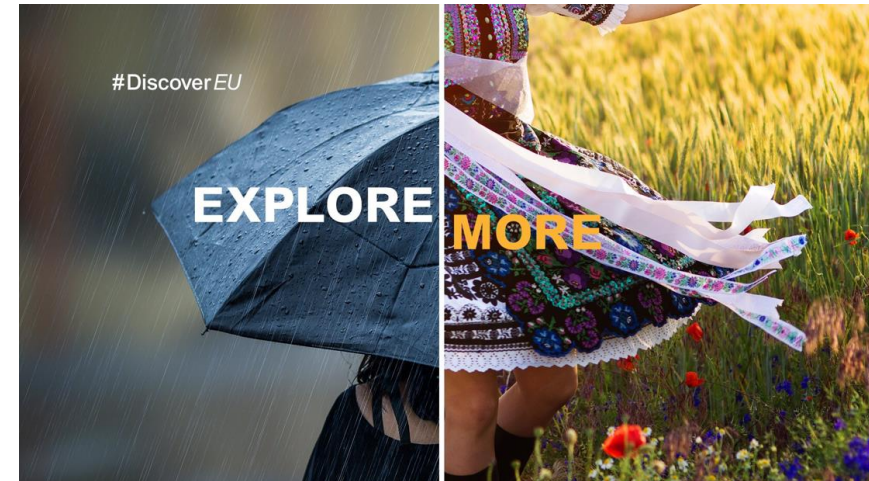
*Over 750 institutions from 40 countries, mainly higher education institutions and Erasmus+ National Agencies, tuned in to learn more on how to prepare for the transition from paper-based to digital processes to manage student mobilities. They also learned that they could start branding their own student cards with the European Student Card hologram to facilitate the emergence of a true European student identity in the European Education Area.*

*Furthermore, they learned how the Digital Opportunity Traineeships are making the Erasmus+ programme even more relevant for students by facilitating traineeships abroad to boost digital skills, and how higher education institutions can develop strategies to maximise the impact of this great opportunity!*

The **Erasmus Without Paper Network** was promoted throughout the year. The number of higher education institutions involved in the testing of the various features of the system increased by 50% by the end 2019. The network enables higher education institutions to connect their information systems, to streamline the exchange of student data and to facilitate digital management of student mobility. Having all higher education institutions connected to the network is a fundamental step for the roll out of the European Student Card Initiative.

The [European Youth Portal](#) which offers both European and national information and opportunities that are of interest to young people aged 13-30 who live, learn and work in Europe, was the main entry point into

the 2019 European Youth Week. In 2019, the Youth Portal and its subportals, the European Solidarity Corps and Discover EU Portal, have attracted on average over 100 000 visits per week and well over 500 registered users.



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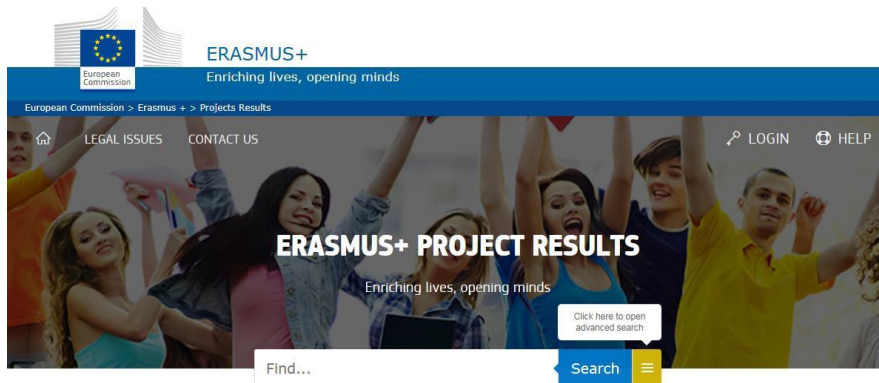
As part of the implementation of the new Europass Decision, work started on [Europass Digital Credentials](#), which enable education and training institutions to issue authentic, tamper-proof digital credentials. Digital credentials can help to reduce paper-based processes to recognise and understand qualifications more easily. Altogether, 18 countries began to pilot Europass Digital Credentials across all levels of education and training.

In 2019 [eTwinning](#), a community connecting teachers and schools, reached the landmark figure of more than 750 000 registered users since 2005. Similarly, the [School Education Gateway](#) and [Electronic Platform for Adult learning](#) (EPAL) with over 80 000 registered users contributed to the exchange of information, ideas and practices across Europe.

## Dissemination and exploitation of results

Programme results were further disseminated and exploited during 2019. Project activities and their results were promoted via different communication channels (i.e. social media, Erasmus+ website). Five [video clips](#) of selected success stories were produced. Moreover, selected project beneficiaries were able to present their activities and results to practitioners and policy makers at the Second Education summit organised in Brussels in September.

The dissemination and exploitation of projects and their results was underpinned by the [Erasmus+ Project Results Platform](#).



The Platform currently features information on over 165 000 projects financed under Erasmus+, providing ‘project stories’ that have a potential to be a source of inspiration to applicants for other projects. Projects funded by previous programmes (Lifelong Learning Programme, Youth in Action, Tempus and Erasmus Mundus Programmes) are also available on the platform.

Projects can be visualised on a map according to the countries of the participating organisations. The Project Results Platform features selected projects flagged as ‘good practices’ for easier search in the database.

In 2019, two conferences were organised in Budapest, Hungary in April (organised by the Erasmus+ National Agency) and in Bergen, Norway in September (organised by SALTO Information and Participation) gathering the Network of the National Agencies Communication officers, with a view to share good practices and resources and provide input to the European Commission in promoting and disseminating the Erasmus+ programme and its project results.

## Social Media

Social media plays a central part in the Erasmus+ communication strategy, allowing the European Commission to directly reach out to and engage with the public, notably young people.

The Erasmus+ social media channels – Facebook and Twitter – serve primarily two purposes: providing information about EU programmes, initiatives, policies and projects related to education and; building an interactive community of young people enthusiastic about Europe, Erasmus+ and the many opportunities offered by the EU. These channels contribute to the overarching communication objective of the Commission to form a more positive opinion of the EU among citizens, especially among the younger generation.

Following a sustained growth in 2018, in 2019 the Erasmus+ social media platforms continued to grow at a steady rate, proving their relevance and good performance.

With 82 340 new fans in 2019, representing an increase of 16.31% compared to the previous year, Erasmus+ continued to be the biggest individual Facebook page of the European Commission, with the exception of the corporate account. By the end of the year, the page had achieved a total fan base of 587 129 and interactions per 1 000 followers increased from 277 to 790. This represents a rise of 185% compared to the previous year.

Erasmus+ Twitter also saw positive development, gaining 23 723 followers in the course of the year, an increase of 31% compared to the previous year. By the end of 2019 Erasmus+ Twitter had reached 100 288 followers. Interactions per 1 000 followers also went up, from 1 042 to 2 137, meaning that on average each follower engaged with a piece of content at least twice.

In addition, the hashtag #ErasmusPlus was used 205 000 times by 36 000 unique authors. (The search includes Twitter, Facebook and Instagram, although hashtags are much more used on Twitter and Instagram compared to Facebook).

## Legislative progress

In 2019, Erasmus+ also continued to support the priorities of the **Strategic framework for European cooperation in education and training** (ET2020) and to reflect the objectives of:

- The Strategic Agenda of the European Union for Jobs, Growth, Fairness and Democratic Change (2014–2019)
- The Europe 2020 strategy (EU2020)
- The EU Youth Strategy (2019–2027)
- The EU Work Plan for Sport (2017–2020)

The programme supported the implementation of the objectives of the 2015 Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. The European Commission further worked on the implementation of a number of education and training policies proposed by the Commission and adopted by the Council throughout 2018 and 2019. These include recognition of qualifications and learning periods abroad, teaching and learning of languages, and high-quality early childhood education and care systems.

- Following the adoption of the **Council Recommendation on Key Competences for Lifelong Learning** in May 2018, a conference on 'Learning approaches and Environments in School Education - Supporting Key Competence Development' with over 200 participants was organised in Brussels on 12 and 13 November 2019; tailor-made 'peer counselling' was offered to Lithuania on formative student assessment on 17 and 18 September 2019; and a 'Personal, social and learning to learn' competence framework is being developed in cooperation with Joint Research Centre (JRC).
- Following the adoption in November 2018 of the **Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education qualifications and the outcomes of learning periods abroad**, the European Commission launched and supported various implementation activities, including meetings with Member States (in the context of the ET2020 Working Group on higher education, the meeting of the Directors General for higher education, and the annual meeting of the National Academic Recognition Information Centres network). The **Preparatory Action 'Recognition of School Study Periods Abroad'**, called for by the European Parliament, has started with the publication of a call for tender in June and selection of a contractor in December 2019.
- Following the adoption of the **Council Recommendation on a comprehensive approach to the teaching and learning of languages** in May 2019, the European Commission started to support Member States in implementing the concept of language aware schools and improving the competences of young people in literacy and languages. This has taken the form of exchanging and promoting good practices via seminars and peer learning activities



in France and Germany in the second half of 2019, supporting innovative learning methodologies and tools and extending cooperation with the Council of Europe. Actions such as the **European Language Label** provide further opportunities for Member States to promote language teaching and learning at school level. The European Language Label awards recognize quality, support the sharing of results of excellent projects in the area of multilingualism, and promote public interest in language learning. In 2019, 83 European Language Labels were awarded in 20 programme countries.

- EAC has been supporting Member States through the Working Group on Early Childhood Education and Care launched in 2018 and also supports Member States' initiatives following the adoption of the **Council Recommendation on high quality in early childhood education and care systems** on 22 May 2019. In addition to Working Group meetings in Brussels, peer learning activities addressed how to promote inclusion in pre-school education and how to raise the attractiveness and support further professionalisation of staff working in early childhood education and care.
- The European Commission continued its work in 2019 on the coordination and implementation of the **Digital Education Action Plan**. The plan aims at supporting Member States and education institutions in fostering digital change and innovation in their education and training systems.
- A dedicated Working Group on digital education, under the ET2020 framework on education and training, brought Member States and partner countries together to discuss digital change in education through face-to-face and online plenary meetings and peer-learning activities, in Luxembourg, Slovenia and Finland.

## Looking forward

The Commission adopted its proposal for the future Erasmus programme on 30 May 2018, still to be adopted by the Council and the European Parliament in 2020. The robust work on preparing the implementation of the future programmes since is key to ensure the start the future Erasmus programme as from January 2021.

During 2019, work intensified on ensuring preparedness and in particular on **the Co-Creation process for the new Erasmus+ programme**. Co-creation represents a collective effort to build, together with its main stakeholders, a new programme that will be much more inclusive, digital, green, international, user-friendly and simplified. Discussions led by the Commission in collaboration with the Education, Audiovisual and Culture Executive Agency (EACEA) involved the Education and Training and Youth National Agencies, which have also been taken on board from inception. In practical terms, this has resulted in more than 35 working group meetings with National Agencies, covering all horizontal and sectorial topics. In addition, two meetings with all National Agencies were organised in Brussels (in June and November 2019) together with a full day workshop with National Authorities (April 2019) to discuss in depth specific aspects of the new programme. The Co-creation process has been praised by the National Agencies as a unique participatory process that will allow the evolution of the Erasmus+ programme to meet the challenges of the next programming period.

Throughout the design and preparation, special attention has been given to ensure the incorporation of the horizontal priorities on simplification and user-friendliness, inclusion and diversity, greening and sustainability, digitalisation, forward-looking nature and internationalisation in the implementation and management of the future programme. Work on the implementation modalities of the new programmes has greatly benefited

from an intense co-creation process involving all the main stakeholders. The members of the Erasmus+ Committee have been informed regularly on the state of play of the preparatory works for the new programme. A full-day workshop with the National Authorities and the Committee meeting we held consecutively in April 2019 to share the results produced by the working groups in different areas of programme design and collect their feedback.

## Programme implementation

This report provides the quantitative and qualitative results of the Erasmus+ programme for 2019 and an overview of the implementation of the 2019 calls for expression of interest of Erasmus+ for the key actions of the programme:

- Key Action 1 – Learning mobility of individuals
- Key Action 2 – Cooperation for innovation and the exchange of good practices
- Key Action 3 – Support for policy reform
- Jean Monnet Activities
- Sport

Further, project examples are featured to illustrate the activities funded under each action and the statistical annex sets out detailed information on the budget and financial commitments, as well as the calls' results and outputs per sector and per country for each action implemented under the Erasmus+ budget.

The 34 Programme Countries are: the 28 EU Member States, Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey. Partner Countries are all the other countries in the world. For a complete list of Partner Countries, see the Erasmus+ Programme Guide for 2019.



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## 1. Programme implementation

In 2019, there was significant continuity in the programme priorities. As in previous years, emphasis was placed on activities of the programme which promoted and fostered social inclusion, equity and active citizenship in formal and non-formal education, training, youth and sport. Integrated and innovative approaches aimed at fostering inclusion, diversity, equality, gender-balance and non-discrimination in education, training, youth and sport activities.

The programme also focused on actions supporting the professional development of educators and youth workers, particularly in dealing with early school leaving, learners with disadvantaged backgrounds and diversity in classrooms. Further, priority areas included supporting open education and innovative teaching practices, fostering transparency and recognition of skills and qualifications as well as promoting sustainable investment, performance and efficiency.

The Erasmus+ programme continued to focus on actions which helped learners develop skills for employability and professional development. The programme also evolved to integrate the EU strategic priorities of increasing digital skills across the areas of education, training and youth.

### 1.1 Digitalisation

Work on the digitalisation and simplification of administrative processes associated with Erasmus+, and in particular regarding higher education, continued throughout 2019.

#### Erasmus+ Mobile App

The Erasmus+ Mobile App continued to serve as a digital one-stop-shop for students and other young people, providing them with general information, tips, notifications and other services to help make organising

their periods of mobility easier.

The app was downloaded and installed more than 85 000 times since its launch in mid-2017.

The app enables participants to have the necessary and relevant information on their Erasmus+ mobility at their fingertips, including a step-by-step checklist of the mobility cycle, practical information from former participants, and the ability to sign Learning Agreements. Users can add their own content as well, such as tips about the city or the country of exchange.

It also enables **higher education institutions** to send important notifications to their mobility participants throughout the mobility cycle, facilitating the flow of information. By further optimising the use of technology and the IT tools available to project coordinators in higher education institutions, programme management will become more efficient with higher quality services for participants.

The Erasmus+ Mobile App is being significantly enhanced for the new Erasmus programme starting in 2021, by adding more features and services to turn it into a true digital one-stop-shop for all administrative steps and information relating to the organisation of student mobilities, making it easier than ever before for students to participate in mobilities.

#### Online Linguistic Support

Erasmus+ Online Linguistic Support (OLS) promotes language learning and linguistic diversity. It allows Erasmus+ participants to improve their knowledge of the language in which they will work, study or volunteer abroad, and measure their progress between the start and the end of their mobility period. In the first five years, around 1.7 million Erasmus+ participants have benefited from the OLS assessment tool.

Erasmus+ OLS is continuously improving its courses and expanding on the number of languages on offer. With **a total of 24 languages**, all

official EU languages are represented in the language assessment. The most frequently accessed language courses are English, French, German, Spanish and Italian.

The number of participants that enjoy Online Linguistic Support to improve their language abilities continues to grow. In 2019, around 250 000 participants used OLS courses, representing an increase of about 70% as compared to the previous year. In total, more than 800 000 participants have benefited from online language training courses since the launch of OLS in 2014. Among them over 9 500 newly arrived refugees in society acquired new languages skills through the 'OLS for Refugees' initiative.

### Erasmus+ virtual exchange

**Erasmus+ Virtual Exchange** continues to allow young people living in Europe and the Southern Mediterranean to take part in moderated online debates that can form part of a higher education degree or a youth project. More than 17 000 higher education students and other stakeholders have taken part in its first two years.

Erasmus+ Virtual Exchange is a ground breaking project enabling youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education. The hub on the European Youth Portal centralises all information related to the Erasmus Virtual Exchanges initiative. In doing so, it further strengthens people-to-people contacts and intercultural dialogue between Erasmus+ Programme Countries in Europe and our EU neighbours in the south.

## 1.2 Budget and financial commitments

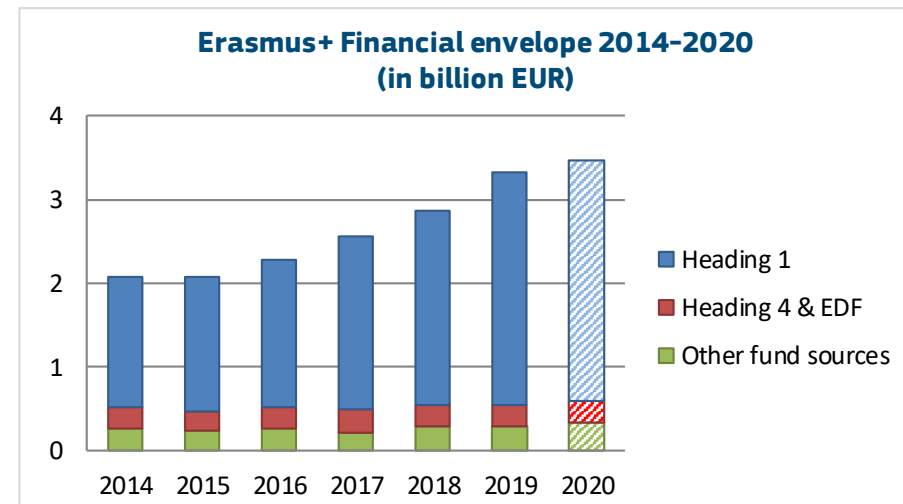


Figure 1 - Erasmus + financial envelope 2014-2020 (in billion EUR)

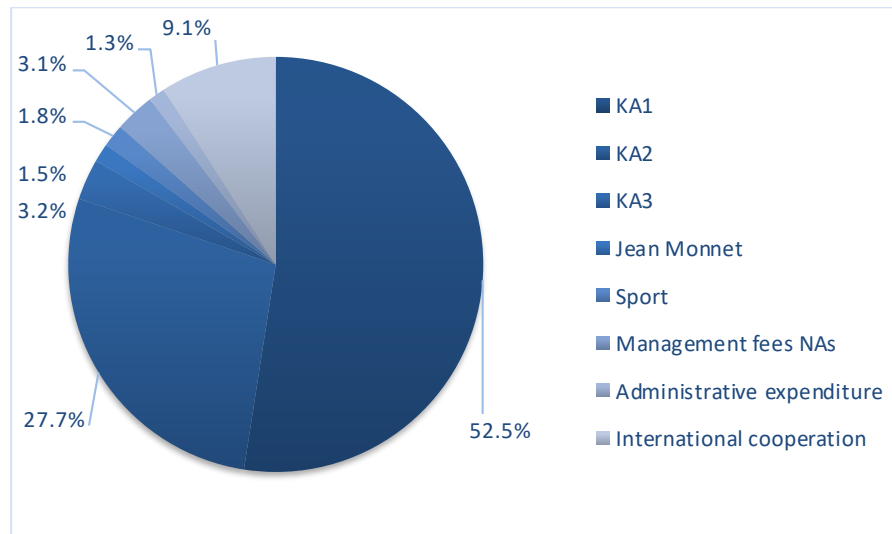
### Budget 2014-2020

The Erasmus+ indicative financial envelope is €16.4 billion for the period 2014-2020: €14.5 billion under EU budget Heading 1a (Competitiveness for growth and jobs) and €1.9 billion under Heading 4 (Global Europe) to address the international dimension of the programme.

### Budgetary Execution 2019

The total budget of the Erasmus+ programme increased year on year including additional budget voted by the budget authority. The final budgetary execution (EU Budget Commitments) for 2019 amounts to €3.37 billion - €547 million more compared to 2018, representing an increase of 20%.

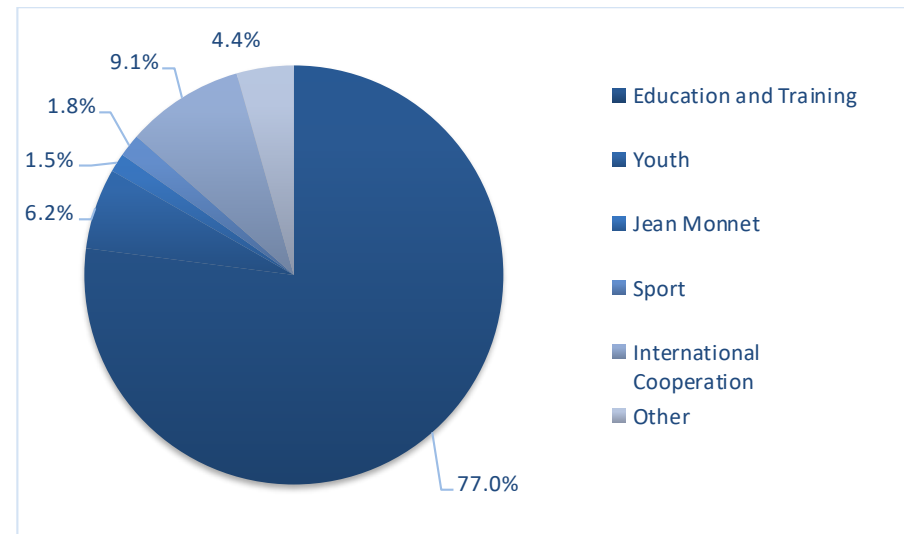




**Figure 2 - Erasmus+ Budget Commitments 2019 per Key Action**

As compared to the previous years, the combined allocation to Key Action 1 and Key action 2 remained overall stable (80% vs 79% in 2018). The budget share for international cooperation represented 9% and remained unchanged as compared to 2018.

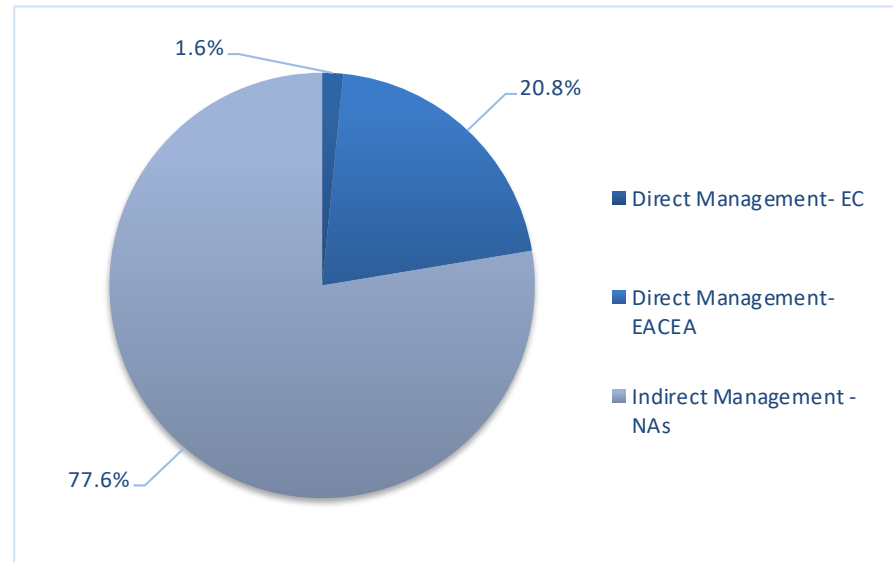
In line with previous years and in accordance with the legal basis of the programme, the education and training sector received the largest budget share with almost 77% of the commitments in 2019; the youth sector received around 6% for the same period. The remaining budget was distributed between Jean Monnet, sport, international cooperation, administrative expenditure and management fees for the National Agencies.



**Figure 3 - Erasmus+ Budget Commitments 2019 per Sector**

The Erasmus+ programme implementation in Programme Countries is mainly entrusted to the National Agencies (indirect management), appointed and supervised by National Authorities of the participation countries to the Erasmus+ programme. In addition, the programme is also carried out under direct management mode via the Education, Audio-visual and Culture Executive Agency (EACEA), and to a lesser extent directly by the Directorate-General for Education, Youth, Sport and Culture of the European Commission.

In 2019, programme actions implemented through National Agencies represented nearly 78% of the Erasmus+ commitments, a budget which they could implement fully.



**Figure 4 - Erasmus+ Budget Commitments 2019 by Management mode**  
(in million €)

### 1.3 Cooperation with National Agencies and programme stakeholders

Since 2014, a number of consultative working groups set up for a co-creation process between the European Commission and National Agencies continue to provide input to improve the overall programme implementation:

- The cross-sectoral working groups continued to make significant contributions to the domains of communication, IT systems and through staff training to support horizontal activities such as Strategic Partnerships, reporting, monitoring and evaluation.

- The sector-specific working groups in the fields of higher education, vocational education and training, school education and youth, continued their cooperation to progress in several domains such International Credit Mobility, Erasmus+ Higher Education Charter, and the Youthpass.
- In view of the preparation of the future Erasmus programme, the horizontal and field-specific working groups on mobility and cooperation actions continued their work in co-shaping its content and structure on various occasions, as indicated in different parts of this report. In higher education, this process has been facilitated through three dedicated Working Groups discussing future mobility activities, the future of cooperation projects and the future Erasmus Charter for Higher Education, involving Erasmus+ National Agencies, higher education institutions and student organisations' representatives.

The **Youthpass Advisory Group** discussed the implementation of Youthpass and engaged in reflections on the role of this instrument in the new generation of programmes. The Group gathered and explored ideas for the development of a Youthpass Strategy covering the period until 2027, permitting the instrument to best support the quality and recognition of non- formal and informal learning.







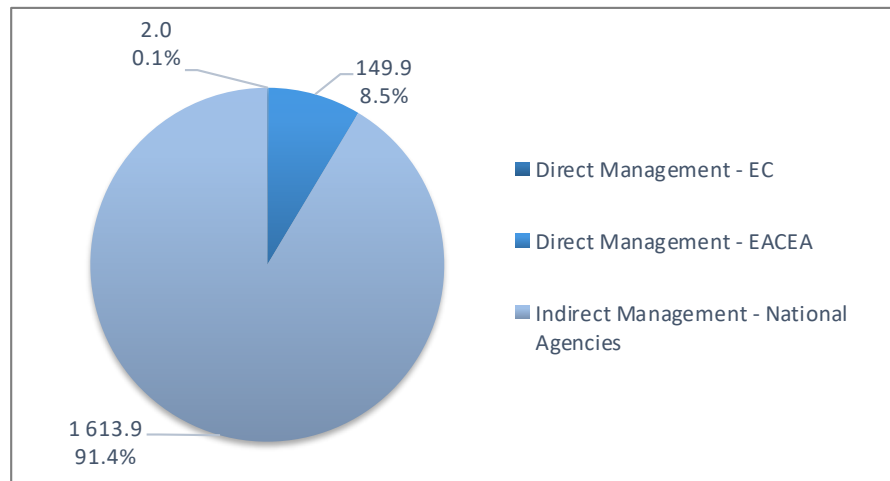
# KEY ACTION 1

Learning mobility  
of individuals



## 2. Key Action 1 - Learning mobility of individuals

In 2019, Key Action 1, the largest action in Erasmus+, received 53% of the Erasmus+ total budget and was mainly implemented by the National Agencies. The EU committed €1.77 billion under Heading 1 for Key Action 1, representing an increase of 13% compared to 2018.



**Figure 5 - KA1 – Erasmus Budget Commitments by Management mode (in million €)**

By funding transnational mobility activities, Key Action 1 aims to enhance the skills, employability and intercultural awareness of participants. Moreover, it provides support for young people to engage in democratic life, promotes the inclusion of learners with fewer opportunities, and reinforces the professional development of staff working in education, training and youth.

Three main types of activities are supported under Key Action 1:

- **Mobility in the field of education, training and youth**, which provides opportunities to students, trainees, recent graduates, young volunteers, professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake learning and/or professional experience in another country.
- **Erasmus Mundus Joint Master Degrees** promoting excellence, quality improvements and the internationalisation of higher education, by offering students mobility opportunities within a highly-integrated study programme delivered by an international consortium of higher education institutions.
- The **Erasmus+ Master Loan scheme** provides increased access to EU-guaranteed loans on favourable terms for students following a Master's programme in another participating country.

Furthermore, Key Action 1 enables participating organisations to improve the quality of their teaching, helps them modernise their curricula, and strengthen their international network and institutional leadership and management skills.

**Key Action 1** covers the following action types:

- KA101: School education staff mobility
- KA102/KA116: Vocational Education and Training (VET) learners and staff mobility
- KA103: Higher education students and staff mobility within Programme Countries
- KA107: Higher education students and staff mobility between Programme and Partner Countries
- KA111: Erasmus Mundus Joint Master Degrees

- KA104: Adult education staff mobility
- KA105: Mobility of young people and youth workers

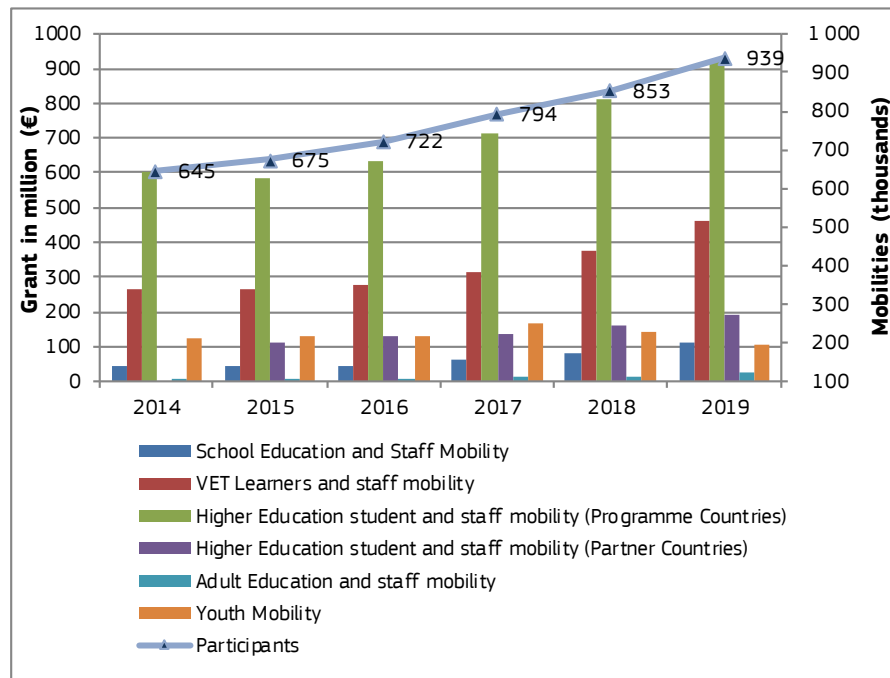


Figure 6 - KA1 Mobility Trends 2014-2019 for indirect management

Since 2014, overall Key Action 1 activity has increased steadily, with close to 19 400 projects contracted in 2019, 938 000 individual mobilities and more than 938 000 organisations have reaped benefits from Key Action 1 funding in 2019.

This Key Action has a strong impact at both individual and organisational levels.

## 2.1 Mobility for Education and Training

### KA101 - School education staff mobility

#### Courses are still the most popular mobility activity

2019 was another successful year for School education staff mobility within Erasmus+. The budget continued its steady increase to reach €112 million (+38%) to meet the growth in demand. Thus 4 363 projects were funded, representing an increase of 23.7% compared to 2018. More than 54 200 participants included in these projects would benefit from job shadowing, courses or teaching/training assignment in another European country. Distribution between the three activities remains stable: structured courses/training events being the most popular activity with about three quarters of total participants.

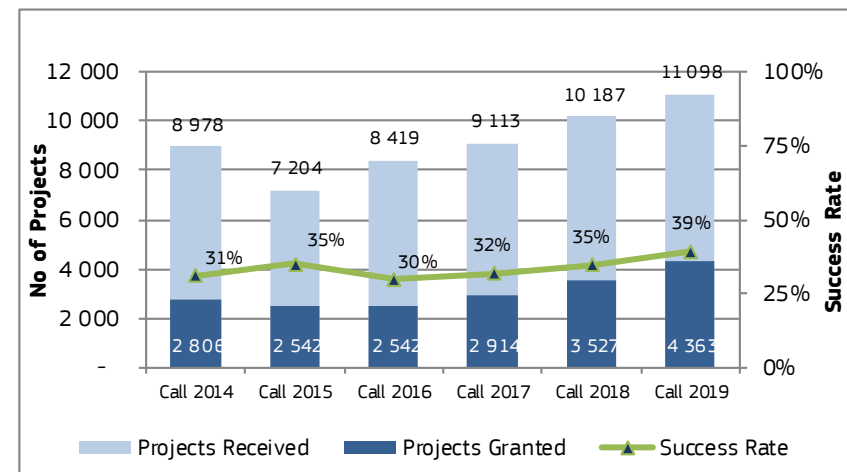
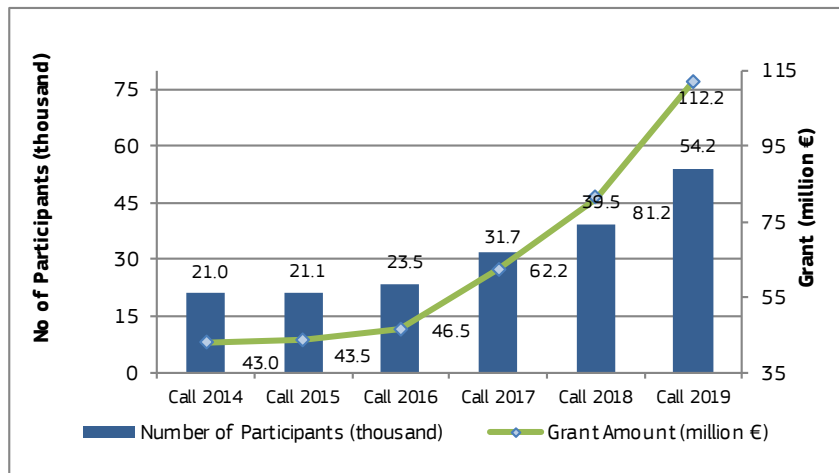


Figure 7 - KA101 School Education projects trend 2014-2019



The most popular topics covered by the selected projects were similar to the previous years: teaching and learning foreign languages; new innovative curricula and training courses; digital competences; pedagogy and didactics; and schools' quality development.

2019 also confirmed the attractiveness of consortium applications as a mean for local and regional school authorities as well as other school coordinating bodies to provide access to the programme to small and less experienced schools.



**Figure 8 - KA101 School Education: contracted grants and forecasted participants per call year**



### **'I go to school starting today'. A strategy for preventing and reducing early school leaving'**

#### **Coordinating organisation:**

Scoala Gimnaziala Petru Rares

#### **EU Grant:**

€30 280

*The overall objective of this training course for teachers was to prevent absenteeism and retain at school pupils with dropout risk, especially among the Roma population, families living in poverty, or those having parents working abroad.*

*The activities included organising training sessions and workshops at school, where the newly acquired skills could be practiced, as well as preparing a methodological guide and brochures.*

*With this training, the teachers acquired specific competences to work with pupils at risk, while responding to their needs through innovative working methods, such as non-formal learning activities to increase their motivation. Learners benefited from quality educational services creating positive atmosphere at school. The project also contributed to improve institutional capacities to deal with early school leaving and strengthened the transnational cooperation between the partner organisations.*

Project ID: [2018-1-RO01-KA101-047885](#)

## KA102/KA116 - Vocational Education and Training (VET) learners and staff mobility

### Long-term mobilities increased but their share is still relatively low

The number of applications in VET for learners and staff mobility continued to increase in 2019, to reach 8 384. The budget of €459.5 million allowed the financing of 4 551 projects, which is 21% more than the previous year. The number of participants in contracted projects also increased to 192 000, of which 87% were VET learners and 13% VET staff.

The organisations holding a VET mobility charter represented about 15% of the selected projects and about a quarter of the total forecasted participants for VET, which is equivalent to 2018. These organisations with proven capacity for organising high-quality learning mobilities benefited from the opportunity to apply for mobility grants through a fast-lane procedure (KA116).

The five most common topics in selected projects were: teaching and learning foreign languages; cooperation between educational institutions and business; labour market issues including career guidance/youth unemployment; intercultural/intergenerational education and lifelong learning and; international cooperation, international relations and development cooperation.

The result of the Call 2019 showed a consolidation of long-term mobility of VET learners or recent graduates (ErasmusPro, 3 to 12 months). The number of selected projects including ErasmusPro mobility activities grew by 16% and the number of participants by 6% to reach 12 667 participants. Yet long-term mobility represented only 7.5% of the total mobility of VET learners.

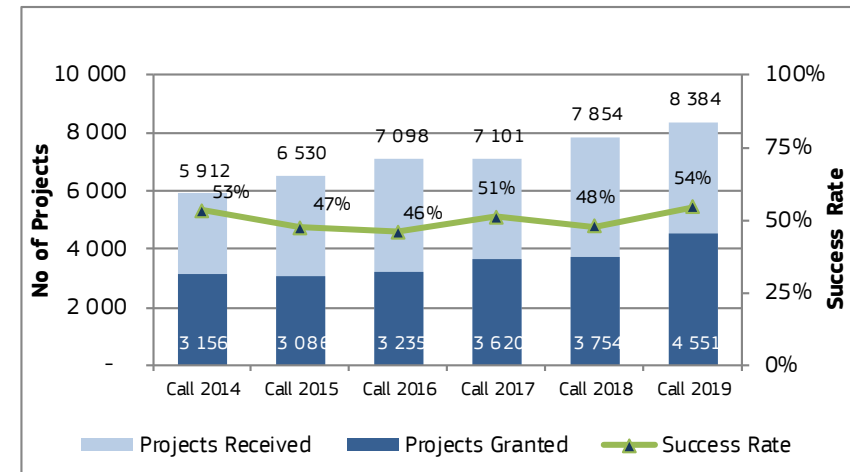


Figure 9 - KA102/KA116 VET projects trend 2014-2019

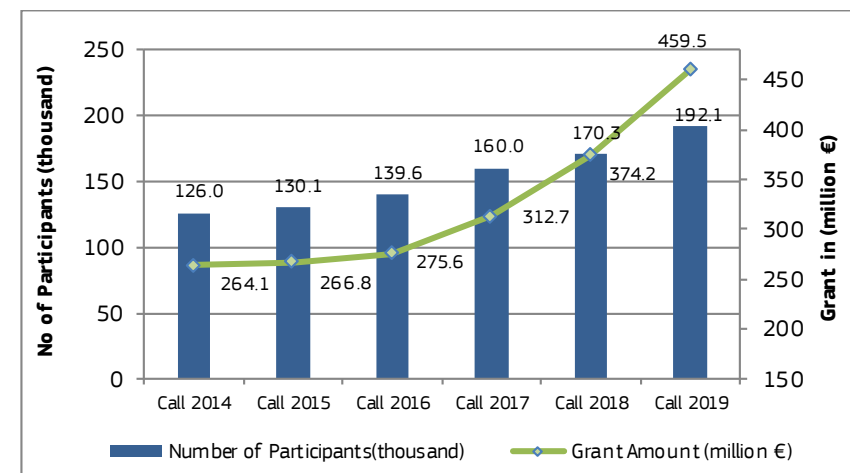


Figure 10 - KA102/KA116 VET: contracted grants and forecasted participants per call year



### Learn, practise and work

#### Coordinating organisation:

REZEKNESTEHNİKUMS

EU Grant:  
€130 220

*The project provided 45 VET pupils from various vocational departments of the Rezekne Technical School in Latvia with the opportunity to live and work abroad for two to five weeks. Their participation in practical training in foreign companies and schools boosted their personal and professional growth. They gained a wide range of new skills, such as communication in foreign languages, intercultural competences, self-awareness and team work. This experience has increased their employability and opportunities on the labour market.*

*The cooperation between the participating organisations was strengthened and expanded to three new partners.*

Project ID: [2018-1-LV01-KA102-046905](#)

## KA103 - Higher education student and staff mobility

### 2019 – A year of co-creation and preparing for the future in higher education

Following the launch of several ground breaking initiatives in 2018 that will help pave the way for the European Education Area, including the European Universities and the European Student Card initiatives, the Commission engaged in an intensive and fruitful co-creation process with the higher education community in Europe throughout 2019 to prepare the next Erasmus programme. The purpose of the co-creation approach

was to identify and shape together with stakeholders, including National Agencies, higher education institutions and student organisations, measures to make the next programme even more inclusive and accessible, more sustainable, more international, more digital and an effective financial instrument to support higher education institutions across Europe in achieving the objectives of the European Education Area. In particular, the new programme will support higher education institutions in removing any barriers to learning, teaching and training mobility for students and staff in higher education and in implementing innovative, transdisciplinary, transnational and challenged based approaches in education and research to help tackle big societal challenges and ensure that students and staff are equipped with the digital skills necessary for thriving in the digital age.

### **The European Student Card Initiative - Simplifying, facilitating, connecting**

The **European Student Card Initiative** is fundamental in making it as easy as possible for both students and higher education institutions to participate in the next Erasmus programme. By replacing the current paper based processes used across Europe to facilitate student mobility with **digital and streamlined processes**, the initiative constitutes a real revolution for the management of student mobility in Europe, making it **simpler, more efficient and greener**.

Major milestones achieved in 2019 included launching the creation of a **truly digital one-stop-shop for students** to have easy and secure access to information and services they need before, during, and after their exchanges abroad by significantly enhancing the **Erasmus+ Mobile App**, which has been downloaded over 85 000 times since its initial release in 2017.

In March 2019, the Commission held an interactive webinar to promote the European Student Card Initiative to higher education institutions and collect feedback from them on the ongoing testing phase of the **Erasmus Without Paper Network**. Over 750 higher education



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institutions and Erasmus+ National Agencies took part in the webinar. The number of higher education institutions involved in the testing of the Erasmus Without Paper Network continued to grow throughout the year with now over 2 200 institutions involved, which represents a 50% increase in 2019. The network enables any higher education institution to connect their information system, whether it is an in-house system or commercial system, in order to exchange electronically mobility related data in a secure and streamlined manner with their partners, simplifying immensely the

management of student mobility. For those higher education institutions without their own information system to manage student mobility, the Erasmus Without Paper Dashboard provides a **free web-based solution, ensuring that no higher education institution is left behind in this digital revolution**. The goal is to fully replace paperwork for a smooth and interoperable digital workflow for all higher education institutions in the next programme. To enhance further communication and cooperation in the context of the European Student Card Initiative, the Commission established a network of **Digital Officers with representatives from both Erasmus+ National Agencies and National Authorities in the Erasmus+ programme countries**, with the first official meeting in November 2019. The Digital

Officers help promote the initiative in their countries, report feedback directly to the Commission and inform on possible synergies with similar initiatives at regional, national or local level to ensure interoperability and efficient implementation across Europe.



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This also includes promoting and supporting the implementation of the **European Student Card** and the **European Student eID**, crucial components of the European Student Card Initiative. By adding a

'European Student' hologram and unique card number to existing student cards thereby enabling students to identify and authenticate themselves online using their home university credentials, mobile students can have better and faster access to student services while abroad, creating in the process a strong and visible European Student identity in line with the objectives of the European Education Area.



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## A record number of students took part in Digital Opportunity Traineeships

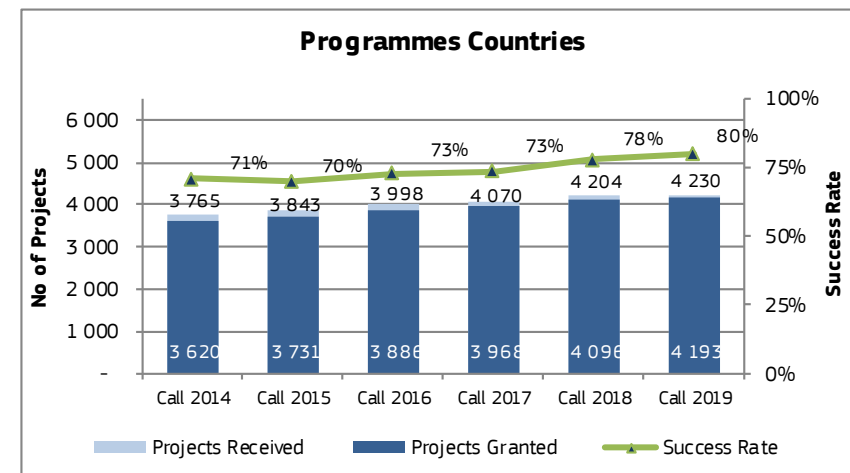
The Digital Opportunity Traineeship Initiative was launched in 2018 with financial support from Horizon 2020 and implemented through Erasmus+. The initiative aims at providing visibility to the growing needs of digital skills in all study fields and to support students in acquiring the digital skills necessary for their future, including forward-looking fields such as programming, cybersecurity, data analytics, digital marketing, development of apps, software and websites, and training of robots and artificial intelligence applications. During this period, **almost 10 000 students from a variety of study fields undertook an Erasmus+ traineeship abroad to acquire forward-looking digital skills**, 4 000 more than the target set at the start of the initiative. This remarkable success clearly demonstrates the need to continue to offer more opportunities for students to enhance their digital skills under the next programme as well as great potential for using the next Erasmus programme as a mechanism to enhance targeted forward-looking skills with various funding sources.

## Number of participants in higher education mobility continued to grow in 2019

Intra-European mobility activities in higher education increased again in 2019, the sixth year of the Erasmus+ programme, underlining the continuous interest and relevance of student and staff mobility in higher education. Nearly 4 200 higher education institutions and mobility consortia were awarded with mobility grants. 2018/2019 saw an increase in the total number of higher education students and staff taking part in mobilities between Programme Countries, with a total of 335 600 student and 75 100 staff mobilities.

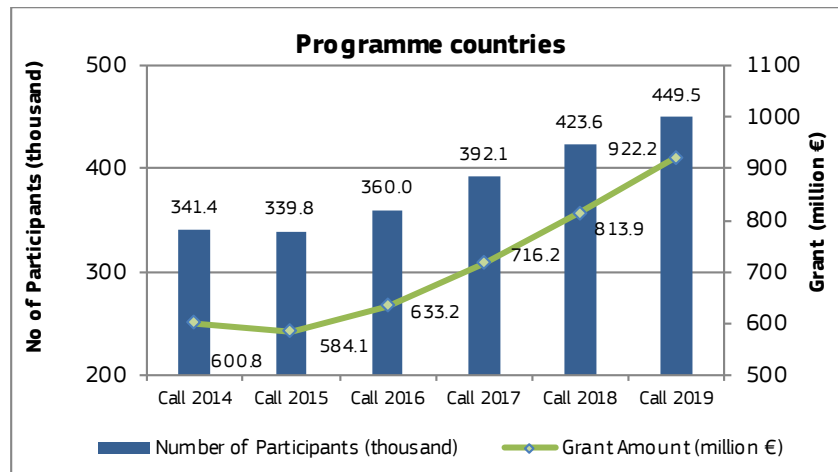
In total, 233 400 students went abroad to study for one or two semesters in higher education institutions within Programme Countries.

At the same time, the increasing trend of more students opting to do Erasmus+ traineeships continued as well in 2019: In 2018/2019, 102 200 students and recent graduates gained a practical workplace experience abroad by undertaking an Erasmus+ traineeship, an increase by a third compared to the first year of the Erasmus+ programme when 76 300 students and recent graduates participated in traineeship mobility. In terms of staff mobility, 36 700 academic staff went abroad to teach at a partner institution while 38 400 teaching and administrative staff developed specific skills through undertaking a training period abroad, with the development of innovative pedagogical and curriculum design skills remaining a main priority in staff mobility in 2019.



**Figure 11 - KA103 higher education projects trend 2014-2019**

NB: Success rate for higher education KA103 is calculated based on participants in contracted projects over participants in submitted projects



**Figure 12 - KA103 higher education: contracted grants and forecasted participants per call year**

### Erasmus+: a turning point in the lives of European students and a catalyst for innovation in higher education

Analysis of participant surveys shows that satisfaction rates remain very high with over 95% of students and 99% of staff being satisfied or very satisfied with their Erasmus+ experience abroad. In 2019, the Erasmus+ Higher Education Impact Study was published, providing further insight into the positive impact the programme has on both students and staff who participate and how it opens up a world of possibilities.

The study found that more than two-thirds of **Erasmus+ students and trainees** declared that they gained new insight about their career choices during their mobility abroad which allowed them to better orient their studies and training to match their ambitions. Erasmus+ graduates also report being happier in their careers and expanding their professional opportunities; generally receiving more benefits than their non-mobile counterparts. Furthermore, the study found that 80% of Erasmus+ graduates are employed within three months of graduation,

### Erasmus+ Higher Education Impact Study



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with 72% stating their Erasmus+ experience helped them get their first job after graduation. Additionally, nearly half of Erasmus+ trainees were offered a job in the organisation or company where they trained.

**Academic staff** who

have participated in Erasmus+ staff mobility, are more open to involving staff from enterprises in their courses than their non-mobile peers, around 60% compared to 40%, and also make more use of digital technologies in their courses at a similar level as compared to non-mobile peers. Furthermore, nearly 80% of academics reported their experience abroad has led to the development of more modern and innovative teaching practices and curricula in their faculties. These findings demonstrate the role Erasmus+ plays in modernising higher education in Europe.

### Erasmus+ continues to attract new higher education institutions to the programme

The number of **Erasmus+ Higher Education Charters (ECHE)** awarded to higher education institutions grew again in 2019. There were 215 new institutions that received a charter, reaching a total of **5 777 ECHE accredited higher education institutions participating in Erasmus+**. The ECHE provisions are being implemented with increasing success and their fulfilment is consistently being monitored in order to ensure the smooth and successful implementation of the programme.





### Higher education student and staff mobility between Programme Countries

**Coordinating organisation:**  
UPPSALA UNIVERSITET

**EU Grant:**  
€1 307 304

*Uppsala University, one of Northern Europe's oldest universities, is a Swedish top sending institution of students and staff on Erasmus+ mobility – with almost 900 Erasmus+ participants in 2018/2019. Its mobility project is a good practice example in terms of green and digital transitions. Mobile students are encouraged to take the train to their destinations in Europe instead of the plane. The university is committed to implementing digital mobility management through the Erasmus Without Paper network as part of the European Student Card Initiative. Erasmus+ staff mobility helps academics improve pedagogical skills and cooperation with their peers, not only resulting in joint teaching but also joint research projects. The many students going on traineeships and the academic staff going on training in companies abroad have built beneficial bridges between the world of education and work, enhancing curricula and opening future career perspectives.*

Project ID: [2017-1-SE01-KA103-034251](#)

### KA107 - Higher education student and staff mobility between Programme and Partner Countries

The fifth call for higher education student and staff mobility between Programme and Partner Countries, or international credit mobility, demonstrated the continued increase of the action's popularity among higher education institutions (HEIs) in programme and Partner Countries alike.

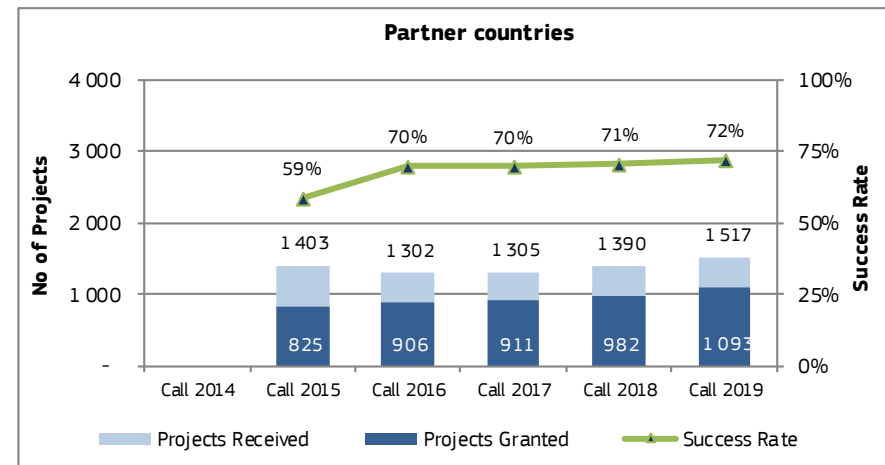
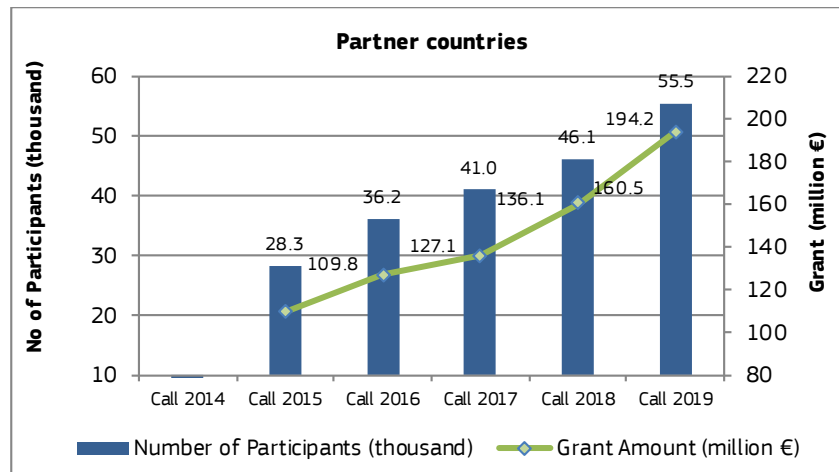


Figure 13 - KA107 higher education grants trend 2014-2019

Projects selected in 2019 will award around 55 000 individual grants to students and staff over the next two years, up by 20% compared to the 2018 call.



**Figure 14 - KA107 higher education: contracted grants and forecasted participants per call year**

Over 33 700 mobilities will be incoming to the 34 European Programme Countries, compared to 28 000 in 2018. About 21 700 mobilities will be outgoing to Partner Countries around the world, up from 18 000 in 2018. The share of outgoing mobility (39%) in relation to incoming mobility has remained steady compared to the 2018 call, but compares favourably with the first call in 2015, where only 25% of participants were outgoing. In general, greater parity between incoming and outgoing mobility (within the limits of the programme rules) is welcomed by Higher Education Institutions in both Programme and Partner Countries.

Staff mobility will account for around 57% of grants awarded. This percentage has remained steady compared to 58% in 2018 and reflects the Commission's advice to stakeholders that staff mobility has a systemic impact on participating Higher Education Institutions and that it is an appropriate activity to start cooperation with new partners.

The 2019 call demonstrates better inclusion of least-developed and low-income countries. In Latin America, the share of funding for projects for

the five least-developed countries (Bolivia, El Salvador, Guatemala, Honduras, and Nicaragua) has increased to almost 17% of the total grant awarded to Latin America, up from 15% in 2017 and 10% in 2016. Similarly in Asia, the least developed countries were awarded 20% of the available budget, up from 19% in 2018 and 14% in 2017. Promoting diversity of Partner Country choice among Higher Education Institutions and balancing the geographic distribution of funding remain key priorities for the Erasmus+ National Agencies, and the European Commission is working closely with them to meet our shared targets.

Additional funding for African countries launched by President Juncker in 2018 further boosted opportunities for African student and staff mobility in 2019. In order to support the transition in Tunisia, additional funding of €3 million was shared between the Programme countries on an opt-in basis and allocated to 12 National Agencies compared to 10 in 2018. The budget has been fully absorbed. Concerning the neighbouring Algeria window, five programme countries were able to contract €1.4 million out of the €2.5 million budget available. Another window covered Algeria and Tunisia, alongside Egypt and Morocco, in the so-called 'Juncker' North Africa window, budgeted €2.5 million. Twelve programme countries opted in for this opportunity and contracted €1.8 million. Therefore, and thanks to two extra sources of financing, the number of participants allocated through the South Mediterranean envelope to Algeria almost doubled and Tunisia multiplied by 240%.

At the request of the European Commission President Juncker, other windows were created in 2018 with the same structure for different African regions: West Africa (12 countries, €10 million) and Horn of Africa (7 countries, €3 million). More than half of the National Agencies applied for one or both of these windows.





### Higher education student and staff mobility project

**Coordinating organisation:**  
AARHUSUNIVERSITET

**EU Grant:**  
€69 145

*Aarhus University is committed to providing skills for the future, undertaking cutting-edge research and addressing challenges that cross traditional scientific disciplines. Aarhus University regards internationalisation as a significant means to achieve quality and to deliver on the university's goal of being a leading university with a global reach. The ambition of Aarhus University is that internationalisation permeates the institution as a whole and becomes a natural element in and across all core activities.*

*As a consequence of the above and a demand from both students and staff, Aarhus University has entered into cooperation under the KA 107 in 2017 with seven universities in:*

- *Australia: University of Technology (UTS)*
- *India: Indian Institute of Technology Madras (IITM), Jawaharlal Nehru University (JNU), Sikkim University (SU) and Manipal University*
- *Russia: Russian Academy of Sciences (RAS) and Moscow State University (MSU)*

Project ID: [2017-1-DK01-KA107-034168](#)

## KA104 - Adult education staff mobility

### A good year with high success rate

After a stagnation in 2018, the number of submitted applications in Adult education staff mobility increased significantly in 2019 to reach 1 443. The budget of €23.6 million allowed the financing of 806 of these projects, 48% more than the previous year, representing a success rate of (56%). National consortia were involved in 106 contracted projects.

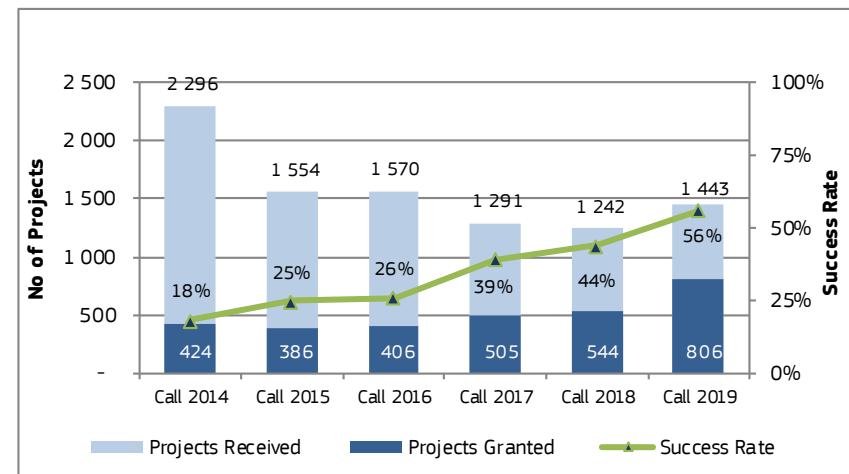
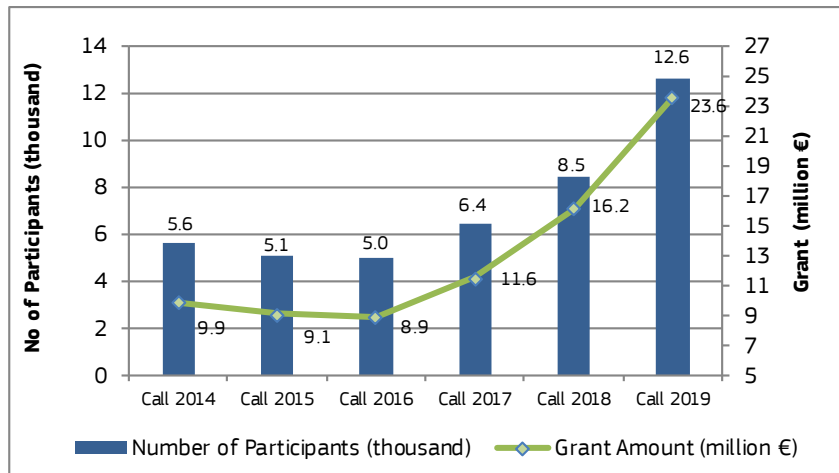


Figure 15 - KA104 Adult Education projects trend 2014-2019

The number of participants forecasted in contracted projects grew proportionally to reach 12 592. As in previous years, the vast majority of participants (67.6%) planned to take part in training courses. However, there was a noticeable increase of the share of job shadowing activities, reaching 29.6% of the participants. The share of participants that planned teaching and training at partner organisations, remained relatively low at 2.8%.

The main topics covered by the projects are similar to 2017 and 2018 innovative curricula/educational methods/ training courses; intercultural/ intergenerational education and (lifelong) learning; ICT/ new technologies and digital competences; teaching and learning of foreign language; and inclusion and equity.



**Figure 16 - KA104 Adult Education: contracted grants and forecasted participants per call year**



### Professionalism for adult educators and emotional readiness for the 'new'

#### Coordinating organisation:

DAFNI KENTRO EPAGGELMATIKIS  
KATARTISIS

EU Grant:  
€9 312

*DAFNI KEK operates in a multicultural area of the Achaia prefecture inhabited by local farmers, a Roma community and migrant workers. The aim of the project was to offer educational opportunities that meet the specific needs of those target groups. They experience various barriers to learning due to cultural and social specificities, financial shortcomings, as well as facing prejudices. The role of educators is crucial to face these challenges, to assist in intercultural dialogue and provide a basis for mutual understanding and cooperation contributing to 'education for all'.*

*This is not an easy running process; it requires emotional and psychological readiness as well as professionalism from educators. In the two-way integration process, they have to confront the traumatic life transition of the migrant persons as well as prejudices derived from fear and anxiety of the locals towards 'different people'.*

*Within this project, DAFNI KEK provided a training opportunity for 14 adult educators, to equip them with adequate tools against burnout and stress. The results of the training were further disseminated through workshops contributing to multiplying effects.*

Project ID: [2017-1-EL01-KA104-035689](https://ec.europa.eu/erasmus-plus/projects/2017-1-EL01-KA104-035689)

## 2.2 Mobility in the field of youth

### KA105 - Mobility projects for young people and youth workers

Mobility projects in the field of youth were supported, as from 2019, through one Action – KA105, composed of **Youth Exchanges and Youth Worker activities**. Volunteering projects have been integrated in 2019 in the European Solidarity Corps, a one-stop shop initiative for all volunteering activities, which explains the slight decrease in the number of projects received and granted compared to the previous year.

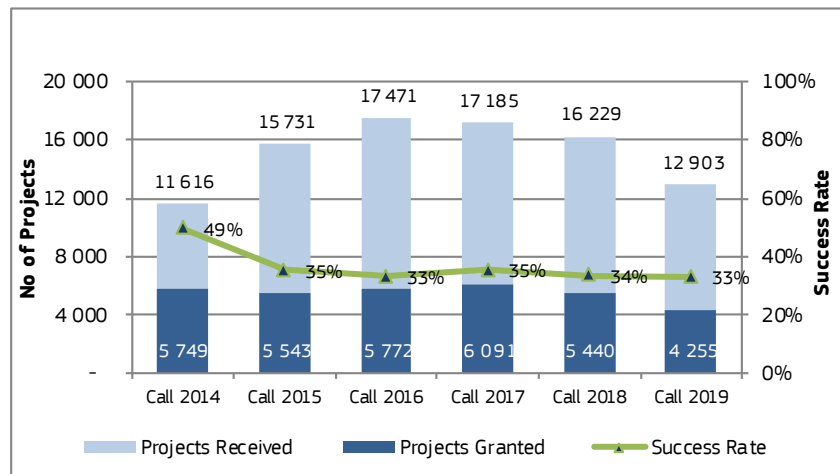


Figure 17 - KA105 Youth Mobility projects trend 2014-2019

In the field of youth, Erasmus+ puts particular emphasis on **promoting equal opportunities, inclusion and fairness**. More than 67 500 participants with fewer opportunities were involved in youth mobility projects granted in 2019.

In addition to the large number of participants with fewer opportunities to which the programme reaches, around 1 800 projects involving close to 80 000 young people and youth workers addressed such issues to, for example, support the fight against stereotypes, facilitate integration of

migrants, promote gender equality and diversity.

The budget allocated for mobility projects for young people and youth workers in 2019 reached the total value of €107 million.

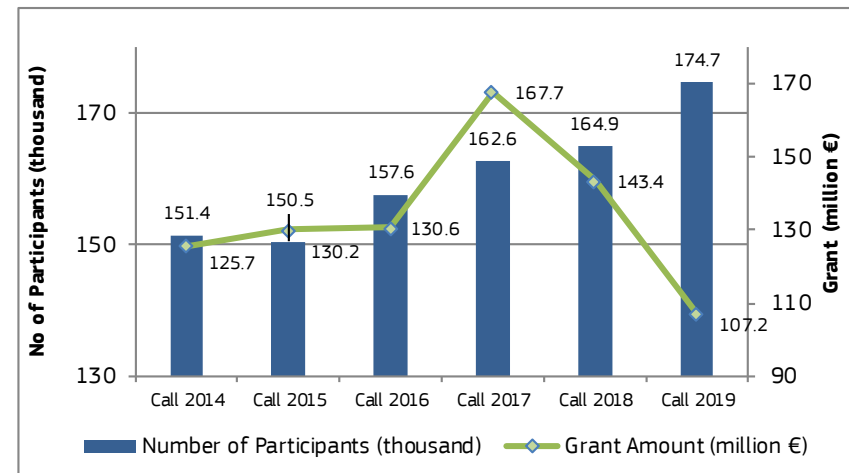


Figure 18 - KA105 Youth Mobility contracted grants and forecasted participants per call year

The number of contracted projects involving Youth Exchanges and Youth Workers activities increased by 13.5% in 2019 compared with 2018, and the number of participants funded has continued to rise to reach close to 175 000. Despite this, the level of unmet demand remains high with only 33% of the projects being granted in the Action.

With an average project grant of €25 000 and more than 25 000 organisations involved, this Action demonstrates its capacity to reach out and impact a large number of young participants and organisations working with them, through grassroots projects.

The international dimension of KA105 remains strong, contributing to mutual understanding and exchanges of good practices. The Erasmus+ National Agencies used €31 million of the funds for activities fostering international youth cooperation and involving more than

45 000 participants from Programme and Neighbouring Partner Countries.



Photo credit: ©European Union

### **Youth Exchanges**

Youth Exchanges bring together young people from different countries to exchange and learn outside their formal educational system.

With an increased initial budget allocation of more than €70.5 million in 2019, the action enabled around 120 000 young people to take part and acquire or further develop skills, competences and European values.

Youth Exchanges are particularly suitable for inclusion, this is showcased by the large number of young people with fewer opportunities involved, reaching 40% of the participants.

Since the beginning of the Erasmus + programme in 2014, more than 15 000 projects have been funded, involving 670 000 participants from programme and partner countries from all backgrounds, proving the success of this mobility opportunity and the important and stable interest of youth organisations, and young people.

### **Youth Worker Mobility**

Since the start of Erasmus+, Youth Worker Mobility has offered opportunities for close to 240 000 youth workers to develop their key competences through transnational training courses and seminars, contact-making events, study visits and job shadowing. Over 7 600 projects have been funded addressing topics of relevance for youth work and youth policy, including active citizenship, democracy and youth participation, inclusion and equity, new innovative curricula and pedagogical methods.

The demand remained high in 2019, and the number of granted activities and participants continued to increase (close to 1 700 activities, involving more than 45 000 participants in 2019, up from 1 400 activities and 37 600 participants in 2018). The success of the action is also shown in the very high satisfaction rate of (95%) among participants, with almost 95% declaring an improvement in their competences and high satisfaction in meeting their professional (88.6%) and personal development (95%) needs through their mobility experience.



### Spread Ability

#### Coordinating organisation:

Youth for Equality

#### EU Grant:

€17 610

*Lack of information and practise prevent youth workers to involve young people with disabilities in their local, national and international activities. The focus of this project was to teach youth workers how to involve, work and help young people with disabilities.*

*During this project, good practises were shared and youth workers learnt how to use and also create new and direct non-formal activities, which they could put in practice and test in their daily work.*

*Result: youth workers improved their knowledge and skills on how to manage, adjust and create new non-formal activities for young people with disabilities.*

Project ID: [2019-2-SK02-KA105-002183](#)

## 2.3 Mobilities from the Outermost regions

Since 2014, the flow of participants from EU outermost regions (ORs) has steadily increased, with over 20 500 learners' and staff mobilities. Under the International Credit Mobility scheme, 130 participants from the ORs benefited from the mobilities to Third Countries since 2014, including 47 participants in 2019.

The majority of participants comes from the field of Higher Education (52%) followed by these of Youth (26%), Vocational Education and Training (14%), School Education (7%) and Adult Education (1%). The distribution of participants among the ORs is as follows: Canary Islands (58.9%), Réunion (14.3%), Martinique (8.3%), Madeira (7.2%), Azores (6.6%), Guadeloupe (2.9%), French Guiana (1.4%) and Mayotte (0.4%).

## 2.4 Erasmus Mundus Joint Master Degrees

Erasmus Mundus Joint Master Degrees (EMJMDs) are highly integrated study programmes delivered by an international consortium of higher education institutions, and, where relevant, other public or private organisations. EMJMDs aim to foster excellence, innovation and internationalisation of higher education institutions, strengthen the quality and the attractiveness of the European Higher Education Area and improve the competences, skills and employability of Master students.

The EMJMDs were selected following the publication of the Erasmus+ call for proposals in October 2018. A total of €178.4 million was allocated to 48 projects. The newly selected EMJMDs will provide 3 659 student scholarships over four annual intakes, starting in 2019. The planned numbers of student scholarships include 707 scholarships committed under Heading 4, and 115 scholarships under the European

Development Fund (EDF) budget. The 48 projects will also invite 768 guest academics over the four annual editions of their programmes.

Overall, the 48 EMJMD projects selected represent a good mix of academic disciplines in the broader areas of hard sciences (20), humanities (15) and life sciences (13). There is a wide geographical distribution of projects with 197 different higher education institutions from 26 different Programme Countries as coordinators or full partner and 21 different Partner Countries as full partners.

In the academic year 2019/2020, there were 132 ongoing **Erasmus Mundus Joint Master Degrees** courses offering scholarships to master students from all over the world. In total 2 600 scholarships were awarded, 590 to Programme Country students and 2 010 to Partner Country students.

As part of the EU-Japan Policy dialogue on Education, Culture and Sport, a joint call in the framework of the existing EMJMDs was launched for the first time to select excellent consortia of European and Japanese universities. The call was co-funded by the EU and the Inter-University Exchange Projects (IUEP) of the Japanese Ministry of Education, Culture, Sports Science and Technology (MEXT). Three projects were selected with a budget of € 4.8million. These 3 projects involve 15 different higher education institutions, 4 large enterprises and 4 SMEs located in 8 Erasmus+ Programme Countries and in 2 Erasmus Partner Countries. The EU grant will fund 96 scholarships and the Japanese grant will finance 82 scholarships to Japanese students.



### Master's programme in Security and Cloud Computing

**Coordinating organisation:**  
AALTO KORKEAKOULUSAATIO SR

**EU Grant:**  
€2 955 000

*Security and Cloud Computing (SECCLLO) Master's programme is a two-year engineering programme which gives students a broad understanding of the latest and future technologies for secure cloud and mobile computing systems. Students will gain both practical engineering knowledge and theoretical insights into secure systems engineering, distributed application development, network and service architectures, and cloud and mobile platforms.*

*SECCLLO focuses on two specific aspects of modern computing systems: cloud computing, which in a broad sense means highly distributed and scalable computation and data storage in data centers as well as physically accessible devices, and information security, which means protection of computation, communication and data from unauthorized access.*

Project ID: [586541-EPP-1-2017-1-FI-EPPKA1-JMD-MOB](#)



## 2.5 Erasmus+ Master Loans

The Erasmus+ Master Loans scheme provides partial guarantees to financial intermediaries who expand access to affordable financing for students who will take a full Master's degree in another Erasmus+ programme country. Following the launch of the scheme in 2015 in Spain, the scheme is now operational in five countries: Spain, Italy, Romania, Croatia and Turkey.

In addition, the University of Luxembourg and the University of Cyprus are providing deferred payment on tuition and housing costs (equivalent to loans) for incoming students from all other Programme Countries to study for a Master course at these universities. Thus the EU guarantee also facilitates universities to support their internationalisation policies.

Altogether, 25 Programme Countries have been involved as sending or receiving country. By the end of 2019, 683 students had obtained an EU-guaranteed master loan for a total loan volume of €8.17 million. Initial feedback from students, consistent throughout the years, has been positive [with satisfaction rates over 70%] in terms of policy objectives, implementation and social inclusion.

Over the four years of evaluation the loan scheme has shown its ability to increase social mobility of students, also enabling 'older' beneficiaries to carry out a Master's degree abroad. In particular, the loan diminished the financial pressure on families, with around half of beneficiaries indicating that their family experienced some level of difficulty in making ends meet.

A follow-up survey among graduated beneficiaries confirmed employability as a main benefit, as they had all found good jobs or traineeships, thanks the master/loan they had taken. A Student Beneficiary Survey is ongoing among the beneficiaries from 2019, with results expected to come out by the end of 2020.

## #ERASMUSDAYS 2019:

**Find out how you can celebrate the Erasmus programme!**







## KEY ACTION 2

Cooperation for  
innovation &  
the exchange  
of good  
practices





### 3. Key Action 2 - Cooperation for innovation and the exchange of good practices

Key Action 2 promotes the cooperation for innovation and exchange of good practices in the fields of education, training and youth, aiming at a long-lasting impact on organisations, individuals and policy systems. It supports:

- Transnational **Strategic Partnerships** between organisations, public authorities, enterprises and civil society organisations active in various socio-economic sectors, in order to promote institutional modernisation and societal innovation.
- **Capacity-building**: transnational cooperation projects between organisations from Programme and Partner Countries, with the aim of supporting the modernisation and internationalisation of their higher education institutions and systems and of fostering cooperation and exchanges in the field of youth.
- **Knowledge Alliances**: international projects between higher education institutions and enterprises that stimulate innovation, entrepreneurship, creativity, employability, knowledge exchange and multidisciplinary teaching and learning.
- **European Universities Alliances**: enhance the quality and attractiveness of European higher education and boost cooperation between institutions, their students and staff.

- **Sector Skills Alliances**: identification of sector-specific labour market needs and demand for new skills and skills needed in order to perform in one or more professional fields. Drawing on such evidence, Sector Skills Alliances support the design and delivery of transnational vocational training content and teaching and training methodologies for European professional core profile.

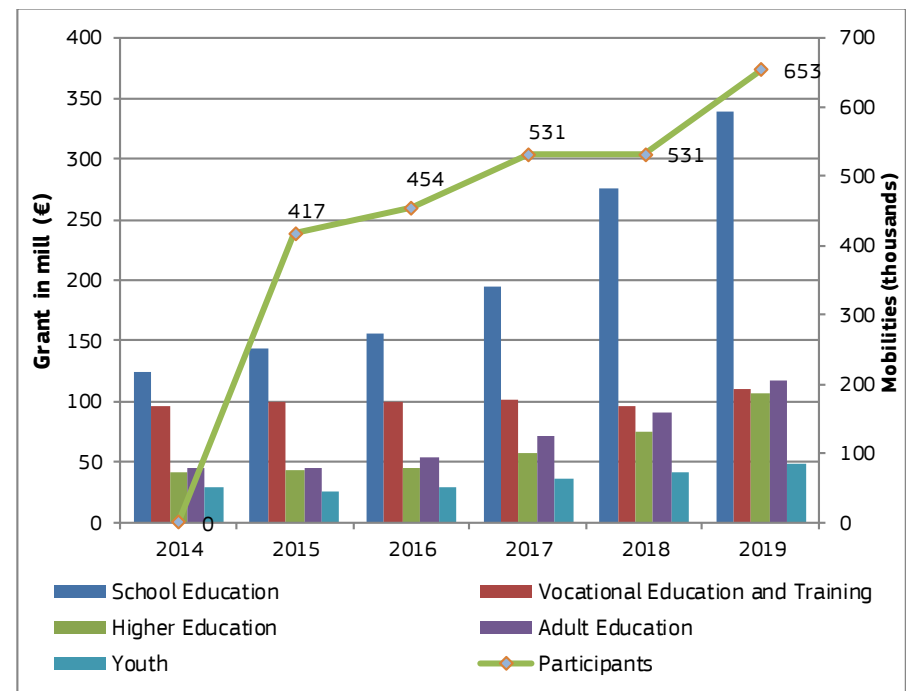
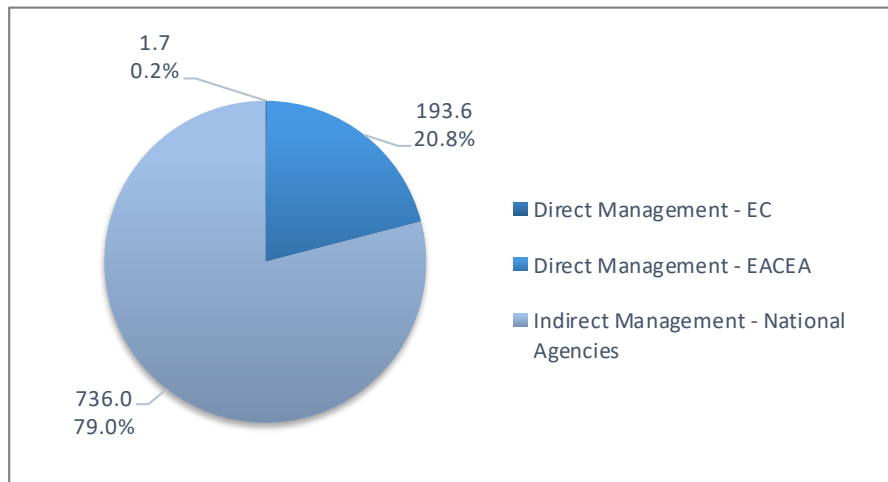


Figure 19 - Key Action 2 trends 2014-2019 (indirect management)

In 2019, a total amount of €931 million was implemented under Key Action 2, representing 28% of the programme's total commitment appropriations and an increase of around €259 million (+39%) as compared to 2018.



**Figure 20 – KA2 – Erasmus+ Budget Commitments by Management mode (in million €)**

Close to 79 % of the Key Action 2 funds were allocated to the National Agencies, which managed to fully implement the funds entrusted to them as part of their delegation agreements.

### 3.1 Strategic Partnerships

Strategic Partnerships aim to support the development, transfer or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.

Depending on the objectives and the composition of the Strategic Partnership, projects may support innovation or the exchange of good practices.

## KA201/229 - School education projects

### High attractiveness of School Exchange Partnerships

A total of 5 742 applications were submitted in school education in 2019. About 25% of them were applications for projects of schools with mixed consortia of organisations (KA201) focusing on exchanges of good practices or dedicated to innovation. Of these KA201 applications, 447 projects were selected and contracted, for a total of €100.7 million. The large majority of the contracted projects (78%) included innovative outputs.

The remaining applications were submitted under the School Exchange Partnerships (KA229) format. This new type of partnership was introduced in 2018 with the aim of increasing participation of schools in the Erasmus+ programme and supporting more groups of pupil mobility abroad. This second Call confirmed the attractiveness of this format with 4 343 School Exchange Partnerships applications being submitted in 2019, representing 21% more than the number of 2018 applications. More than 2 000 partnerships were contracted, for a total of €230.4 million. These partnerships involved 8 690 participating schools and aimed at supporting the mobility of more than 151 000 pupils and 28 000 teachers.

The partnership projects combined horizontal priorities and field specific priorities. For the field of school education, priority was given to strengthening the profiles of the teaching professions, to building capacity for organisation and recognition of learning period abroad, to promoting a comprehensive approach to language teaching and learning, to supporting schools to tackle early school leaving and to increasing access to affordable and high quality childhood education and care.

The following topics were the five most common in **Strategic partnerships** with mixed consortia of organisations in the school sector: new innovative curricula, educational methods and development of training courses; ICT new technology and digital competences; early school leaving and combating failure in education; key competences and basic skills and pedagogy and didactics.

The top five topics addressed by contracted **School Exchange Partnerships projects** were ICT new technology and digital competences; teaching and learning of foreign languages; cultural heritage; EU citizenship, EU awareness and democracy; creativity and culture.

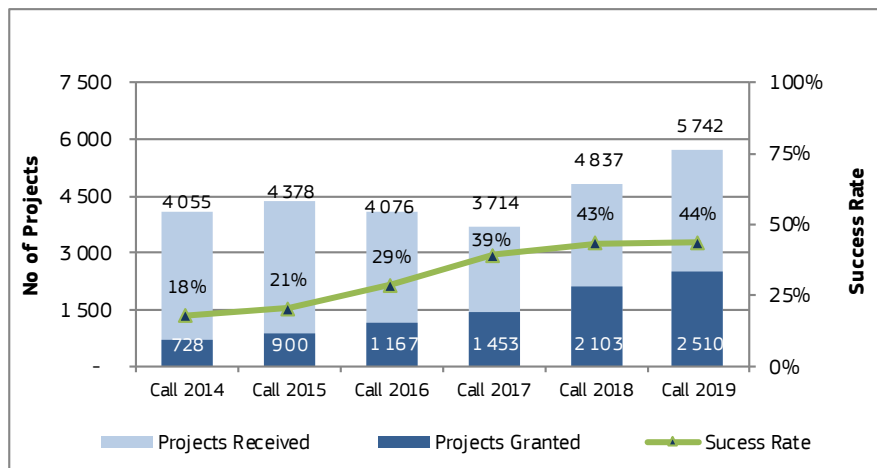


Figure 21 - KA201/KA229 School Education projects trend 2014-2019



## Gender aware education and teaching

### Coordinating organisation:

LUXEMBOURG INSTITUTE OF SCIENCE AND TECHNOLOGY

EU Grant:  
€263 768

*The project supported teachers in dealing with gender-balance and diversity in their classroom. The goal was to tackle the low representation of girls in STEM (Science, Technology, Engineering and Maths) education and subsequently women in STEM careers.*

*For instance, several problems prevent girls from fully participating in STEM, among them cultural traditions and stereotypes, as well as unconscious biases about girls in STEM education (e.g. science is solitude, science is more suitable for men, etc.).*

*This project was built by bringing together a variety of partners with expertise in gender issues, especially in the field of STEM, (e-)learning and teaching, and technology research and development. Its methodology was based on a design thinking approach so that the target groups and main stakeholders are involved in developing suitable solutions.*

*An e-learning platform called the [Gender4STEM Teaching Assistant](#), was developed where educational and awareness-raising materials could be uploaded for use by secondary-level teachers and European good practices could be discovered.*

Project ID: [2017-1-LU01-KA201-023926](#)

## KA202 - Vocational education and training

### Positive development of the number of applications

Strategic Partnerships in vocational education and training (VET) include projects focusing on **innovation through intellectual outputs and smaller cooperation projects** that are mainly based on exchanges of good practices, which foster the internationalisation of institutions. Of the total project selected, 78% focused on innovation.

With an increase of almost 10% of the number of strategic partnership applications, 2019 ended the decreasing trend started in 2017. The number of selected and contracted projects increased by about 13% compared to 2018, reaching 512 projects for a total budget of €110.9 million. The average project grant was €216 882.

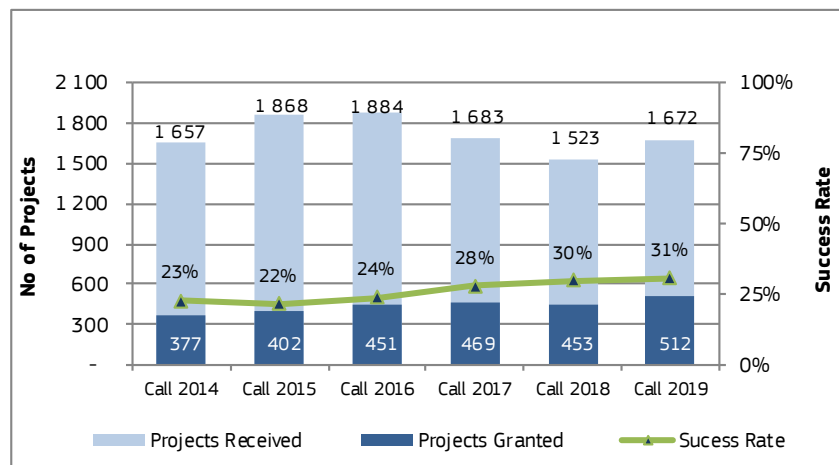


Figure 22 - KA202 Vocational Education and Training projects trend 2014-2019

Strategic partnerships address both horizontal and field specific priorities. The three most common VET field specific priorities in contracted projects in 2019 were: further strengthening key competences in VET (addressed by 9.5% of the projects), supporting innovative approaches

and digital technologies for teaching and learning (addressed by 9.5% of the projects) and promoting work based learning in all forms (9.4%).

The five more recurrent topics in VET Strategic Partnerships projects supported the three first priorities, e.g.:

- new innovative curricula, educational methods and development of training courses (48% of the projects),
- ICT, new technologies and digital competence (24% of the projects),
- cooperation between educational institutions and business (21.7% of the projects),
- open and distance learning (13.5% of the projects)
- entrepreneurial learning and entrepreneurship education (13.5% of the projects).





### Beekeeping and its role in countryside ecology and rural development

**Coordinating organisation:**  
Natura Opava - Czech Republic

**EU Grant:**  
€120 855

*The project was based on cooperation for innovation and exchange of good practices between various organisations devoted to beekeeping, education, ecology and rural development. All partners were active in vocational education and training in their regions, or provided vocational training to schools as business experts.*

*The cooperation resulted in 82 international mobility projects involving 33 students, 49 teachers, as well as representatives of the non-profit sector and business.*

*Educational material was developed, and subsequently used for teaching at school and in other educational institutions. They could be seen as a guide for turning a relatively neglected area such as beekeeping into a strategic issue for regional development, or in vocational training.*

*The young people involved in the project acquired a broad range of skills such as overcoming language and social barriers, communication and problem solving skills. The project provided them also with a useful experience for their future professional career. The teachers could enrich their methodology and exchange experience in an international team.*

Project ID: [2017-1-CZ01-KA202-035552](#)

## KA203 - Higher Education

Strategic Partnerships contribute to increasing the quality, relevance, capacity for innovation and accessibility of European higher education by funding **ambitious transnational cooperation** projects between higher education institutions in the Programme Countries.

In 2019, the **Impact study on Erasmus+ Higher Education Strategic Partnerships and Knowledge Alliances** was published.

The study found that Erasmus+ cooperation projects encourage the majority of participating higher education institutions to be better prepared for digital transformation. Making use of new technologies and innovative teaching and learning methods helps strengthen their international cooperation and innovation capacity. Furthermore, two out of three participating higher education institutions stated EU-wide projects also contribute to increasing social inclusion and non-discrimination in higher education.

The study also found the Erasmus+ fosters entrepreneurship: one in four cooperation projects contributed to entrepreneurial education and strengthened entrepreneurship. A third of projects helped create spin-offs and start-ups.

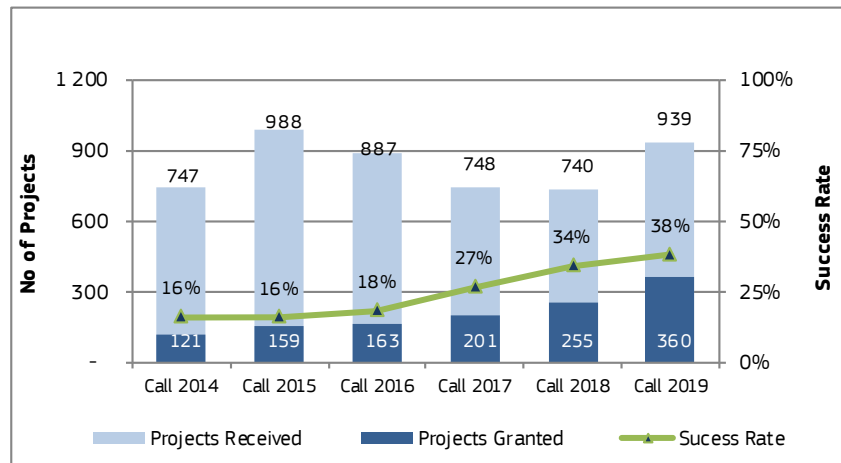


Study on the impact of Erasmus+ Higher Education Partnerships and Knowledge Alliances at local, national and European levels on key Higher Education policy priorities





In 2019, a total of 360 higher education projects were funded under the Strategic Partnerships action, representing a 42% increase compared to 2018. In total, 1 259 Strategic Partnerships in higher education have been funded since 2014.



**Figure 23 - KA203 higher education projects trend 2014-2019**

While 12 countries (CZ, DK, DE, ES, FR, IT, NL, PL, RO, SE, UK, TR) selected ten projects or more for funding, a majority of countries funded between one and three projects. The average EU funds for the selected projects was around €299 000, a slight increase compared to the previous year. Project partnership size varies with an average of around six partners per project.

Out of 2 169 participating organisations, more than two thirds are higher education institutions, the remaining being enterprises, schools, research institutes, associations and public authorities. Strategic Partnerships projects also include mobility activities which are complementary to those of Key Action 1. In 2019, these mobility activities were included in 74% of the projects, such as blended student mobility, an innovative mobility format, which combines virtual and physical mobility. This

represented a 5% increase as compared to the previous year.

The main topics addressed by the projects were: new innovative curricula and educational methods (235 projects), ICT technologies - digital competences (101 projects), cooperation between education and business (53 projects), making higher education more inclusive and equitable (50 projects) along with a variety of other important topics addressed such as overcoming skills mismatches, open and distance learning, health and wellbeing, entrepreneurship education, and environment and climate change. The distribution of topics covered reflected the priorities of the **Renewed EU Agenda for Higher Education**.



### Social Farming in Higher Education

#### Coordinating organisation:

Thüringer Ökoherz e.V.

#### EU Grant:

€438 115

Coordinated by an experienced German environmental association, this strategic partnership brings together six universities from five countries. The [project](#) aims at empowering rural areas across Europe and at increasing the quantity and quality of social farms by developing social farming skills in higher education and thus filling a gap between agriculture and social work. The projects intends to achieve these objectives through defining quality standards in teaching these skills and in developing an interdisciplinary university curriculum based on these standards as well as tailored teaching material. Social farming is a way of using agricultural enterprise as a setting for therapy, integration, rehabilitation or occupation of people with special needs. For the farmer, it represents an opportunity to diversify income and labour sources and to take social responsibility. The project meets a growing demand for learning opportunities, teaching material, educational innovation and scientific research in the area of social farming.

Project ID: [2017-1-DE01-KA203-003583](#)

## KA204 - Adult education

### Strong acceleration of the number of applications

In 2019, the number of applications under the **Strategic Partnerships action for Adult Education steadily increased** to 31%, reaching 1 567. The €116.8 million budget available allowed to increase significantly the number of contracted projects from 498 to 618.

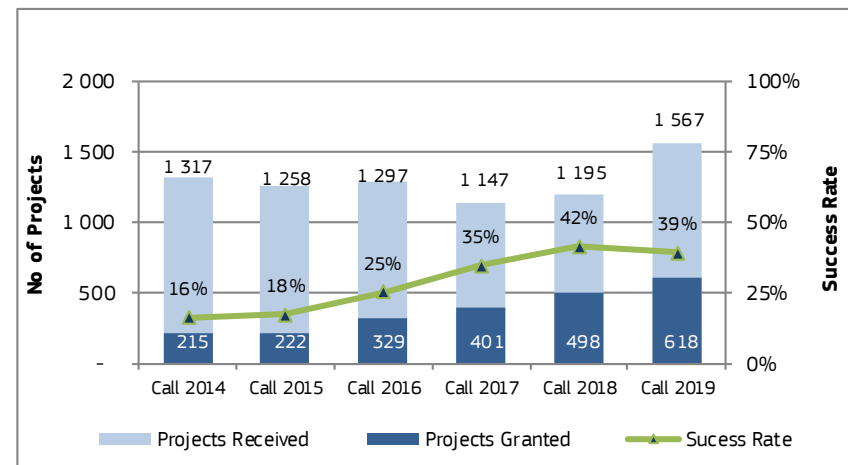


Figure 24 - KA204 Adult Education projects trend 2014-2019

The partnerships contracted involved a total of 3 555 organisations, which is 25% more than in 2018.

In the field of adult education, priority was given to strategic partnerships extending and developing educators' competences; supporting the supply of high quality learning opportunities; supporting access to upskilling pathways; developing mechanism to monitor the effectiveness of adult learning policies; increasing the demand and take-up through effective outreach, guidance and motivation strategies.

These priorities were clearly reflected in the main topics addressed by the projects: new innovative curricula, new educational methods and development of training courses, ICT – new technologies and digital competences, inclusion, equity and intercultural intergenerational education, and (lifelong) learning.



### Health Points - a game based approach for health promotion

#### Coordinating organisation:

RINOVA LIMITED

#### EU Grant:

€273 364

*Health Points addressed European trainers and educators that work with disadvantaged young adults. Considering that being able to raise interest and motivation to improve health literacy among this target group is a major challenge.*

*The project developed an attractive blended learning approach involving online games and social media in combination with a training offer and guided non-formal learning opportunities. The goal was to provide access to information on health prevention and education to disadvantaged youth; as well as equipping trainers, educators, and youth workers with an innovative tool to increase their capacity.*

*The methodology for the game was developed by means of interviews and dedicated focus groups involving both trainers and young adults themselves.*

Project ID: [2017-1-UK01-KA204-036605](#)

## KA205 - Youth

Under the Erasmus+ Key Action 2, **Strategic partnerships** in the field of youth, the following categories of projects were emphasised:

- Projects contributing to the EU Youth Work Agenda, by promoting quality, innovation and recognition of youth work;
- Projects aiming at engaging, connecting and empowering young people. Within these focus will be put on projects that strengthen cross-sectorial cooperation, allowing for greater synergies across all fields of action concerning young people, with a special focus on access to rights, autonomy, participation – including e-participation – and the active citizenship of young people, notably those at risk of social exclusion;
- Projects promoting entrepreneurship education, social entrepreneurship and not-for-profit activities among young people. Within these, focus will be directed to projects in the form of transnational youth initiatives that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and identified problems in their daily lives.

In addition to three core areas for action, whereby all actors are invited to mobilise their efforts about Engaging, Connecting and Empowering via participation, EU programmes and youth work, the new EU Youth Strategy also endorsed **11 European Youth Goals**, conceived by young people themselves through the EU's Youth Structured Dialogue process.

The Strategy calls for the mobilisation of youth policy instruments to achieve these goals. The current trio of Presidencies (Romania, Finland and Croatia) has committed to focus on three of them: quality employment for all, quality learning and moving rural youth forward.

Strategic Partnerships for Youth continue to show high demand with more than 2 000 applications and over 390 projects granted in 2019. The 1 800 organisations involved in granted projects are mostly (60%) non-governmental and youth organisations (60%), but there are also small and medium size private enterprises, public bodies at different levels and research institutes taking part.

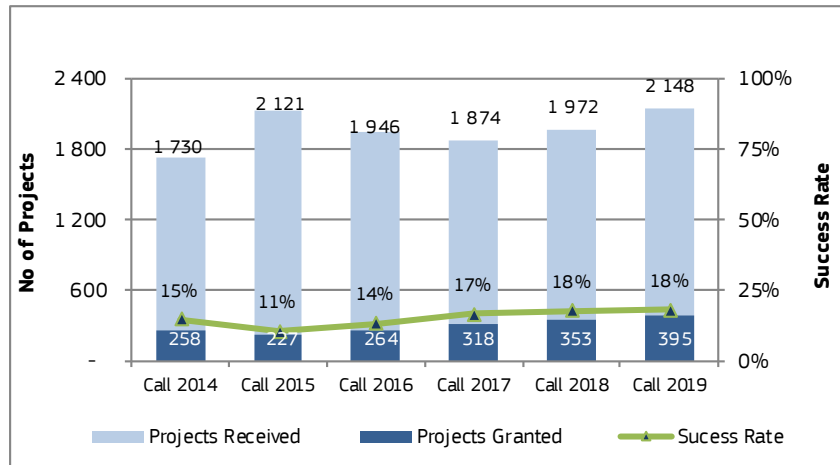


Figure 25 - KA205 Youth projects trend 2014-2019

The objectives of youth-specific projects include supporting both quality youth work and empowerment, and active citizenship of young people. Topics such as the development of new innovative curricula and educational methods, and inclusion are also well represented.



### 3D LAB: Making with brain, technology and hands

#### Coordinating organisation:

Centrum Edukacyjne EST

#### EU Grant:

€84 493

*Informal creative workshops with digital and manual tools bring concrete benefits to young people. They eagerly participate in making activities supported with **3D technology** which lead to production of concrete physical objects of artistic and/or practical value.*

*During these workshops, young people developed not only soft skills but also competences essential for careers in modern economy.*

*The course served also as main tool to encourage youth workers and educators to organise similar workshops and adopt the methods of 3D LAB.*

*A very interesting and detailed [online platform](#) was created, with background information as well as tutorials on 3D design and 3D printing for youth workers and young people.*

Project ID: [2017-2-PL01-KA205-039021](#)

## Transnational Cooperation activities

Transnational Cooperation Activities (TCAs) between National Agencies support the EU added value and quality implementation of the Erasmus+ programme in the field of youth and contribute to the strategic impact of the programme.

The National Agencies continued to use intensively the TCAs for training and support activities tailored to the needs of the different youth actions and longer-term thematic cooperation activities supporting the linkages between the programme and the EU Youth Strategy. In 2019 more than 300 hosting TCAs were planned, targeting more than 44 000 participants.

TCAs were also successfully organised in the Education and Training fields. In particular for the School, VET and Adult sectors, these had either a policy or a programme orientation. Either way, they create a dialogue between beneficiaries and National Agencies and contribute greatly to a better understanding of the horizontal or sectoral policy priorities underpinning the Actions of the programme, as well as of what constitutes qualitative project implementation and how it can be achieved.

### 3.2 Capacity building

Capacity building actions support the internationalisation, modernisation, relevance and accessibility of higher education in Partner Countries, as well as cooperation and exchanges between Partner and Programme Countries in the field of youth. In 2019, special attention was given to geographical representation and least-developed countries, and to the inclusion of people from disadvantaged socioeconomic backgrounds and participants with special needs. The budget for this action reflects the EU's external priorities and is supported by the corresponding financial instruments: European Neighbourhood Instrument, the Development Cooperation Instrument and the Instrument for Pre-accession Assistance.

Action	Projects			Grants Contracted in million EUR	Organisations
	Received	Granted	Success rate		
Capacity Building for Higher Education	840	163	19%	145.3	1 738
Capacity Building for Youth	505	121	24%	14.3	838
<b>TOTAL</b>	<b>1 345</b>	<b>284</b>	<b>21%</b>	<b>160</b>	<b>2 576</b>

Figure 26 - Capacity building projects – call 2019

### Capacity building for higher education

Capacity building in higher education (CBHE) projects are multilateral partnerships between higher education institutions (HEIs) from Programme and Partner Countries. They can also involve non-academic institutions (NGOs, enterprises, associations). There are two types of CBHE projects, which all last from two to three years. Joint projects are aimed at **modernising and reforming higher education institutions**, developing new curricula, improving governance and management, and **building relationships between HEIs and the wider economic and social environment**. Structural projects can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities.

In 2019, of the 840 applications received, 163 proposals were selected for funding: 142 Joint Projects and 21 Structural Projects. Over one third of the applications were submitted by Partner Countries. The highest increase in the number of applications was from Iran-Iraq-Yemen, followed by Asia, thanks to intensive and targeted promotion carried out in the field and by web-streaming events. To be noted is the increased involvement of higher education institutions in the least developed countries (LDCs) not only as partners but also as coordinators. Good progress was also observed in the Western Balkans and the South

Mediterranean countries whilst in the other Regions, the situation remained largely comparable to previous years.

Half of the Joint projects aimed at modernisation of the curriculum by developing new and innovative courses and methodologies in Partner Country HEIs. The most preferred disciplines by HEIs were: **engineering and engineering trades, education and environment**, representing around 50% of the overall number of curriculum development projects. More efforts have been made by the project partners to develop curricula that correspond better to the labour market/employment offers in the Partner Countries. As result, there is an **increase of involvement of industry and socio-economic actors** in the projects' partnerships.

In 2019, the on-going CBHE projects selected under the 2016, 2017 and 2018 calls were closely monitored by the European Commission with the support of the National Erasmus+ Offices in the ex-Tempus Partner Countries. In addition to desk and field monitoring of individual projects, cluster meetings between ongoing projects were organised, onsite institutional monitoring visits undertaken and modern online tools used to ensure a good implementation and a close follow-up of projects. The monitoring activities revealed in particular that multi-country and multi-regional projects are typically more ambitious, and are challenged by differences between national education systems and regulatory frameworks.

### Regional Cluster Meeting

A Cluster Meeting took place in Tirana (Albania) in October 2019. The Cluster meeting, on the impact of the Capacity Building in Higher Education (CBHE) action in the Western Balkan region brought together a large number of stakeholders. The organisation in the

form of workshops was an appropriate and successful approach to address important action priorities and policy aspects. In particular, the Cluster Meeting provided the participants with the opportunity to discuss the impact of CBHE projects in terms of regional cooperation, modernisation, accessibility and internationalisation of Higher Education. It encouraged and facilitated the exchange of good practice and networking and served as a platform to identify obstacles in the implementation of CBHE projects and practical solutions. As a result of the event, CBHE projects in the Western Balkan region enjoy wider visibility and their quality, impact and sustainability is enhanced. The conclusions of the Cluster Meeting can serve National Authorities, the European Commission and Higher Education Institutions and promote re-examination of the actual needs of the Higher Education sector in the Western Balkans and the way these needs can be better addressed.

### Capacity building in the field of youth

The action targets youth organisations active in Erasmus+ Programme Countries and other Partner Countries from other regions of the world. Through cooperation projects these organisations exchange good practices, innovatively address the needs of young people and equip them with skills and knowledge to face challenges and build resilience. This action also contributes to the EU's external action objectives with the implementation of four specific strands: the ACPALA (ACP countries, Asia and Latin America) strand, the Western Balkans strand, the Eastern Partnership strand and the South Mediterranean strand.

In 2019, a total of €14.3 million was allocated to 121 projects of which 55 selected proposals for Africa, Caribbean, Pacific, Asia, Latin America (ACPALA) countries. The projects allowed participants to elaborate and to exchange good practices in non-formal learning methods, volunteering and youth work. They encouraged policy dialogue, cooperation,

networking and development of youth work methods, tools and materials.



### Entrepreneurship Skills for Youth / Youth for Social Entrepreneurship

#### Coordinating organisation:

DEL-ALFOLDI EUROTENDER IFJUSAGI  
KULTURALIS OKTATASI ES KORNYEZETVEDELMI  
EGYESULET

**EU Grant:**  
142 685

The overall goal of the project was to help young people fully realize their potential in economic and social dimensions. It encouraged and assisted their careers as entrepreneurs and socially responsible persons.

Entrepreneurship Skills for Youth / Youth for Social Entrepreneurship collected, exchanged and shared good practices and policy initiatives in the participating countries (Cyprus, Hungary, Romania, Slovakia and Mexico).

In the framework of the project, comprehensive, evidence-based and digital training materials were developed for practitioners from all around Europe. This process involved the collection of good practices, up-to-date information, and proved methodologies. These materials can be found on a [dedicated website](#) in six languages. The specific focus of the [learning materials](#) was on 'becoming a young entrepreneur' as well as on 'social entrepreneurship'.

Project ID: [589915-EPP-1-2017-1-HU-EPPKA2-CBY-ACPALA](#)

## 3.3 Knowledge Alliances

Knowledge Alliances are structured partnerships bringing together enterprises and higher education institutions in order to develop **new ways of creating, producing and sharing knowledge**. They collaborate to design and deliver new curricula which encourage creativity, employability and entrepreneurship and contribute to Europe's innovation capacity.

Knowledge Alliances cover a wide range of study areas, and economic and social activities. Their main added value comes from their focus on innovation excellence and their responsiveness to society's needs. They stimulate and facilitate inter- and multidisciplinary activities to benefit to both academia and the business sector.

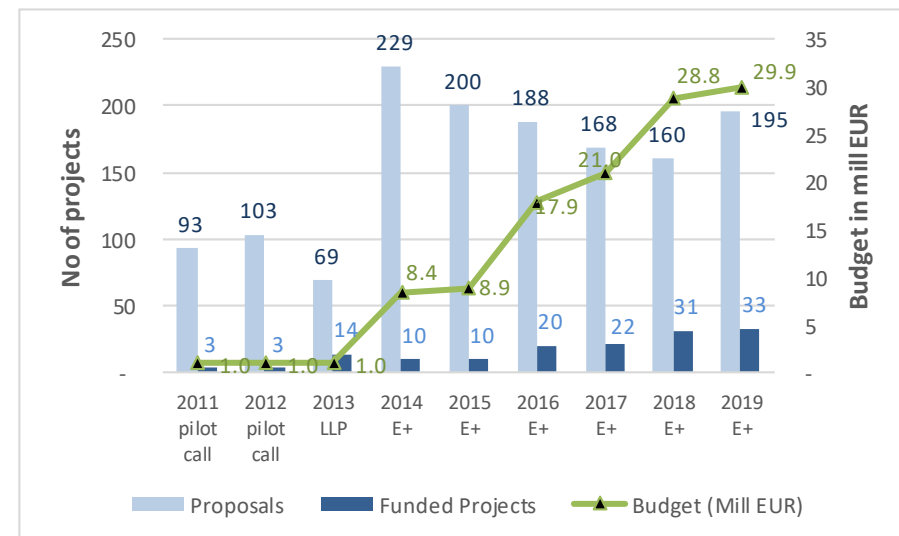


Figure 27 - Knowledge Alliances Trend 2014-2019



In 2019, following a strong competition for funding, a total budget of over €29.9 million was granted to 33 projects involving 336 organisations from 18 Programme and 5 Partner Countries.

Projects funded in 2019 have a good potential to achieve sound university-business cooperation and innovative results in various fields such as agriculture, fashion and textile industries, health, education, social innovation which also address green entrepreneurship. As a common challenge, it is worth mentioning that a series of projects will develop a number of innovative concepts in response to the challenges that Europe faces from digitalisation, disruptive innovation and globalisation. Furthermore, in order to face challenges in a dynamic and volatile economy, specific approaches will be implemented for young people to be innovative, creative, flexible and entrepreneurial.

The 33 projects selected integrate various forms of innovations either in teaching and learning methods, lab for innovation using creative technologies, new teaching approaches in the field of sustainable entrepreneurship, companies' trainers, etc.



### Learning for Innovative Design for Sustainability

**Coordinating organisation:**

UNIVERSITAT POLITECNICA DE CATALUNYA

**EU Grant:**

€993 763

*The **Learning for Innovative Design for Sustainability (L4IDS)** project promotes sustainable consumption and production of products and services in Europe. This was achieved through a knowledge co-creation process and the development of training and teaching materials for students, academics and professionals of the design sector in Innovative Design for Sustainability (IDfS) strategies. Towards a more sustainable society, the focus was on social business and educational innovation, enabling the creation of sustainable products and services aligned with European Circular Economy policies.*

*The project provided the current and future designers of Europe with:*

- *a common vision of Design for Sustainability (DfS);*
- *innovation and entrepreneurial opportunities through DfS for Industry (Benchmarking, Internships);*
- *Open Educational Resources (OER) for teaching and training design stakeholders (students, faculty and enterprises' staff);*
- *innovative learning environments (teaching resources and knowledge co-creation processes) for IDfS between universities and companies;*
- *Skills for applying IDfS.*

Project ID: [575777-EPP-1-2016-1-ES-EPPKA2-KA](#)

### 3.4 European Universities:

European Universities are transnational alliances of higher education institutions from across the EU that share a long-term strategy and promote European values and identity. The initiative is designed to significantly strengthen mobility of students and staff, and foster the quality, inclusiveness and competitiveness of European higher education.

The results of the first call have been published in June 2019: out of 52 applications received, **17 European Universities have been selected, involving 114 higher education institutions.**



In total, a budget of up to €85 million has been dedicated for the first 17 'European Universities'. Each selected alliance is to receive up to €5 million in the coming three years to start implementing their plans and pave the way for other higher education institutions across the EU to follow.

#### *A sound geographical balance:*

The first 17 selected European Universities involve 114 higher education institutions from 25 different countries, representing a good step after only one call, towards a fair geographic balance across the EU. The selected higher education institutions are spread within 24 EU Member

States and one Erasmus+ Programme country (Norway). All selected European Universities cover at least 3 out of the 4 European regions (North, South, East and West). Around half of them have partners from all European regions.

#### *A diverse spectrum of higher education institutions:*

Selected European Universities include a wide variety of types of higher education institutions. Not only comprehensive and top research-based universities, but also universities of applied sciences, technical universities and art schools are part of the selected European Universities: 35% of the selected European Universities include an applied sciences/art or technical university.

#### *Transformational potential of the European Universities:*

The selected European Universities propose to transform their institutions: they aim to be more deeply connected, more competitive and attractive, by sharing a common long-term strategy on education, with links where relevant, to research, innovation and service to society. As such, they aim for a systemic, structural and sustainable impact. The selected European Universities want to build an integrated European University system. Their long term vision is to become the universities of the future for the graduate of the future and for this to happen they commit to transform their way of learning, teaching and performing research and innovation.

They all opt for parity of esteem between education on one hand and research and innovation on the other. To put their vision into practice, the selected European Universities are working on specific trans-disciplinary challenges (challenge-based approach) and want to become champions in their fields of expertise. They will tackle these challenges with transnational and transdisciplinary teams of students, professors, researchers, regional actors, businesses.

### *The kick-off of the European Universities:*

A high level event took place on 7 November 2019 to officially kick-off the 17 European Universities. Ministers, representatives of the 17 European Universities, students and academics explored a range of topics related to the future of higher education and the need of accelerating the transformation of Europe's higher education institutions to ensure their quality, inclusiveness and international competitiveness.



The event also included an information session on the second call for proposals for the European Universities Initiative. This was complemented by a closed morning dialogue with the selected European Universities and an informal dinner between EU ministers responsible for higher education. This event gathered more than 1 000 participants on-site and was followed by more than 7 000 participants online.



**(YUFE)**

The [Young Universities for the Future of Europe](#) (YUFE) uniting 150 000 students, 20 000 staff, 52 faculties and 153 research groups aims to bring a radical change by becoming the leading model of a young, student-centred, non-elitist, open and inclusive European University based on the cooperation between higher education institutions, public and private sector, and citizens.

YUFE will have multiple locations across Europe where young talented people, from all partners and regions, will collaborate to address current and future challenges through four YUFE Focus Areas: European identity and responsibilities in a global world; Citizens' well-being; Digital societies; and Sustainability. Personalised academic curricula will be the backbone of an equitable, diverse and effective education system that recognises and optimally fosters individual talents YUFE aims at delivering its vision by gradually aligning, integrating, opening up and merging partner activities, services and infrastructures. Ultimately, YUFE will provide European students from different backgrounds with life-changing educational experiences and opportunities. By doing so, YUFE will shape future generations of Europeans into socially responsible, globally oriented citizens and life-long learners equipped to effectively contribute to a more cohesive and inclusive European society.

### 3.5 Sector Skills Alliances

Sector Skills Alliances aim at **tackling skills gaps** with regard to one or more occupational profiles in a specific sector. They do so by identifying existing or emerging sector specific labour market needs (demand side), and by enhancing the responsiveness of initial and continuing VET systems, at all levels, to the labour market needs (supply side). Drawing on evidence regarding skills needs, Sector Skills Alliances support the design and delivery of **transnational vocational training content**, as well as teaching and training methodologies for European professional core profiles. A particular focus is given to **digital and 'green' skills**.

In 2019, 18 Sector Skills Alliances were selected for a grant amount of € 35.18 million:

- 5 pilot projects for the Platforms of Centres of Vocational Excellence
- 7 projects address the design and delivery of vocational education and training programmes,
- 6 projects implement the 'Blueprint' in specific economic sectors: batteries for electro-mobility; bio-economy, new technologies and innovation in agriculture; defence technologies; digitalisation of the energy value chain; energy-intensive industries/industrial symbiosis; and microelectronic manufacturing and design.

285 organisations were actively involved as partners in the selected projects. Vocational education and training schools and centres at secondary and tertiary level, universities and other higher education institutions, social partners, representatives of working life (chambers of commerce, trade unions, trade associations), and non-governmental organisations were well represented, as well as small and medium enterprises, research centres, large enterprises and accreditation, certification or qualification bodies.



#### Pilot Platform of Vocational Excellence Water

##### Coordinating organisation:

Friesland College

##### EU Grant:

€998 022

**Pilot PoVE water** draws on existing and emerging vocational competences and skills needs in the water sector, translating them into an approach of vocational excellence. This ensures upward convergence of VET with EU knowledge triangles and a strong engagement with the regional economic and social ecosystems.

The project aims to:

- Ensure that VET is at the forefront of research and technological developments in the water sector
- Ensure that professionals have the work attitude, knowledge and competences demanded by the rapid changing EU water industry
- Identify the existing and emerging labour market needs and enhance responsiveness of initial and continuing VET systems to these needs
- Promote synergies, cooperation and cross-fertilization

Main outputs of the project will be:

- Vocational Excellence Scanning tools to identify existing systems of VET Excellence and prepare the knowledge sharing process
- 5 Centres of Vocational Excellence Water, acting up as regional skills ecosystems
- Platform of Vocational Excellence Water, bringing an EU dimension to Vocational Excellence in the water sector
- Upscaling strategy, for the PoVE Water to grow and create a critical mass and sustainable ground for further development

Project ID: [612632-EPP-1-2019-1](#)

### 3.6 Collaborative Platforms

**eTwinning**, the **School Education Gateway**, the **Electronic Platform for Adult Learning in Europe (EPALE)**, and the **European Youth Portal** offer programme stakeholders multilingual information and opportunities to get involved and exchange news, ideas and practices across Europe. The platforms also provide a wide range of useful educational resources, events, networking tools and interactive features.

#### eTwinning



eTwinning offers a **platform for teachers and school staff** across Europe to communicate, collaborate and develop projects. The platform aims to encourage European schools and teachers to collaborate by providing the necessary infrastructure and support services in 42 countries.

The **eTwinning** community has continued to grow with some 125 000 new members registered in 2019, which represents a significant increase by more than 21% in comparison to 2018 and contributes to an overall number of 764 000 registrants since inception. Hence, a new record was achieved for connecting teachers and classrooms across Europe, and to step up support to teachers. In March, the **'eTwinning School' Label** was awarded for the second time, to 1 004 schools. Together with the first 1 211 recipients of this new label, these schools are recognised as leaders in areas such as digital practice, eSafety practice, innovative and creative approaches to pedagogy, promoting continuous professional development of staff, promoting collaborative

learning practices with staff and students. The idea is also to help these schools to develop into a network, and to reach out to schools with less experience in eTwinning.

The **annual eTwinning conference** took place from 24 to 26 October 2019 in Mandelieu-la-Napoule, France and brought together more than 500 teachers, school leaders, policy makers and experts from all over Europe. They explored how eTwinning can contribute to fostering a culture of democratic participation in schools and developing students' values, attitudes, skills, knowledge and critical understanding that will enable them to participate actively in democratic life. They also discussed ways to support teachers to help young people grow into active and responsible citizens. Representatives from Ministries of Education also participated in a session to exchange how eTwinning has progressed in its embedding in national school system.

#### **'The Truth Behind Palm Oil'** **eTwinning European Prize 2019**

*This eTwinning project involving students aged 13 - 15 from Italy, Lithuania, and Spain won the eTwinning European Prize 2019 in the age category 12 - 15. All winning projects were great examples of collaborative work and demonstrated excellent achievements. This project stood out since it dealt with the 2019 annual theme of eTwinning, Democratic Participation.*

*Being informed is an essential step in active participation, as only through acquiring knowledge one can decide on actions to take. In this project students delved deeper in the issue of the production and use of palm oil in everyday products. Students were encouraged to research the usage of unsustainable palm oil in their countries and worked collaboratively to create an action plan. They also took*



*different roles like palm oil plantation owner, human rights activist, environmentalist and beautician, and had to analyse the views of these people on topics such as: human rights abuse of the workers, environmental issues, health risks and benefits, etc.*

*The most successful result of this project was the design and realisation of an International Convention on Unsustainable Palm Oil. In the convention, students designed programmes, created presentations and gave speeches according to their given role.*

### School Education Gateway

The **School Education Gateway** is Europe's online platform for school education, available in 23 EU languages.



In 2019, the **School Education Gateway** has continued establishing itself as Europe's main online platform for school education, with key elements such as expert articles and interviews, highlights of European projects, research publications, Erasmus+ Tools for Schools and the **Teacher Academy** – helping to empower teachers with three new Massive Open Online Courses (MOOC):

- Bullying - NOT in my class! Creating safe learning environments for students
- Learning with creativity: Let the game begin!
- Mentoring in Schools

Monthly webinar series helps professionals to develop their practice with

today's more diverse classrooms and challenges and to develop innovative pedagogies in supporting key competence development. This is an increasing community and regularly attracts over 200 participants each month.



The platform - now with over 80 000 registered users– also incorporates the **European Toolkit for Schools**, bringing together examples of policies and practice to support the development of inclusive schools. It is underpinned by the Whole School Approach, which recognises that schools are part of broader communities that need to work together to support all learners.

## Electronic Platform for Adult Learning in Europe



The Electronic Platform for Adult Learning in Europe (EPALE) is an interactive and multilingual platform launched in 2014, available in 24 languages and managed by a Central Support Service with the help of 36 National Support Services across Europe. It supports Europe's adult learning community by enabling teachers and trainers, researchers, policy-makers, human resources professionals, media, etc. to share information, ideas and

practices related to adult learning with their peers.

EPALE content is organised in 29 thematic areas, and the platform has a variety of tools supporting Erasmus+ existing and potential beneficiaries to prepare, implement and disseminate the results of relevant Erasmus+ projects.

The collaborative platform EPALÉ has further developed the discussion and exchange of good practice between stakeholders involved in areas such as basic skills, outreach and guidance as well as innovative teaching methods. The number of registered EPALÉ users reached more than 80 000 by the end of December 2019 after a period of continued growth. Key marketing activities included the work on refreshing the brand, a promotional campaign for the photo competition, marketing support for the conference and the use of social media campaigns to effectively support engagement.

In 2019, a new plan for making a more integrated use of ICTs and open educational resources (OER) in education, training and youth systems, including Massive Open Online Courses (MOOCs) was put in place. Five

OERs and three MOOCs were delivered. On the technical side, the migration to a new hosting environment in the cloud was completed, and had an immediate and positive effect upon the site's speed.

Towards the end of the reporting year an important campaign was launched to promote the benefits of membership, it generated 12 323 visits and 135 532 impressions.

## Erasmus+ Virtual Exchange

*The Erasmus+ Virtual Exchange project proposes different models of Virtual Exchange activities with different formats, duration, time investment, thematic scope and number of participants.*

*Which option is best for you?*

*Some exchanges are open for young people, while others are designed to be integrated as part of existing courses or activities offered by universities, schools or youth organisations.*

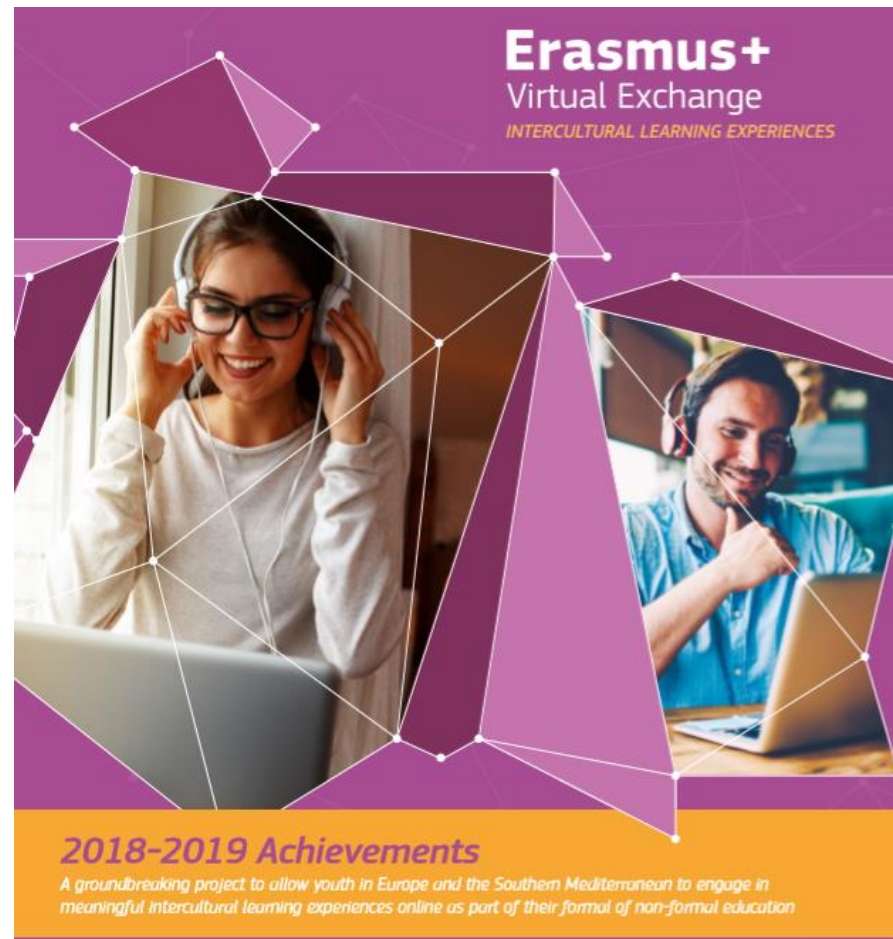
**Erasmus+ Virtual Exchange** is a groundbreaking project, launched in 2018, enabling youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education.

In its second year of implementation, Erasmus+ Virtual Exchange continues to allow young people living in Europe and the Southern Mediterranean to take part in exchange and training activities with the aim of improving their intercultural awareness and soft skills. The exchange activities take the form of online-facilitated dialogues, Interactive Open Online Courses (IOOCs) and online debates. These people-to-people activities allow young participants to engage in discussions on social and global topics, including hate speech, gender in media, sustainable food systems, technology, as well as to develop



debate skills and foster their listening and understanding through advocacy training. Training activities for facilitators and team leaders for online debates, along with trainings to develop transnational projects, are also enjoying educators' and youth workers' high interest.

More than 17 000 higher education students and other stakeholders have taken part in the first two years of the project.



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## European Youth Portal

The **European Youth Portal**

offers both European and national information and opportunities that are of interest

**EUROPEAN YOUTH PORTAL**

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to young people aged 13-30 who live, learn and work in Europe. It provides information structured around 9 main themes, covers 35 countries and is available in 28 languages. Throughout 2019, the European Youth Portal, with the help of the network of Eurodesks and Eurodesk Brussels Link, continued to provide young people with information about opportunities for mobility and exchange projects, for democratic participation activities in policy areas such as employment, human rights and peacebuilding, as well as for other forms of cooperation on a European scale.

In 2019 the European Youth Portal was the main entry point into the European Youth Week, facilitating the registration of over 1 000 events

for both the centralised and decentralised parts of **Youth Week**. It is home to the European Solidarity Corps Portal, through which young people can join the Corps, and the DiscoverEU Portal, the central entry point for the biannual DiscoverEU



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applications round. In 2019 the portal handled over 90 000 new registrations on the European Solidarity Corps Portal. Almost 170 000 young people applied for DiscoverEU via the DiscoverEU portal. In 2019, the Youth Portal and its subportals have attracted on average over 100 000 visits per week.







## KEY ACTION 3

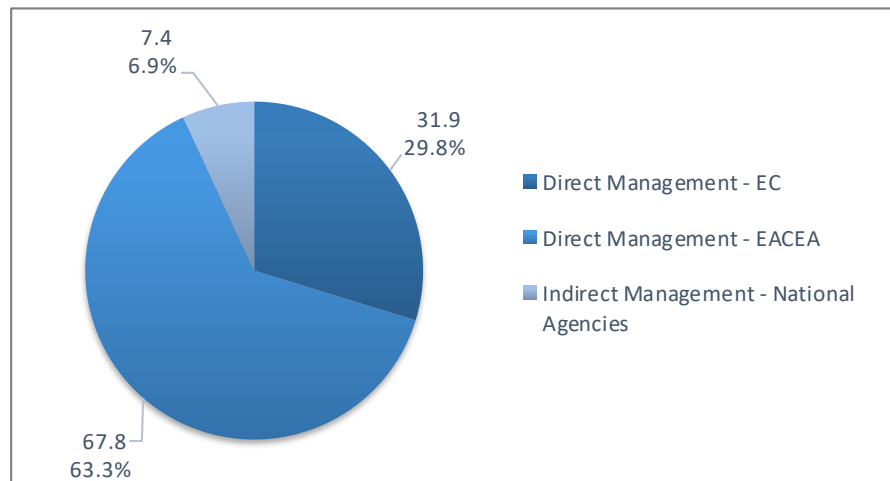
Support for  
policy reform



## 4. Key Action 3 - Support for policy reform

With a committed budget of €107.1 million in 2019, Key Action 3 supports policy reforms in line with the overall European policy agenda, the Strategic framework for European cooperation in education and training (ET 2020) and the European Youth Strategy. It aims to enhance the quality and modernisation of education and training systems and the development of European youth policy, through policy cooperation between Member States, in particular through the Open Method of Coordination and structured dialogue with young people.

It also encourages the cooperation with international organisations (i.e. OECD and Council of Europe), the dialogue with stakeholders and policy makers, and awareness-raising and dissemination activities about education, training and youth policies and the Erasmus+ programme. KA3 also supports networks and tools fostering transparency and recognition of skills and qualifications.



**Figure 28 - Erasmus+ Budget Commitments by Management mode (in million EUR)**

This Key Action covers a variety of strands such as knowledge in the fields of education, training and youth to support evidence-based policy making and monitoring, and initiatives for policy innovation such as policy experimentations and forward-looking cooperation and social inclusion through education and training projects.



## 4.1 Knowledge in the fields of education, training and youth

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 38 countries and by producing studies on issues common to the European education systems. All outputs can be downloaded free of charge from Eurydice's website. The network consists of 43 national units which were granted a total amount of €2.6 million in 2019.

As in previous years, the Network of Experts on the Social dimension of Education and Training (NESET) and European Expert Network on Economics of Education (EENEE) acted in 2019 as knowledge brokers in economic and social aspects of education. These two academic networks contributed to bridging the gap between researchers and policy makers at EU and national levels.

Financial support was also provided to improve knowledge in youth policy: a total grant of close to €1.4 million was given to 37 designated bodies to improve mutual understanding of youth systems and policies in Europe. These include the production of country specific information, comparable country descriptions and indicators as well as information at country level on the situation of young people in Europe.

## 4.2 Initiatives for policy innovation

The initiatives for policy innovation are implemented via centrally managed calls for applications and target multilateral cooperation activities aiming at developing and testing new policies. Direct and active involvement of public authorities in charge of the policymaking is a formal requirement for policy experimentations. As for Forward-Looking Cooperation Projects, they are led by key stakeholders and identify, test, develop or assess innovative policy approaches. On the other hand, in the case of the call for social inclusion through education and training, the mobilisation of grassroots level actors allowed to reach out to target groups not often exposed to this kind of exercise.

### Forward-Looking Projects

Under the Erasmus+ programme every two years a call for proposals for Forward Looking Cooperation projects is launched. The selected projects last for two years and receive a maximum financial contribution of €500 000. In 2019 such a call was launched and one of the priorities addressed the use of self-reflection tools for institutional change. Among the 8 selected projects linked to SELFIE and HEInnovate, we find:

- Beyond Scale - Developing the Organisational Capacity of Higher Education Institutions using the HEInnovate platform to facilitate peer learning and a pan-European community of practice (Consortium coordinated by WPZ Research GmbH from Austria)
- RE-ACT - Self-Reflection tools for smart universities acting; this project will address the use of HEInnovate for regional development (Consortium coordinated by Porto Business School)
- UASiMAP – Mapping Regional Engagement Activities of European Universities of Applied Sciences (Consortium coordinated by EURASHE)



- THEI2.0 - Towards HEInnovate 2.0: From assessment to action (Consortium coordinated by Aveiro University; etc.)
- DIGI-HE - coordinated by the European University Association (EUA). A strategic reflection tool on digitalisation at European higher education institutions. The DIGI-HE project aims to create a self-reflection tool that will support European higher education institutions in developing and enhancing their strategic approaches to digitalisation.
- Under the 2019 call, five projects were selected on continuous training to meet skills needs, four on Career Guidance, eight on cross-disciplinary approaches to STE(A)M teaching and two on assessing learning outcomes in higher education.



### Promoting Formative Assessment: From Theory to Policy and Practice

#### Coordinating organisation:

UNIVERSITY OF CYPRUS

#### EU Grant:

€493 767

*This project overall goal is to support European countries establish national policies in assessment including policies on Teacher Professional Development (TPD) for strengthening the skills of secondary teachers in conducting assessment.*

*The project aims to promote innovation in secondary education by encouraging the systematic use of authentic assessment techniques in mathematics for formative reasons (including Student Self-Assessment).*

*Main outputs of the project will be:*

- *A framework for measuring teacher assessment skills and instruments for measuring assessment skills. Based on this, professional standards in assessment will be defined.*
- *Develop a Teacher Professional Development (TPD) course on assessment based on the main assumptions of the Dynamic Approach (DA) and evaluate its impact on improving teachers' assessment skills and on promoting student learning outcomes in mathematics (cognitive and meta-cognitive).*
- *Generate policy guidelines for promoting formative assessment (including policy on TPD) and encouraging policymakers to establish mechanisms to support teachers in their attempt to conduct assessment for formative reasons.*

Project ID: [590165-EPP-1-2017-1-CY-EPPKA3-PI-FORWARD](#)

## Social Inclusion through Education and Training

Education, training and youth policies are key for fostering social inclusion, mutual understanding and respect among young people and communities. Since 2016 the Social Inclusion Call has been published on a yearly basis. It is a specific Call as it was launched in follow-up to the Paris Declaration and in line with the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching. Whereas in 2017 and 2018 a dedicated lot focused on Youth, in 2019 a dedicated lot focused on social Inclusion in Adult Education.



### Scaling up the Model for Inclusive Learning in Europe

**Coordinating organisation:**

SDRUZHENIE ZA SPODELENO UCHENE ELA

**EU Grant:**

€419 018

*[Scaling up the Model for Inclusive Learning in Europe \(SMILE\)](#) supports teachers and leaders of educational institutions to address the diverse needs of all learners through introducing systemic change at school level in partnership with knowledgeable local NGOs – local multipliers which have experience in the educational sphere.*

*A common ground in inclusive education, which bypasses the limitations and restrictions of national frameworks will be created.*

*The application of the Model will support nine school teams and will result in better prepared teachers and principals, and improved inclusive environment in these schools.*

*The main results of the project are its main instruments:*

- *Guidelines for application of the model in other schools;*
- *A self-assessment tool;*
- *An e-learning course which was adapted to the European context and promoted for future subscriptions.*

*It will provide an innovative whole school approach for transforming the environment in four areas of school development crucial for inclusion.*

Project ID: [604701-EPP-1-2018-1-BG-EPPKA3-IPI-SOC-IN](#)

## European Youth Together

European Youth Together aims at supporting initiatives from at least five youth organisations from different regions spread across the EU's and Programme Countries' territory to share their ideas about EU values, encourage wider civic participation and help foster a sense of European citizenship.

The initiative builds on experience with the debates held within the New Narrative for Europe and other youth policy and programme initiatives that include gathering of young people. The action aims to create networks promoting regional partnerships, and to be run in close cooperation with young people from across Europe.

The initiative supports:

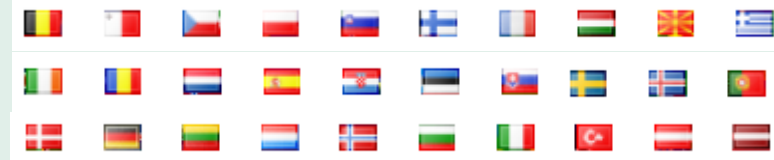
- the promotion and development of more structured cooperation between different youth organisations to build or strengthen their partnership,
- youth organisations, youth workers and the young people involved in the partnership in their initiatives to hold trainings, showcase commonalities among different young Europeans and to encourage discussion and debate with young people on their connection to the EU its values and democratic foundations.

Eligible applicants are Youth NGOs who have the capacity to mobilise young people in partnerships covering different regions within the EU and non-EU Programme Countries territory (East-West-North-South).

The initiative favours projects with a wide geographic spread and the implication of a diverse youth population that also includes those from remote or rural areas, with a migrant background and from disadvantaged social backgrounds.

The second call for proposals was published in 2019 with a budget of

€5 million and resulted in the selection of 11 projects with an EU contribution ranging from €293 000 to €500 000.



### My Europe, My Say

#### Coordinating organisation:

BUREAU EUROPEEN DU SCOUTISME ASBL

#### EU Grant:

€416 174,78

*The project 'My Europe, My Say' successfully reached its goals in fostering valuable cooperation and exchanges in the field of youth which strengthened young people's sense of belonging to an integrated European vision. The project particularly combined capacity-building tracks to foster inclusion and participation of the most excluded youth, large-scale youth exchange events, and various online and offline forms of interactive spaces for dialogue between young people and decision makers bringing together thousands of young people from all corners of the EU. As a highlight, the project delivered a four month transnational campaign 'Y vote: My Europe, My say', engaging a large number of young people from diverse backgrounds all across Europe to raise awareness about youth political engagement, EU identity and values, and the importance of participating in the 2019 EU elections. With the 'Y Vote Results' booklet, the project also captured insightful recommendations from young people to decision-makers.*

Project ID: [604867-EPP-1-2018-1-BE-EPPKA3-EU-YTH-TOG](#)

## 4.3 Cooperation with International Organisations

### Cooperation with Council of Europe

The goal of the partnership with the Council of Europe in the field of youth is to foster synergies between the activities of the two institutions in the youth field. In 2019, the cooperation focused on participation/citizenship, social inclusion and quality development of youth work. A symposium in Strasbourg (France) focused on the subject of political participation and the partnership also organised a regional seminar in Tbilisi (Georgia) on the state of youth work in Eastern Europe, along with recurrent research activities.

Cooperation with the Council of Europe in the field of education is done partly through the [‘Democratic and Inclusive School Culture in Operation’](#) (DISCO) programme co-funded under Erasmus+ with a total budget of €1.15 million. The programme supports projects designed to contribute to building democratic and inclusive societies by promoting education for democratic citizenship and human rights education in the 50 states party to the European Cultural Convention. Its 5<sup>th</sup> cycle, implementation from January 2018 to December 2019, focused on two thematic priorities: digital citizenship education and building democratic and inclusive school culture by embedding the learning environment in the local community.

The other main strand of the cooperation is a grant agreement with the Council of Europe’s European Centre for Modern Languages: [Innovative methodologies and assessment in language learning](#). It consists of two actions, Relating language curricula, tests and examinations to the Common European Framework of Reference (RELANG) and Supporting multilingual classrooms. The contribution from Erasmus+ amounted to €700 000.

*Two flagship projects are ‘Digital resistance’ and ‘coLAB - a laboratory for new forms of collaboration’.*

*The main objective of ‘Digital resistance’ was to promote digital citizenship of pupils by supporting the development of digital skills and competences through inquiry-based learning methods and by using peer-education. As main output of the project, a digital handbook will be made available by the end of 2020 in the project website.*

*The focus of ‘coLAB’ was to create an entry point for refugees with professional experience and qualifications into work in higher education. The outcome of the project is summarized in the coLAB toolkit.*

### Roma inclusion through education

The European Commission and the Council of Europe also cooperated on inclusion of Roma through education. For that purpose, Erasmus+ and the Council of Europe co-funded the 20-month ‘INSCHOOL’ programme in May 2017 with a 50%-50% share, for a total budget of over €1.4 million. The joint programme objective was to build more inclusive schools, which cater better for the needs of all learners, and to foster a culture of mutual respect and support Roma children in achieving their full potential. The programme aimed to pilot a model for inclusive schools to provide further evidence on what works on the ground. The ultimate objective is to define a flexible model for inclusive schools, which is adaptable to local needs and could be scaled up, taking into account national specificities.

The programme was implemented in 26 schools in 20 localities in five EU Member States with a significant Roma population (Czechia, Hungary, Romania, Slovakia, United Kingdom), focusing on four to five primary and secondary schools per country. At school level, support mechanisms for inclusive schools were set up and assistance to teachers to promote inclusion was provided. At the policy level, support was provided to remove concrete barriers to learning for vulnerable groups and a dialogue with national stakeholders was established in three implementing countries (Hungary, Romania and Slovakia).

A new phase of INSCHOOL was launched at the end of 2019, to cover the period 2020/2021, with the same objectives as the previous phase. The project should be implemented in five countries: Bulgaria, Czechia, Hungary, Romania and Slovakia. The contribution of the EU amounts to €700 000.

### Cooperation with OECD

The cooperation between the Commission and OECD offers better **knowledge on education systems** and provides **scientific support to education policies** through the results of large international studies and major international surveys such as the Programme for International Student Assessment (PISA), the Programme for the International Assessment of Adult Competencies (PIAAC), and the Teaching and Learning International Survey (TALIS). In 2019, the European Commission financed activities with the OECD for a total amount of more than €1.8 million.

In 2019, the Commission financed 80% of the preparation of a regional comparative PISA study with the Western Balkans. The study includes a comparative analysis of the PISA results, while identifying common weaknesses and challenges, presenting key messages and recommendations on how to improve the countries' performance in PISA 2021.

At the end of 2018, 19 Erasmus+ national authorities committed to take part in the **PIAAC** survey for a period of two years (2019-2020). Their international costs for the participation in the survey were cofinanced at 80%, for a total budget of € 3.84 million. The PIAAC survey is identified as a key tool for assessing the skills of adults. The European Commission uses the PIAAC results to support the efforts of the Erasmus+ Programme Countries to improve and reform education and training, to meet the challenges of today's changing labour markets, and to support inclusive societies. The increased participation of Erasmus+ countries in the second cycle of PIAAC will enable the reinforcement of measuring the impact of EU skills policies and ensure feedback for policy improvement.

In 2018 the European Commission decided to support and actively contribute to the development of a module for a voluntary assessment of foreign language competences, scheduled to be available for the PISA 2024. The work will be organised in several steps and started in 2019 with the development of an assessment framework for foreign languages.

The European Commission continued the cooperation with the OECD in the area of country analysis, in the form of co-drafting and co-financing the **Education Policy Outlook Country Profiles**. The Country Profiles provide an independent, synthetic and comparable overview of countries' education systems. They combine country-specific information with quantitative and qualitative knowledge from both OECD (PISA, TALIS) and European Union sources (European Semester Country Reports, Education and Training Monitor), focusing on challenges and reforms in: equity and quality, preparing students for the future, improving schools, evaluation and assessment, governance, and funding.

In 2019, the OECD and the European Commission also launched three projects for the **national reviews of education and training policy** in four Member States (Bulgaria, Ireland, Luxembourg and Portugal). These

reviews are conducted upon requests from the Member States. Outcomes and recommendations of the national reviews form the basis for how the Commission addresses national education challenges in the European Semester and the policy cooperation framework 'Education and Training 2020'. The Commission contribution in 2019 was €500 000.

In 2019, work also began on the **OECD Skills Outlook 2021**, financed by the European Commission with a contribution of €200 000. The theme for this edition is effective life-long learning policies and how countries could more effectively address skill development needs across the life-course.

The European Commission continued the cooperation with OECD's Centre for Entrepreneurship, SMEs, Local Development and Tourism Directorate (OECD-CfE) for the further development and promotion of **HEInnovate**, the common initiative to support higher education institutions and higher education systems to assess and develop their innovative and entrepreneurial potential. In 2019, the country reviews of Croatia, Italy, and Austria were finalised.

Finally, the Commission supported the organisation of the fifth Ministerial-level **Global Education Industry Summit** (GEIS) in cooperation with OECD and host country Estonia. This event is an established platform at which ministers of education, innovators and leaders of the private sector industries engage in issues in education as well as strategies for innovation. The 2019 edition took place in Tallinn, Estonia, and focused on the theme of 'Learning in the data age'.

### **OECD and the Labour Market Relevant Outcomes**

In 2019, the European Commission commenced a new initiative with the OECD (EDU directorate): Labour Market Relevance and Outcomes of Higher Education) Partnership Initiative. The initiative operates in two phases: The 1<sup>st</sup> phase covers the period from 16 September 2019 to 30 June 2020, and the 2<sup>nd</sup> phase will continue until 31 December 2021.

The initiative will capitalise on the knowledge and networks that have been developed by the OECD's Higher Education Policy Team, particularly the work on Labour Market Relevant Outcomes country reviews, as well as the European Commission's work on innovation and entrepreneurial skills, in particular on HEInnovate.

The Labour Market Relevant Outcomes (LMRO) Partnership Initiative aims to enhance the relevance and labour market outcomes of higher education by improving articulation between higher education systems and the labour market. The methodology of the LMRO Partnership Initiative combines: (a) country-specific examinations of labour market outcomes and policies, (b) peer learning activities, and (c) support for higher education institutions to identify and address institutional-level barriers and introduce and expand the adoption of effective practices.

The Initiative has three activity streams.

- Examination of labour market outcomes to assess the alignment of supply and demand for higher education graduate skills and of policies, practices and factors shaping these outcomes.
- Peer learning within and among the participating countries, with the option of involving a wider group of countries.
- Design and development of a self-reflection questionnaire for higher education institutions, which aims to stimulate the introduction and upscaling of practices by higher education institutions that are effective in the cultivation of labour market relevant skills.



## Peer counselling

Five peer counselling events were organised in 2019. Peer counselling is a policy support tool from the ET 2020 toolbox. It is demand-driven and tailored to the specific needs of a country during its policy development process. It puts a few Member States, the peer and the host country, into direct contact and provides for networking. The events in 2019 took place in Denmark, Cyprus, Latvia, Lithuania and Slovenia and covered citizenship education, integration of migrants, higher education funding, assessment in school education and quality assurance of schools.



## Cooperation with national experts in education and training

The Commission cooperated with two networks of national experts in education who provided independent expertise on on-going policy reforms, progress and challenges of education and training systems, including VET and adult learning, implementation of the Europe 2020 strategy and on identifying future policy orientations. The national experts provided in particular reports on digital education in the Member States.



## 4.4 Stakeholder dialogue and policy promotion

The actions grouped under the umbrella ‘Dialogue with stakeholders and policy promotion’ contribute to the implementation of European policy agendas in education, training and youth, and also support the dissemination and exploitation of policy and programme results. Additionally, this action contributes to the implementation of the international dimension of European education and training policies by supporting policy dialogue with international stakeholders and international attractiveness, and promotion events.

### Second Education Summit

The 8<sup>th</sup> **Education and Training Monitor** reported the progress made in EU on the education and training 2020 targets, with a focus on **teachers and teaching careers**.

The results were presented at the **Second Education Summit** that attracted Ministers, civil society and over 150 teachers from across Europe.



### 8<sup>th</sup> European University-Business Forum

**‘a Crucial Partnership for Innovation and Sustainable Development’**



The **8th European University-Business Forum** on 24 and 25 October 2019 attracted around 450 participants. The event was organised by the European Commission and took place in Brussels. It offered an opportunity for policy makers, higher education and business representatives and other relevant stakeholders to discuss challenges, opportunities and mechanisms for effective University-Business cooperation (UBC) supporting innovation and sustainable development.

The Forum included high level panel discussions, key note speeches and five parallel streams around major themes which are key in ensuring higher education institutions and businesses are equipped to cooperate effectively:

- **Tackling the skills mismatch:** initiatives aimed at tackling mismatches in STE(A)M, and providing learning experiences can equip students with the best set of skills.

- **Supporting the workforce to adapt to the future:** presentations centred on students as ‘lifelong learners’, and the up- and re-skilling of staff and job-seekers.
- **Building local and regional ecosystems:** examples of collaborations on social innovation and Smart Specialisation Strategies (S3).
- **Addressing societal challenges and building societal trust:** presentations on University-Business Cooperation to reach the Sustainable Development Goals, and on the threats and opportunities of artificial intelligence and automation.
- **Developing an entrepreneurial culture:** initiatives supporting innovation and entrepreneurship in HEIs, and how HEIs can best support professors, teachers and students to develop entrepreneurial skills and mind-sets.

### HEInnovate

Work to support the use of HEInnovate by higher education institutions continued including, among others, the organisation of a number of workshops in different EU Member States, train the trainer events and facilitator meetings. In 2019, HEInnovate resources were additionally enriched with a course assessment tool, EPIC (Entrepreneurial Potential and Innovation Competences), designed to help HEI educators to measure the effectiveness of their entrepreneurship courses.

### Information and awareness raising in the field of multilingualism, diversity and inclusive education.

As in previous years, a substantial grant was transferred to the Directorate-General for Translation through cross-subdelegation. The funding covered the following actions and outreach activities:

- [Juvenes translatores](#) – a yearly translation competition carried out in over 1 000 schools in all Member States. One winner per country invited with a parent and a teacher to the award ceremony in Brussels.
- [Translating Europe Forum](#) – national events throughout the year and a major conference in Brussels in November.
- [European Master of Translation](#) – a university network promoting excellence in translation
- [The European Day of Languages](#) season – events taking place at local and national level to raise awareness about language learning and linguistic diversity. [The European Day of Languages 2019](#) coincided with the 8<sup>th</sup> Education and Training Monitor and was promoted through dedicated sessions and campaigns in social media and on the School Education Gateway, addressing languages in light of diversity and inclusion.

### Civil society cooperation

This action supports European NGOs and EU-wide networks to reinforce cooperation between the EU, public authorities and civil society for the implementation of the EU policy agendas, in particular Europe 2020, Education and Training 2020, and the EU Youth Strategy.

In 2019 an amount of €2.45 million was granted to 19 civil social organisations active in the field of education and training and €3.4 million to 71 civil social organisations active in the field for youth.

The selected **civil society organisations, active in the field of education and training**, have implemented innovative and targeted activities to support the effective implementation of reforms and actions in the following areas:

- Promoting inclusive education for all
- Enhancing the acquisition by all citizens of a wide set of (key) competences
- Supporting teachers, staff and leaders of education and training institutions
- Promoting excellence and innovation

For the **civil social organisations active in the field for youth** the open call 2019 resulted in the selection of 14 projects whereas 71 projects were funded through framework partnerships (three year long funding). Projects concentrate on:

- Develop, promote and support actions to engage, connect and empower youth in the spirit of the EU Youth Strategy.
- Increase awareness and youth participation in EU actions for young people, including the recently established ones such as European Solidarity Corps and Discover EU.
- Increase stakeholder commitment and cooperation with public authorities for the implementation of policies in areas relevant for young people.
- Boost stakeholder participation in the field of youth including dissemination of results and good practices of programmes and actions.

## Support to the European Youth Forum

In 2019 the European Youth Forum were awarded an operating grant of €2.65 million to support activities in the areas of advocacy, youth participation, the strengthening of youth organisations, youth autonomy and inclusion, contribution to international youth policy making, the empowerment of member organisations, and the support to a rights-based and cross- sectorial approach in youth policy making. The grant also contributed indirectly to the EU Dialogue cycle in the field of youth.

## European Youth week

The ninth edition of the [European Youth Week](#) took place between 29 April and 5 May 2019 and featured more than 1 000 various activities gathering an overall 120 000 people.

Activities were organised across Europe in 35 countries throughout the entire Week in cooperation with the Erasmus+ National Agencies and Eurodesks and involved Commission Representations, National Youth Councils and youth networks. Typically local activities involved fairs, competitions, debates, networking events, quizzes, exhibitions, sports and cultural events, flash mobs, etc.

The Brussels-based EU event (which brought together about 1 000 participants) held in the European Parliament on 29 and 30 April included, amongst others, a Citizens' dialogue hosted by Commissioner Navracsics. The first meeting of the EU Youth stakeholders' platform also took place in this framework.

The Week was centred on the '*Democracy and me*' theme focusing both on the European elections and on youth participation in society. It also proved a good occasion to promote EU initiatives and programmes, including for instance the 2019-2027 EU Youth Strategy, the work

towards a European Education Area and the future generation of Erasmus and European Solidarity Corps. Some of the debate outcomes during the Week were also followed up at the youth gathering in Sibiu on 8 May 20219.

The Week pursued a much **more inclusive approach** than in the past, and 25% of invited participants came from a disadvantaged background. It was also the **first fully sustainable edition** as no plastic goodies were distributed, replaced by environmentally friendly products. The use of paper was limited to the strict minimum, also thanks to a dedicated app which contained all the necessary information and features to take part in the EU event.

### EU Youth Dialogue

The [EU Youth Dialogue process](#) is an instrument of the EU Youth Strategy. It is based on work-cycles of 18 months with an overall theme corresponding to the overall priorities of the EU Youth Strategy and the European Youth Goals. At national level, the EU Youth Dialogue is organised by National Working Groups that are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers. The 7<sup>th</sup> dialogue cycle started on 1 January 2019 with the Romanian presidency, followed by the Finnish presidency, with '**Creating opportunities for youth**' as an overarching topic. A Council Resolution has been adopted in 2019 to provide guidelines on the governance of the EU Youth Dialogue.

### EU Conference 'The future of work'

*Workshops on 'The future of work' were conducted with youth delegates (both from national delegations and international youth organisations) and policy makers at the EU Youth Conference in Bucharest, Romania in March 2019. The aim of the workshops was to explore the Romanian Presidency theme of 'the future of work' in relation to the EU Youth Goals and the EU Youth Strategy. 'The future of work' is an umbrella term that describes the evolution of jobs in the medium-to-long term as affected by certain trends. Workshop participants took the topic of the 'future of work' along with the Youth Goal #7 Quality Employment for All and explored the connection with the remaining 10 Youth Goals.*

*A number of key common messages arose from the workshops at the EU Youth Conference on the topic of 'the future of work', Youth Goal #7 Quality Employment for All, and the connection with the remaining 10 Youth Goals.*



## International Dialogue Platforms

The Commission undertakes a number of policy dialogue activities with individual Partner Countries or regional groups of countries to provide a forum for policy dialogue on all levels of education and training, and to agree upon common issues and priorities for future cooperation with the EU.

In June 2019, a ministerial meeting of the Western Balkans Platform on Education and Training in Belgrade discussed early childhood education and care; while education ministers from the Eastern Partnership met their EU counterparts and EAC in November to discuss the future of learning and teaching.

As a result of the EU-Japan Ministerial and Policy Dialogue in education, culture and sport, a co-funded Erasmus+ call with Japan was launched in order to finance additional EU-Japan joint master programmes, allowing excellent students from Europe and Japan to gain a joint degree from top ten European and Japanese universities. The three joint master degree programmes selected in July 2019 focus on extended reality imaging, robotics and history.

An EU-China Higher Education Platform was organised in Helsinki where the topic of balanced mobility in higher education was discussed. The Commission continued to co-manage a bilateral scheme for postgraduate exchanges with the US - Fulbright Schuman. In 2019, a Young Leaders seminar organised by Fulbright Schuman brought together young media experts to discuss disinformation and the changing media landscape.

Set as an objective for the G7 and G20 groups of countries, the education cooperation was a topic of discussion at the G7 education ministerial meeting in Paris and the G20 education meeting in Tokyo. The former resulted in issued statements on quality early childhood

education and care, teacher training and bullying at school, while the latter represented an opportunity to discuss the progress on the Mendoza declaration agreed in 2018 under the G20 Argentinian presidency.

The worldwide visibility and attractiveness of Europe as a study destination, was further enhanced by the organisation of face-to-face study fairs in Ukraine, Tunisia and Albania under the 'Study in Europe' banner, as well as a series of Erasmus+ regional and contact seminars.

In 2019, the Commission continued supporting the empowerment of alumni in the Western Balkans and Africa. The year was marked by the first activities of the Western Balkan Student and Alumni association and the setting up of an African Student and Alumni Forum.

## European Alliance for Apprenticeships

The European Alliance for Apprenticeships (EAfA) aims to strengthen the supply, quality, image and mobility of apprenticeships. Since its launch in 2013, 36 countries have made national commitments under the Alliance, including 27 EU Member States, all 5 Candidate countries and all 4 EFTA countries. Also, over 300 pledges for more than 900 000 apprenticeship places have been made by various apprenticeship stakeholders. By bringing together governments, social partners, businesses, chambers of commerce, regions, youth organisations, VET providers and think tanks, the Alliance unlocks decisive action by all actors.

## European Vocational Skills Week

The [European Vocational Skills Week](#) was held for the fourth time in 2019, the most successful yet. The Week aims to raise the attractiveness and improve the image of VET. It focuses on the critical role of VET in supporting innovation and competitiveness in Europe, and how it can contribute to improving employability of young people by providing them with a labour market relevant initial qualification, and of adults with opportunities for upskilling and reskilling. The Week features



meetings/events/activities at European level and is complemented by various activities within Member States. Efforts are combined under the umbrella of a communications campaign lasting several months.



### Presidency events

In 2019, Erasmus+ co-funded recurrent Presidency events, notably EU Youth conferences and Directors-General meetings, in partnership with the **Romanian presidency** for the first semester and with the **Finnish Presidency** for the second.

In addition, a joint conference of Directors General for Higher Education (DG HE) and the members of the European Research Area and Innovation Committee (ERAC) to explore possibilities for cooperation between higher education, research and innovation as well as a Presidency conference on the latest PISA results and their implications for the European cooperation in education and training has been co-financed under the Finnish Presidency.

## 4.5 Support to European Policy tools and networks

Erasmus+ provides funding for a number of European policy tools and for the networks that support their implementation. European policy tools aim to improve and facilitate the transparency of skills and qualifications and the transfer of credits, to foster quality assurance, and to support skills management and guidance.

### European Education Policy Network on Teachers and School Leaders

The European Education Policy Network on Teachers and School Leaders is a large European network coordinated by the European School Heads Association. The network brings together organisations representing school leaders, teachers, parents, education employers, policymakers, education policy centres, as well as educational researchers to promote co-operation, development and implementation of policies on teachers and school leaders at national and European levels. In 2019, the network focused on the careers and professional development of teachers and school leaders, producing research and evidence based policy recommendations.

### SIRIUS

The **SIRIUS 2.0 policy network on migrant education** is an EU-wide network of organisations (policy-makers, practitioners, researchers and stakeholders, including with a migrant background), which promotes cooperation, policy development and implementation with a view to supporting the inclusion of children and young people with a migrant background in school education.

In 2019, the network organised national and regional round tables in 18 EU countries to mobilise the major educational stakeholders for the

identification, sharing and promotion of good policy practice. The aims were to stimulate innovation in policy development, experimentation and implementation and to mainstream migrant and refugee education in national policy frameworks. The annual policy conference brought together more than 130 education stakeholders from 20 countries to discuss SIRIUS' key findings. The network's flagship research initiative mapped how different countries and regions were taking note of prior learning of newly arrived migrant pupils in Europe. The EU grant is €300 000.

### SALTOs (Support, Advanced Learning and Training opportunities)

SALTOs, a network of resource centres, support the National Agencies, the Commission, as well as organisations and partners involved in the Erasmus+ Youth programme and youth work development through expertise, non-formal learning resources, information and training for specific thematic and regional areas.

**Regional SALTOs** (Eastern Europe and Caucasus, EuroMed, South East Europe) continued to promote Erasmus+ as a unique opportunity for further strengthening the international youth cooperation and capacity building of youth organisations in the Neighbouring Partner Countries. In 2019, SALTOs were key to the success of several events and activities such as the regional project lab organised by SALTO SEE in Bosnia-Herzegovina in October 2019 to introduce new and less experienced organisations into the Erasmus+ Programme.

**Thematic SALTOs** were restructured from five to three - inclusion and diversity, participation and information, and training and cooperation, followed by the process to align their common role and mandates in relation to the new EU Youth Strategy and youth programmes cycle of

synergies.

The **Youthpass** – the EU level instrument to identify and document non-formal and informal learning outcomes gained by participants in Erasmus+ youth projects – was further developed to use the revised key competences and also serve Erasmus+ Strategic Partnerships and Transnational Youth Initiatives as of spring 2019, as well as European Solidarity Corps projects as of mid-2019. The numbers of young people using the instrument accelerated to exceed 1 050 000 certificates by the end of 2019. Reflections on how the instrument could evolve in the future youth programmes continued, feeding into the development of a future Youthpass Strategy.

### Eurodesk Network

The Eurodesk Network offers information services to young people and to those who work with them. The Network supports the Erasmus+ objective to raise young people's awareness of mobility opportunities and encourage them to become active citizens.

In 2019, the Network managed and contributed to further development of the European Youth Portal and served as its first-level helpdesk. Eurodesk federates around 1 000 local youth information providers, so-called 'multipliers', that are regional or local organisations working with young people and delivering youth information (e.g. youth centres, youth information centres, associations and municipalities).

### Euroguidance, Europass, European Qualifications Framework

For the funding period 2018-2020, €18.9 million was earmarked. These three networks deal with different but closely-related issues on skills and qualifications:

- European network of National Euroguidance Centres: lifelong guidance and mobility for learning purposes,
- European network of National Europass Centres: communication



and understanding of skills and qualifications

- European Qualification Framework - National Coordination Points (EQF-NCP): support to national authorities to make qualifications more transparent, understandable and comparable and linking qualifications frameworks to the European Qualifications Framework.

These Centres pursued a variety of themed and targeted collaboration with stakeholders and a wide range of communication and promotional activities, with a welcome emphasis on the use of social media and online. For example, the Euroguidance Highlights publication is testimony of the activities of the Network in the area of guidance and mobility. 2019 saw further work on the competence development of guidance practitioners, as well as their Europe-wide learning mobility, cross network co-operation, the exchange of good practices and information and the promotion of the European dimension of lifelong guidance:

In 2019, a large number of events also took place, to market and promote the activities to a broad range of stakeholder audiences. The number of direct and indirect beneficiaries over the years is steadily increasing.

### Skills strategies

By the end of 2019, the Commission had co-financed the preparation of the National Skills Strategies in eight EU Member States, supporting a whole-of-government approach to skills policy and helping to drive the necessary reforms in the future that could also be supported by the European Social Fund. Three Member States funded National Skills Strategies with National Funding. In January 2019, Belgium (Flanders) launched their Assessment and recommendations report and work on Skills Strategies continued in Latvia, Slovakia and Poland and got underway in Lithuania. One of the main lessons to emerge from most Skills Strategies so far is the imperative to foster strong cultures of adult

learning through i) increasing participation in adult learning, especially among the low-skilled, ii) improving the coordination and coherence of adult learning, and iii) creating a learning culture. In addition, the central importance of good governance of national skills systems has emerged as crucial and OECD has carried out a study for the Commission on strengthening the governance of skills systems, drawing on the lessons of National Skills Strategies carried out so far.

### Networks and partnerships of Vocational Education and Training (VET) providers

Under KA3 a Call for networks and partnerships of VET providers supported projects for the creation of transnational and national networks and partnerships of VET providers in initial and continuing VET. The aim was to promote European policy reflection and awareness and implementation at national and regional levels. The Call funded 13 projects in 2019, covering a variety of activities from work-based learning, attractiveness of VET and internationalisation strategies, mostly with the aim of strengthening existing networks but also to create new ones.

Those projects will contribute to improve the quality and efficiency of VET, enhance its impact and relevance for learners and employers, and build transnational cooperation for VET quality and attractiveness.

They will also foster communication, dissemination and support for implementation of the VET policy agenda at EU and national level, to exchange knowledge, feedback and experience of policy implementation and share best practices on VET excellence.



### Smart Development of HVET for Highly Skilled and Mobile Workforce

#### Coordinating organisation:

OBRTNICKO UCILISTE - USTANOVA ZA  
OBRAZOVANJE ODRASLIH

EU Grant:  
€341 551

*Reducing energy consumption of buildings can be considered as the basis for innovative solutions for housing construction and rehabilitation of housing stock in the future. Lowering energy consumption using intelligent building automation is particularly effective. However, education in VET and especially HVET (Higher Vocational Education and Training) is lacking up-to-date contents.*

*The project's overall objective was to support the development of highly skilled, qualified and mobile workforce between Croatia, Slovenia and Italy with the contribution to employability and closing skills shortages in companies in the electro-technical/construction sector by high quality HVET qualification delivery.*

*The specific objective was to deliver a new joint HVET qualification of the Expert in building automation which is in line with employers' present and future needs, based on work based learning (WBL) and integrating mobility of learners and workers.*

*The new joint qualification has its foundations in extensive quantitative and qualitative analysis based on an inclusive process of dialogue and consultation with representatives of HVET, research, employers and policy makers. The new qualification profile is standardised, offering transparency, reliability and quality assurance.*

Project ID: [597862-EPP-1-2018-1-HR-EPPKA3-VET-JQ](#)

### ECVET - European Credit system for Vocational Education and Training

National teams of ECVET experts promote the principles of the ECVET framework for credit accumulation and transfer in VET among policy makers, VET providers and other relevant stakeholders. With a budget of €1 377 800 in 2019, Erasmus+ supported the teams of experts providing their audiences with targeted information events and training opportunities, running surveys and studies, and organising peer learning activities within the European network.

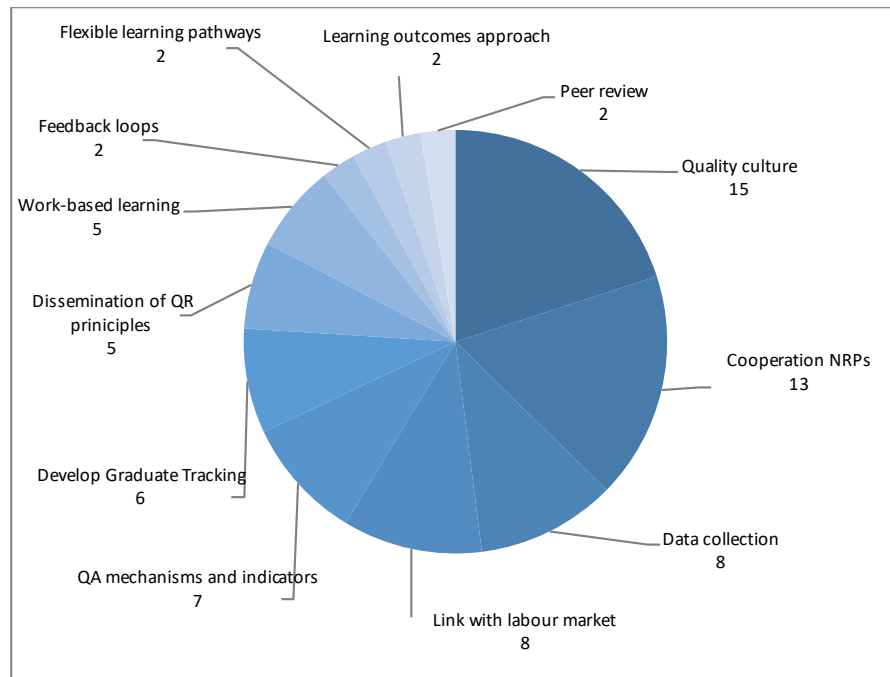
### EQAVET - European Quality Assurance in Vocational education and Training



©European Union

The impact analysis of the 19 projects financed for a period of two years, from 1 April 2017 to 31 March 2019, shows that the large majority of EQAVET National Reference Points (NRPs) managed their projects efficiently and achieved numerous relevant and concrete results in accordance with the budget and timeframe.

In 2019, Erasmus+ continued to provide support to the activities of the EQAVET NRPs. 20 projects were selected for a budget of €2.6 million, for a two-year period. They implement the EQAVET Recommendation and, where relevant, the Council Recommendation on tracking graduates.



**Figure 29 - Main topics tackled by the EQAVET projects**

### ECVET and EQAVET Networks support

The Recommendation establishing the European Credit System for Vocational Education and Training (ECVET) was adopted in 2009 and asked the European Commission to set up the related implementation network and support Member States through actions such as providing guidance material and best practice examples for stakeholders, organising peer learning events and information seminars, and disseminating information on-line. During these years, the ECVET was also used to ground VET system reforms, help skills validation processes or support quality delivery services and frame credit systems.

### National Coordinators for the implementation of the European Agenda for Adult Learning

The Erasmus+ programme supported National Coordinators in 30 countries selected in 2019, with two-year contracts.

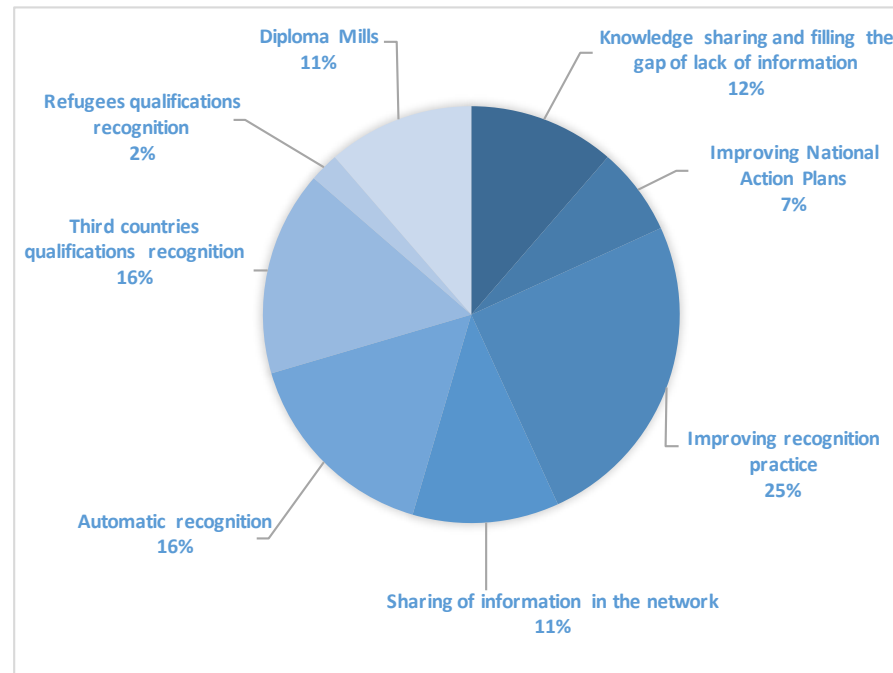
In the context of their ongoing work to implement the European Agenda for Adult Learning adopted in November 2011, the bodies designated by national authorities to act as National Coordinators play a key role in laying the groundwork at national level for its effective implementation. Building on their achievements so far, and coordinating with the bodies responsible for adult learning, they work to take forward the Agenda priorities on: increasing and improving supply and take-up, e.g. through outreach and guidance, quality assurance and staff training, thus supporting more adult participation in learning; widening access and flexibility by increasing the availability of tailored and work-based learning, use of Information and Communication Technologies (ICT); procedures to identify and assess the skills of low qualified adults, thus assisting implementation of the Council Recommendation on Upskilling Pathways. They facilitate the exchange of information between relevant stakeholders at national, regional and local level and exchange good policy practice between participating countries.

### NARIC- National Academic Recognition Information Centres

[National Academic Recognition Information Centres](#) (NARIC) provide services for individuals and organisations, advising on comparisons of international qualifications against national qualification framework levels.

In 2018, 13 NARIC projects have been selected. For the period 2018 - 2020 the Commission set aside €1 million for projects of NARIC centres which aim to implement the recognition commitments of the renewed

agenda and the Bologna process and recognition of refugees qualifications. 10 cooperation projects and 3 administrative projects were submitted. The projects run from March 2018 to end February 2020.



**Figure 30 - Main topics tackled in NARIC projects 2007-2019**

## Digital and Entrepreneurial Competence Frameworks

The Digital Competence Framework for Educators published in 2017, sets out the digital skills and competences educators need in contemporary teaching environments. It is designed for educators at all levels, from pre-primary to vocational, higher and adult education. A total of 22 educator-specific competences for teaching are set out in six competence areas.

## Digital Competence Framework for citizens - DigComp



Digital Competence Framework for Citizens (DigComp) is the European Digital Competence Framework which is a reference framework to explain what it means to be 'digitally competent'. DigComp is about people. The framework does not focus on devices or software but seeks to support confident, critical and responsible use of digital technology by people. The framework offers a comprehensive description of the knowledge, skills and attitudes that people need in five key areas.

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## The Entrepreneurship Competence Framework - EntreComp

The European Entrepreneurship Competence Framework (EntreComp) is as a reference framework to explain what is meant by an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.

## Personal, Social, and Learning to Learn Competence Framework - LifeComp



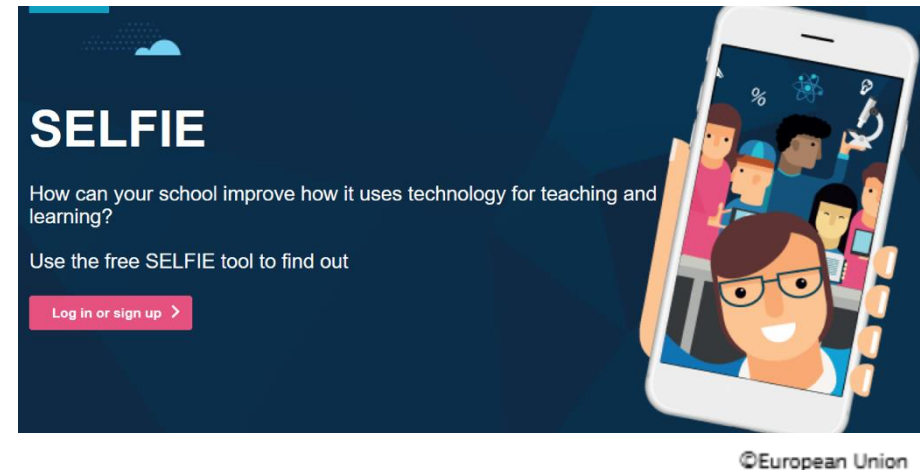
In 2019, work has started to develop the [LifeComp](#) framework, to establish a shared understanding on the 'personal, social and learning to learn' key competences. The conceptual framework can be used as a common reference tool and a basis for the development of curricula and learning activities. It offers a comprehensive description of

the knowledge, skills and attitudes that people need to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours. LifeComp describes three competences in each of the three areas (social, personal, and learning to learn) or nine key competences altogether that can be learned by everyone in formal, informal and non-formal education.

## SELFIE – Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies

As part of the Digital Education Action Plan and with the support of the ET2020 Working Group on digital education, a self-assessment tool on the digital capacity of schools ([SELFIE](#)) was developed and tested in 14 countries. The free online tool helps school leaders, teachers and students reflect on how they use digital technologies for teaching and learning.

The tool was launched in 24 languages on 25 October 2018. By the end of 2019, the tool was used by more than 600 000 students, teachers and school leaders and is now available in 36 languages, including those of the Western Balkans.



The first SELFIE Forum took place in April 2019 in Madrid, gathering more than 200 teachers, policymakers and experts. In October 2019, the first edition of Digital Education Hackathon, part of action 11 of the Action Plan, took place with 33 grass-root events across 21 countries and brought together 1 700 participants looking for solutions of educational challenges in the digital age. Three teams, chosen by the public vote, received the DigiEduHack Global Award and €5 000 each to start implementing their ideas. 2019, also saw the completion of the first phase of the series of pilots exploring the use of Artificial Intelligence for identifying skills gaps and improving educational offering.

## Bologna Process

The Paris Communiqué, adopted at the Ministerial Conference of the European Higher Education Area in May 2018, encourages the use of the Erasmus+ programme to increase cooperation, beyond mobility, to tackle the challenges and achieve progress on the key commitments of the Bologna Process. The Ministers also expressed their will to intensify cross-disciplinary and cross-border cooperation, and to develop inclusive and innovative approaches to learning and teaching, in line with the European Union's vision for the creation of a European Education Area by 2025.

Following the first invitation to submit an application of August 2018, the European Commission launched a second invitation in June 2019 to National Authorities for Higher Education in Erasmus+ Programme Countries, with the aim to support policy reforms in the European Higher Education Area. National Authorities were invited to establish partnerships with other programme countries and stakeholders, and implement self-identified and demand-driven activities to address the gaps identified in the implementation of the Bologna Process.

Out of 17 eligible applications, 13 projects were selected. The most addressed topics by the project proposals are recognition, inclusive mobility, social inclusion, quality assurance in higher education and innovation in teaching and learning. These topics appropriately respond to the most urgent challenges identified by the Bologna Process.

There was a good geographical balance in the coverage of countries, 72 organisations are involved from 31 out of the 47 countries of the Bologna Process.

In addition to the National Authorities for Higher Education in Erasmus+ Programme countries, in 2019 the Invitation included also consultative member organisations of the European Higher Education Area as eligible

applicants. They were requested to design and implement their projects in partnership with the 47 countries involved in the Bologna Process and relevant organisations with the objective to generate greater impact of higher education reforms at European level.

## Eurostudent VII - Social Dimension of European Higher Education

In 2019 Erasmus+ continued to co-finance the seventh cycle of EUROSTUDENT, which dates back to the 1990s. 26 contracts were awarded for an overall budget of €1.3 million. The project strives to provide data comparison on the social dimension of European higher education as a basis to review and improve the social dimension of their higher education, as well as to establish robust structures for its national monitoring.

The EUROSTUDENT data set covers all aspects of student life. It focuses not only on students' socio-economic background, their living conditions but also investigates temporary international mobility and students' assessment of studies and their future plans. The EUROSTUDENT strives to provide reliable cross country comparisons.

## Erasmus Charter for Higher Education (ECHE)

Since 2014, higher education institutions must hold an ECHE in order to be eligible to apply for any Key Action 1 or Key Action 2 activity in the field of higher education under Erasmus+. The Charter's objective is to reinforce the programme's overall quality and impact through clear commitments before, during and after mobility, as well as during cooperation projects. Most ECHE holders were accredited following the 2014 call, which is valid for the entire duration of the Erasmus+ programme. The number of higher education institutions holding an ECHE has continued to grow with the successive calls, including an increasing number of smaller higher education institutions. The total number of



institutions holding an ECHE reached 5 777 in 2019, representing a record number of institutions applying for the Erasmus+ calls. The European Commission has been working on adapting the ECHE for the new Erasmus Programme 2021–2027. New ECHE principles have been designed in consultation with the ECHE Working Group, which comprises Erasmus+ National Agencies representatives, Higher Education experts and student organisations. The ECHE principles have been adapted to match the priorities of the new Programme such as digitalisation, inclusion and sustainability, meaning that Higher Education Institutions will have to renew their commitment beginning with the 2021 ECHE Call.

### Higher Education and Smart Specialisation (HESS)

As highlighted in the Renewed EU agenda for Higher Education, many higher education institutions do not sufficiently contribute to the innovation potential of the regions where they are located. In 2016 the European Commission launched a project to better understand how higher education institutions and regional authorities work together for the designing and implementation of smart specialisation strategies. In 2019 the third phase continued and it will last until the end of 2020. HESS III covers two countries (Lithuania and Portugal) as well as five different regions (of which Eastern Macedonia and Thrace, Lubelskie and Northern Netherlands). A number of workshops and events were organized around HESS III in 2019.







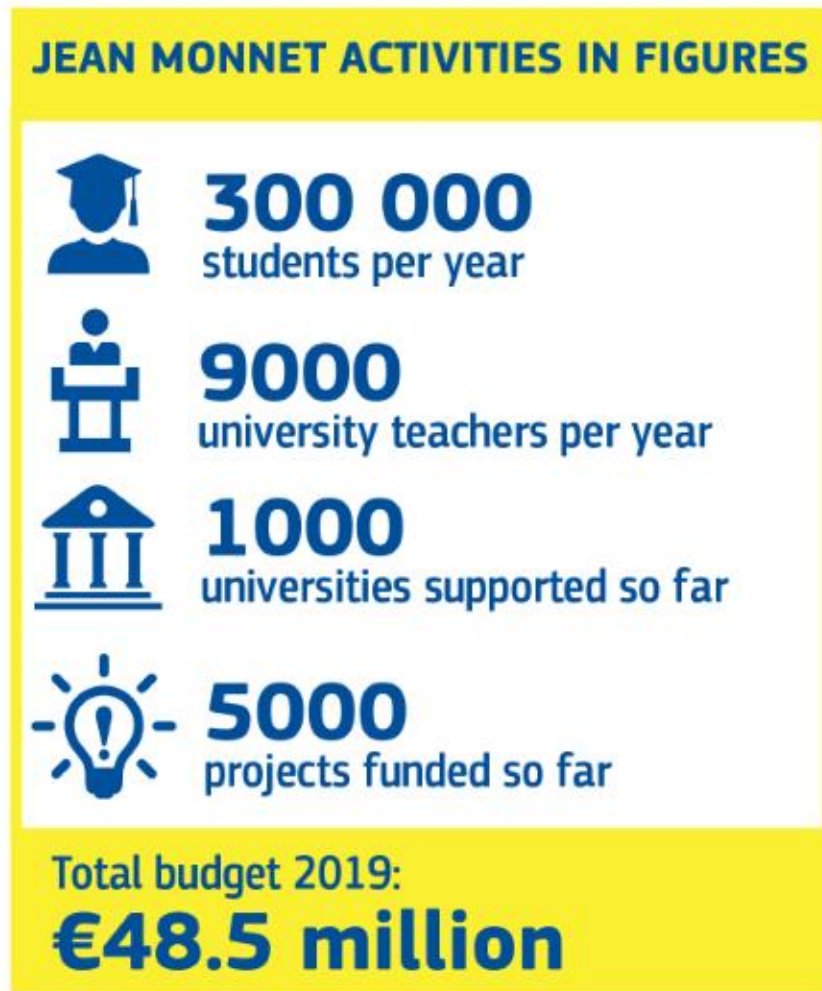


**JEAN MONNET  
ACTIVITIES**



## 5. Jean Monnet Activities

The Jean Monnet Activities are an integral part of the Erasmus+ Programme. They consist of Jean Monnet actions and operating grants to specified institutions.



2019 was also marked by the **30<sup>th</sup> anniversary of the Jean Monnet Activities** which was celebrated in a series of very successful conferences, seminars and other events organised by the European Commission and by Jean Monnet Professors and coordinators around the world. The main celebration event took place in Brussels on 18 June 2019. Under the label 'Jean Monnet Activities: 30 years of excellence in EU studies', the events were an opportunity to discuss current challenges of EU affairs, the future of European studies and the role of Jean Monnet Activities especially to motivate young people to study topics related to European integration.

### Jean Monnet Actions

The Jean Monnet actions support teaching and research about the European Union worldwide, so far primarily in higher education. At a time that the European integration idea is challenged by populism and mistrust, they help generate and spread knowledge about the EU, within as well as outside the EU. They also promote policy-relevant debate about the EU between policy makers and the academic world. Beyond academia, they help improve the citizens' understanding of the European Union through support to outreach and education projects.





Since 2001, the Jean Monnet actions have a global scope and are open to any officially recognised higher education institution anywhere in the world, including in countries where the knowledge about the EU is very limited. Today the Jean Monnet actions are present in more than 90 countries and they are a prime EU public diplomacy tool around the world.

Through an annual Call for Proposals, the Jean Monnet actions support three main types of work:

- Teaching and research about the processes of EU integration
- Policy-relevant debate with the academic world
- Support to collaborative projects and outreach to society

Through six different instruments:

- Jean Monnet Teaching Modules: teaching programmes or courses on EU matters, with a minimum of 40 teaching hours per academic year.
- Jean Monnet Chairs: 3-year teaching posts in European Union studies for specialist university professors who provide a minimum of 90 teaching hours per year.
- Jean Monnet Centres of Excellence: hubs of knowledge, research and cross-disciplinary expertise on EU matters based in higher education institutions, each with several high-level specialist scholars.
- Jean Monnet Support to Associations of academic teachers and researchers: to contribute to the interdisciplinary study of the European integration process and to spread knowledge about the EU.
- Jean Monnet Networks: to support the creation of consortia of international actors working in the field of European Union studies.
- Jean Monnet Projects: to enhance knowledge about European Union issues and for spreading and valorisation of this knowledge, including also 'EU at school projects'.

The 2019 annual call for proposals for Jean Monnet grants saw a new record number of 1 315 applications, of which 284 proposals were selected, supporting 217 universities, organisations and associations in

45 countries worldwide. They will implement EU studies-related activities during three years through 92 Modules, 74 Chairs, 29 Centers of Excellence, 10 'Supports-to-Associations', 21 networks and 58 specific projects. The budget available for this call for proposals was €18.2 million.

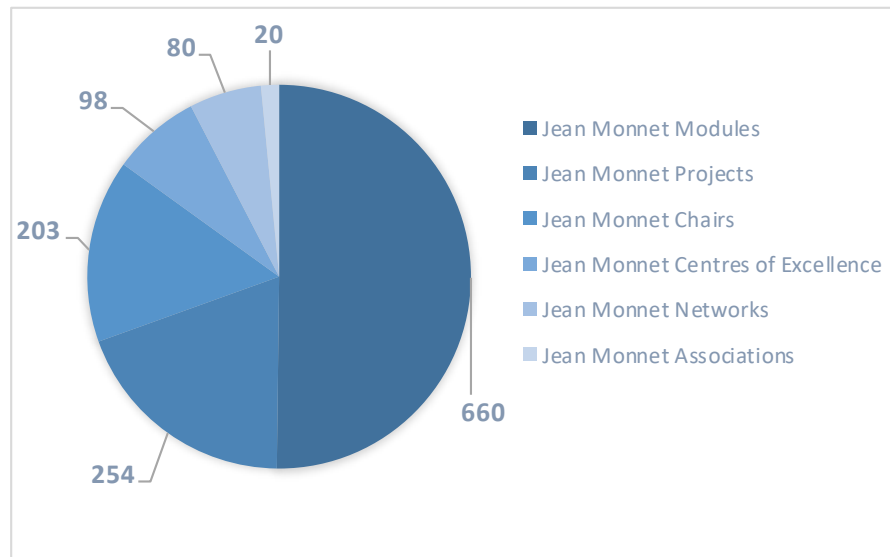
The European Commission also organised a supplementary event on the challenges of EU studies in the framework of the State of the Union Conference in Florence in May 2019, and two Seminars (US/Canada Excellence Centers in March, and the 15<sup>th</sup> European Seminar on EU foreign policy in September). Approximately 100 decentralised events were organised by Jean Monnet Professors and coordinators around the world during the anniversary on a broad range of topics of EU policy. More than 12 000 participants were reported to the European Commission by the organisers.

Since their launch in 1989, the Jean Monnet Actions have supported 300 000 students each year, more than 5 000 projects on European integration studies and more than 1 000 universities around the world to offer courses on European studies as part of their curricula.

The hundreds of active Jean Monnet academics constitute a pool of expertise available to the EU Institutions, EU Delegations, and national authorities.

The Erasmus+ budget available for the 2019 Jean Monnet Activities call for proposals was €18.2 million including the additional €4 million made available from the various Partnership Instrument for proposals submitted by applicants from twelve countries identified as priority targets for the EU external action: Argentina, Brazil, Canada, Hong Kong SAR, Iran, Japan, Korea, Macao, Mexico, Russia, Singapore, United States of America, Georgia and Ukraine.

The interest in Jean Monnet actions continued in 2019. The success rate for these actions increased to 22%. Out of the 284 selected projects, two-thirds are from Programme Country institutions and one-third from non EU-member state institutions.



**Figure 31- Jean Monnet actions: applications received to the 2019 Call**

**Promoting excellence in EU studies** remains central to the Jean Monnet actions. The trend of expanding the range of subject areas addressed by the Jean Monnet Activities continued in the applications selected in 2019. In addition to covering traditional subjects closely associated with the EU integration process, such as history, law and economics, the 2019 successful applications introduced EU studies in other disciplines, thus leading to a higher **Europeanisation of higher education curricula**.

The beneficiaries of Jean Monnet actions engage with a broad range of **EU-related topics** of current interest that include: migration and the

refugee crisis; the economic crisis and austerity; misinformation and the rise of populism; the role of citizens and their current disengagement from the EU construction process; employment; defence; energy; transport and climate action. A number of the successful proposals examine the future of the EU, looking in particular into the issue of the uninformed citizen and the importance of communicating Europe effectively both in higher education and in schools.

### Jean Monnet Operating grants

Approximately two thirds of the total 2019 Jean Monnet budget, €34 million, went to the operating grants of the six institutions, designated in the Erasmus+ Regulation and based over seven sites:

- the College of Europe, Bruges and Natolin campuses
- the European University Institute, Florence
- the Academy of European Law, Trier
- the Institute of Public Administration, Maastricht
- the European Agency for Special Needs and Inclusive Education, Odense
- the Centre international de formation européenne (CIFE), Nice

Their 2019 activities included master programmes, summer courses, workshops, conferences, thematic working groups, research activities, data collection and analysis, and support to public authorities for enhancing reforms.

In 2019, the European University Institute continued to work for the establishment of the Florence School of European and Transnational Governance (STG). Aside from training and teaching on Europe and the European Union, the STG continues to reach out to world regions, including the Western Balkans. The STG has been experimenting with innovative methods for reaching out, including offering online training on lessons from EU climate policy.





## EU Values & DIGitalization for our CommuNITY

### Coordinating organisation:

MCI MANAGEMENT CENTER INNSBRUCK  
INTERNATIONALE HOCHSCHULE GMBH

**EU Grant:**  
€50 000

*Management Center Innsbruck Internationale Hochschule GMBH (MCI), Austria, aspires to promote excellence of EU teaching for students through nine courses, including one Massive open online course (MOOC) and will conduct innovative research in the area eBook domain. Its outreach includes policy makers and civil society, with a special emphasis on the young generation (#EU4schools, pupils around 16 years, right to vote). Teaching methods supporting blended learning and including role-play and flipped classroom and applying of 'digital badges' displaying competences, will stimulate excellence in teaching and enhance students' employability. To enhance impact, the results and activities will be disseminated via the project website and a tailored social media strategy.*

Project ID: [610503-EPP-1-2019-1-AT-EPPJMO-CHAIR](#)

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**Jean Monnet**

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# SPORT





## 6. Sport Activities

Since 2014, the Erasmus+ Sport chapter promotes the European dimension in sport, allowing support to be granted to collaborative partnerships, not-for-profit European sport events, initiatives strengthening the evidence base for policy-making in sport (studies and networks) and the dialogue with relevant European stakeholders.

A total budget of €59.2 million was earmarked for the sport chapter in 2019. The simplification of funding with a unit cost system for collaborative partnerships and small collaborative partnerships introduced in 2016 further encouraged sport clubs applying for the small collaborative partnerships. As a result, the number of applications has increased yet again in 2019, and a total of 260 projects were selected out of the 765 applications received. This represents an increase of around 40% compared with 2018.

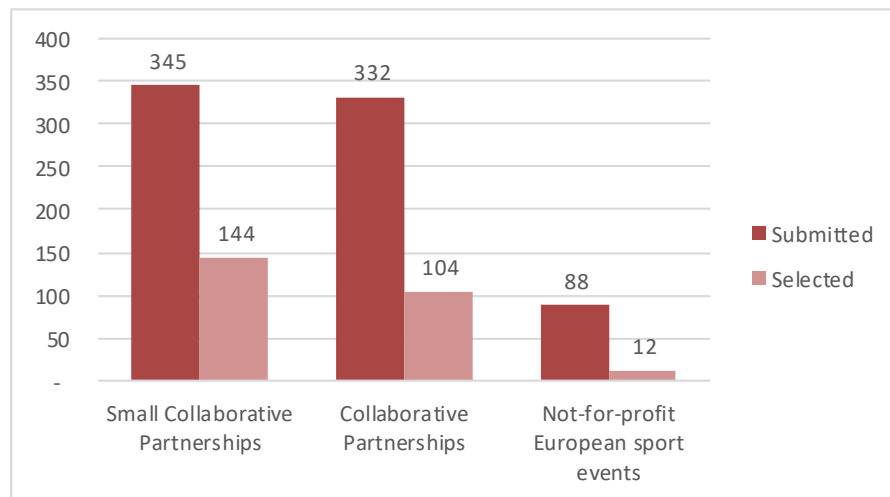


Figure 32 - Outcome of the 2019 Sport Call

As in previous years, in 2019 the Sport Chapter focused on more grassroots sport with increased support to small collaborative partnerships, and in general on all sport projects aimed at increasing the level of participation in sport and physical activity.

The Sport chapter continued to support initiatives that tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination. It also promoted and supported good governance in sport and dual careers of athletes, and voluntary activities in sport, together with social inclusion, including refugees and migrants.

A second progress report on the implementation of the [Council Recommendation on promoting health-enhancing physical activity \(HEPA\)](#) across sectors was adopted by the Commission in 2019. In addition, two peer learning activities on good governance in the context of major sport events and data mining strategies on sport participation were supported in the framework of the implementation of the EU Work Plan for Sport.

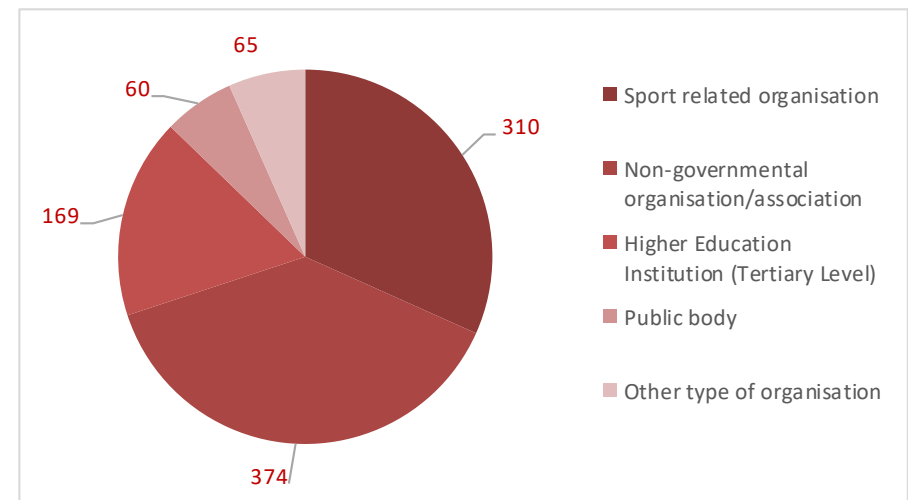


Figure 33 - Type of organisations of all partners in selected applications



## Small Collaborative partnerships

Supported since 2016, the small collaborative partnerships should involve at least one sport club - a measure that considerably promotes grassroots sport. The number of projects grows steadily.

The top 3 topics covered by 144 projects selected were:

- 52%: encouraging social inclusion and equal opportunities in sport
- 27.8%: promoting education in and through sport with special focus on skills development
- 9%: supporting the mobility of volunteers, coaches, managers and staff of non-profit sport organisations

## Collaborative partnerships

Erasmus+ supports collaborative partnerships in order to develop, transfer and/or implement innovative practices in sport and physical activity between various organisations and actors in and outside sport including public authorities, sport-related organisations and educational bodies. Projects may cover anti-doping; match-fixing; dual career of athletes; the fight against violence, racism, discrimination and intolerance; social inclusion; and equal opportunities in sport.

The budget earmarked for collaborative partnerships, not related to the European Week of Sport, is balanced across four thematic areas:

- participation in sport and physical activity,
- education in and through sport, dual careers and voluntary activity in sport,
- integrity of sport such as the good governance, anti-doping and fight against match-fixing,
- combat against violence, racism, discrimination and intolerance in sport and encouraging social inclusion and equal opportunities in sport.

Similar to previous years, the number of projects selected was lower than anticipated in 2019, as a high number of applicants requested the maximum grant amount of €400 000. The 104 selected projects covered a variety of sport organisations and stakeholders from 33 Programme Countries and 12 Partner Countries. The topic with the highest number of received applications was on social inclusion (27%), followed by the participation in sport and physical activity (25%).



### FIA European Young Women Programme 'Girls on Track'

#### Coordinating organisation:

FEDERATION INTERNATIONALE DE  
L'AUTOMOBILE

#### EU Grant:

€310 755

*The [project](#) 'Girls on Track - European Young Women Programme' implemented by the Fédération Internationale d'Automobile (FIA), with eight partners, organised a new karting competition model to attract new talents and raise gender equality in motor sport. Thanks to this programme more than 1 200 girls between 13-18 years old were selected and took part in a European survey. In March 2019, the final race was held in Le Mans with 27 finalists: six girls are now part of the 'European karting team'.*

Project ID: [590568-EPP-1-2017-1-FR-SPO-SCP](#)

## Not-for-profit European sport events

The sport action of not-for-profit European sport events proved once again to be the most competitive action over the years. A total of 12 events out of 88 received applications were selected in 2019. The majority of submitted not-for-profit European sport events covered the topic of encouraging social inclusion and equal opportunities in sport followed by encouraging participation in sport and physical activity especially by supporting Council Recommendation on Health-Enhancing Physical Activities (HEPA) and EU Physical Activity Guidelines.



### Adriatic-Ionian Games for Social Inclusion

#### Coordinating organisation:

COMUNE DI ANCONA

#### EU Grant:

€495 000

*The **project** aimed at prompting social inclusion and cohesion through sport encouraging the cross-border understanding in an area rich with cultural diversity, providing opportunities for groups at risk of marginalization, creating a favourable environment for the interaction between individuals and communities. The project also involved countries from Baltic and Danube regions with the specific goal to enlarge the project impact. The Adriatic-Ionian Youth Games held in Ancona from 27 to 30 September 2019, mobilised sport delegations, for a total of 820 people (only considering athletes & coaches) involved in 11 different disciplines from 35 Cities/Associations of 12 EU Member States and four other European countries. 510 high school students participated as volunteers during the main event.*

Project ID: [603126-EPP-1-2018-1-IT-SPO-SNCESE](#)

## The European Week of Sport

The 5th edition of the European Week of Sport organised during the last week of September 2019 reached a new record with the participation of over 15.3 million Europeans from 42 European countries and regions in more than 28 300 events.

The European Week of Sport embraced for the second time Western Balkans and Eastern Partnership countries and regions, including through a dedicated seminar organised on 28 October, in Kiev, Ukraine. The event gathered around 80 participants from the EU Member States, other Erasmus+ Programme countries, Western Balkans and Eastern Partnership.

The initiative was further enhanced and strengthened as an important tool for promoting sport and physical activity among citizens and for raising awareness about their importance and benefits, as well as for developing cooperation with various European and international partners and sport organisations.

A total of 33 National Coordinating Bodies were selected, representing 28 EU Member States and three Programme Countries. In addition, four Western Balkans and six Eastern Partnership countries and regions took part.

The financial support mainly covers activities organised at a national level. These typically include:

- awareness raising and communication activities on the value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote synergies between the field of sport and the fields of health, education, training and youth conferences, seminars, meetings and events;

- support to the organisation of an EU wide (symbolic) simultaneous activity in the capitals of all Participating countries.

The 2019 #Beactive Awards recognised nine nominees across Europe based on their commitment to promote sport and wellbeing in their communities and organisations. Budapest, 2019 European Capital of Sport, hosted the Awards Gala.

### Strengthening the evidence-base for policy making

Erasmus+ sport also supports actions strengthening the evidence base for policy-making, such as studies, data gathering and surveys.

An [external evaluation](#) drew lessons from the implementation of the European Week of Sports carried out in 2015, 2016 and 2017. The evaluation elaborates on best practices and examples which could be used for future initiatives both at the EU level and in the EU Member States and provides suggestions on how to improve the organisational and communication aspects, as well as the collaboration with at national and local levels.

Several studies were published: Study on the contribution of sport to the employability of young people in the context of the Europe 2020 Strategy, Study on safeguarding of children in sport and a Study on corruption in sport. In addition the Commission published Factsheets on sport in the EU.

### Promoting social inclusion through sport

The ability of sport to break down barriers is increasingly being used as a powerful tool to bring together people from all kinds of backgrounds, and in particular from disadvantaged groups and the promotion of European values. Across the European Union, at Member States' level or within European Union programmes, a wide range of initiatives have been taken and innovative projects are already being implemented.

In 2019, the third edition of the **#Beinclusive EU sports awards** recognised organisations using the power of sport to increase social inclusion for disadvantaged groups. Finally, a seminar focused on the 'specificity of sport' attracted high-level participation from the sport movement, sport lawyers and academics as well as national authorities. The three #Beinclusive winners: the German 'Ich will dara rauf!', the Austrian 'Kicken ohne Grenzenand', the Portuguese 'Gimnastica com Todos' were awarded with a €10 000 prize. The other six finalists received a €2 500 prize each. The prizes were announced at a special awards ceremony on 21 November 2019 in Brussels.

#### Rocking Inclusion by 'Ich will da rauf' #Beinclusive EU sport awards winner



**'We see our role as ambassadors for inclusion'**

*Lena Frank, Project coordinator 'Ich will da rauf!'*

*'Ich will da rauf!', is German for 'I want to get up there!'. This is a quote from Melissa, a co-founder of 'Ich will da Rauf', who became wheelchair-bound following a medical surgery in 2008, when she was only 14 years old. Melissa was inspired to create her own organization, and now 11 years later, social inclusion is the cornerstone of our work. We foster a welcoming culture. Our credo is: everyone is different and that is normal. Climbing is a sport that can be done by anyone and is challenging for everyone. Many of our participants would not be able to kick a ball or even walk, but they do manage to climb up a 10-meter wall – at the difficulty level of their choice.*

## Dialogue with relevant European stakeholders

The **EU Sport Forum** that took place on 8 and 9 April 2019 in Bucharest and focused on ‘The future of EU sport: challenges and perspectives?’ was a central meeting for the European and international sport family.

The Tartu Call for a Healthy Lifestyle launched in 2017, included a list of joint actions to promote healthy lifestyles and a roadmap, with a seminar to take stock of the progress made two years after the Tartu Call. On 19 June 2019, around 200 participants took part in the **Closing Seminar of the Tartu Call for a Healthy Lifestyle**, including key organisations involved in the success of the Tartu Call, Member States’ representatives and experts.

The **EU Sport Forum** and the **Tartu Call seminar** were important moments to gather sport stakeholders and to give visibility to sport’s contribution to Europe’s economy in terms of job creation, growth and innovation, while also tackling cross-border challenges that impact the integrity of sport.

The role of sport in international relations was at the core of the discussion, together with regional development, innovation and concrete sessions on the transfer of players or the consequences of the International Skating Union case. The latest policy developments from the EU Work Plan for Sport to the Tartu call for a healthy lifestyle were also widely discussed. Various sessions and workshops addressed other key questions such as the impact of the Olympic Games on the environment, the role of sport in fighting climate change and the Paris agreement, and the role of sport in promoting European values and promoting gender equality in sport.

Priority was also given to a continued promotion of good governance in sport, including the further development of the pledge board, initiated in September 2016, signed by 47 organisations so far, at European and

national level.

Cooperation with other international organisations active in the field of sport was further strengthened. In particular, the Commission developed partnerships with three international organisations through Erasmus+: the Council of Europe, the United Nations Office for Drugs and Crime, and the World Health Organisation. The Commission continued supporting the implementation of the Council Recommendation on promoting health-enhancing physical activity (HEPA) across sectors, in cooperation with the World Health Organisation and the network of national HEPA Focal Points. A second progress report on the implementation of the Council Recommendation was adopted in 2019.

## Cluster meeting

The **third annual thematic cluster meeting** in the field of dual careers - took place on 4 and 5 December 2019. Around 130 experts and Erasmus+ projects representatives and Member States gathered in Brussels to discuss the role of sport in education enhancing skills development and dual careers perspectives. The former high level athletes and coaches took part in three policy sessions followed by three workshops.

## Policy dialogue: Presidency events

In 2019, the sixth year of the implementation of this action, the Presidencies of the Council organised several events on the various contemporary challenges in sport.

The Romanian Presidency organised:

- A conference on ‘Advantages of practicing sport in an organised environment for people with fewer opportunities’

The Finish Presidency organised:

- A Conference on ‘Safeguarding Children in Sport’



## Glossary of terms

CBHE	Capacity building projects in higher education	ICM	International Credit Mobility
CEF	Connecting Europe Facility	IUEP	Inter-University Exchange Projects
DG EAC	Directorate-General for Education, Youth, Sport and Culture	JRC	Joint Research Centre
DEAP	Digital Education Action Plan	KA1	Erasmus+ Key Action 1
EACEA	Education, Audiovisual and Culture Executive Agency	KA2	Erasmus+ Key Action 2
EC	European Commission	KA3	Erasmus+ Key Action 3
ECHE	Erasmus Charter for Higher Education	LMRO	Labour Market Relevant Outcomes
ECVET	European Credit System for Vocational Education and Training	MOOC	Massive Open Online Courses
EDF	European Development Fund	NARIC	National Academic Recognition Information Centre
EENEE	European Expert Network on Economics of Education	NESET	Network of Experts on the Social dimension of Education and Training
EFTA	European Free Trade Association	NGO	Non-governmental organisation
EMJMD	Erasmus Mundus Joint Master Degree	OECD	Organisation for Economic Cooperation and Development
EPALE	Electronic Platform for Adult Learning in Europe	OECD-CfE	OECD Centre for Entrepreneurship
EQAVET	European Quality Assurance in Vocational Education and Training	OLS	Online Linguistic Support
EQF-NCPs	European Qualifications Framework - National Coordination Points	ORs	EU outermost regions
EU	European Union	PIAAC	Programme for International Assessment of Adult Competencies
EuroMed	Euro-Mediterranean	SALTO	Support, Advanced Learning and Training Opportunities
EYC	European Youth Conference	SME	Small and medium-sized enterprises
EYP	European Youth Portal	TALIS	Teaching and Learning International Survey
HEPA	Health-Enhancing Physical Activity	TCAs	Transnational Cooperation Activities
HESS	Higher Education and Smart Specialisation	TPD	Teacher Professional Development
HEIs	Higher Education Institutions	STG	School of European and Transnational Governance
ICT	Information and Communication Technologies	VET	Vocational Education and Training
		YUFE	Young Universities for the Future of Europe





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