



European  
Commission

# ERASMUS+

## ANNUAL REPORT

# 2017

Erasmus+

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# Erasmus+

Annual report 2017



*"Erasmus+ has now reached the halfway point of its seven-year journey. I am proud to see how the programme has acted as a driver for unity in Europe, contributing to strengthening the resilience of individuals and our society. Erasmus+ develops skills and competences and reinforces a European identity that complements and enriches national and regional identities." Commissioner Tibor Navracsics, 30 November 2017*

**Erasmus+ is the EU's flagship programme to support and strengthen education, training, youth and sport in Europe** with 33 participating Programme Countries: all 28 EU Member States plus Turkey, the former Yugoslav Republic of Macedonia, Norway, Iceland and Liechtenstein.

With a budget of almost EUR 2.6 billion, 2017 was yet another record year, and represented a 13% funding increase compared to 2016. This provided almost 800 000 people with an opportunity to benefit from learning, working or volunteering abroad; which is 10% more than the year before. Moreover, 2017 marked the celebration of **three decades of Erasmus+ and its predecessor programmes** which, over this time, have given 9 million people the chance to study, train, volunteer or gain professional experience abroad. A year-long campaign highlighted the achievements and impact of the programme, with events at European, national and local level. Importantly, the campaign succeeded in raising awareness of the programme in the EU and abroad, laying the ground for an even stronger Erasmus in the future (p. 11).

### **In focus: social inclusion and accessibility**

While maintaining a high level of continuity, Erasmus+ again demonstrated its flexibility in addressing specific policy priorities. All Erasmus+ actions put emphasis on activities that support **social inclusion** and **equity in education, training, youth and sport**, and

the objectives of the **2015 Paris Declaration** on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. Altogether, a dedicated call for proposals invested over EUR 10 million in social inclusion projects and the sharing of good practice.

While the programme evolved to integrate the EU's strategic priorities of increasing digital skills across the areas of education, training and youth, including through innovative curriculum and teaching methodologies, technology also helped improve **accessibility** for applicants and beneficiaries.

For example, the new **Erasmus+ mobile app** gives users all the necessary information and access to tools and documents, making the Erasmus+ experience abroad much simpler to manage (p. 13). It has been downloaded and installed more than 55 000 times since its launch in mid-2017.

Moreover, the **Online Linguistic Support** continues to enable Erasmus+ participants to improve their language skills (p. 38). Over 380 000 people have benefitted from online language training since 2014, among them almost 5 500 newly arrived refugees, benefiting from courses that are now on offer in all 24 official EU languages. Among Erasmus+ participants, the five most used course languages were English (45,8%), Spanish (17,2%), Italian (9,2%), German (9,1%) and French (8,4%). Among refugees, the five most used course languages were German (42,7%), English (23,7%), French (14,1%), Spanish (6,8%), and Italian (3,1%).

Finally, further changes make it even easier for small grassroots organisations to apply for funding. For example, simplified funding rules enable sport clubs to more easily apply for small collaborative partnerships, which was evident by a rise in applications in 2017.

### **Main achievements by area**

In **higher education**, priority was given to enhancing the quality and relevance of students' knowledge and skills, better use of ICT, better links between higher education institutions and employers or social enterprises. More than 400 000 higher education student and staff went abroad thanks to Erasmus+ during the academic year 2016/2017, reaching a total of over 1.1 million since 2014 (p. 24).

The **Jean Monnet Activities** supported many modules, university chairs, networks, projects, centres of excellence and associations taking place in 30 European Programme Countries and 69 countries inside and outside Europe (p. 79).

In the field of **school education**, the number of contracted projects increased by almost 400 projects compared to 2016 (p. 21). Priority was given to strengthening the profiles of the teaching professions, promoting the acquisition of key competences, for example, by addressing underachievement in the basic skills of maths, science and literacy and supporting multilingual classrooms.

Concerning **vocational education and training** (VET), the Erasmus+ programme gave priority to developing VET business partnerships aimed at promoting work-based learning in all its forms, with special attention to apprenticeship training, by involving social partners, companies and VET providers. The programme allowed approximately 160 000 VET learners to carry out a learning period abroad (p. 22).

Furthermore, in the field of **adult education**, in 2017, more than 6 400 adult education staff participated in project activities (p. 31). The focus was on improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so that they acquire literacy, numeracy or digital skills,

including through the validation of skills acquired through informal and non-formal learning.

**e-Twinning**, a social platform connecting teachers and schools, reached the landmark figure of more than 500 000 registered users in 2017, consolidating its status as the biggest teachers' network in the world (p. 53). Similarly, the **School Education Gateway** (42 000 users registered) and **EPALE** (34 000 users in the area of adult learning registered), contributed to the exchange of information, ideas and practices across Europe (p. 54).

More than 158 000 young people and youth workers benefited from Erasmus+ funding in 2017, 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 with fewer opportunities (p. 33).

**European Youth Week** encouraged young people to shape their future by participating in discussions on the future of Europe, and the future of EU youth policy, to broaden opportunities offered by Erasmus+ and to be in solidarity with those in need through the European Solidarity Corps. In 2017, the Week helped further advance the reflection on the future of youth policy cooperation ("Year of listening"). Special attention was also given in 2017 to the celebration of the 10 years of the "Youthpass" that promotes the recognition of non-formal learning (p. 65).

2017 was a successful year for the **international dimension of Erasmus+** as well. Almost 23 000 higher education students from the rest of the world came to study in the Programme Countries, and more than 11 000 Programme Country students studied in a country outside the area (p. 27). With 39 newly selected Erasmus Mundus Joint Degrees in 2017, Erasmus+ will fund more than 2 300 student scholarships over three years (p. 36). Capacity building in the higher education and youth



fields was another means of engaging with the rest of the world – the 2017 budget financed 306 projects involving more than 2 700 organisations, for a total amount of EUR 146.8 million (p. 49). In particular, youth cooperation with Partner Countries neighbouring the EU was further intensified. In 2017, in addition to the existing Western Balkans Youth Window, an Eastern Partnership Youth Window with a focus on youth participation and youth entrepreneurship was set up and a new Youth Window for Tunisia was established.

In **sport**, a budget of EUR 45.2 million funded 162 projects, among them 84 projects run by grassroots sport organisations. In addition, it funded the 2017 **European Week of Sport** which had unprecedented success, with more than 48 000 events in 37 countries, along with activities under the Tartu Call for a healthy life style and the promotion of social inclusion through sport (p. 85).

Finally, 2017 gave education, training and youth a new impetus, with a call from European Leaders for a **European Education Area** to be built by 2025. Its building blocks – among them spending time learning abroad, recognition of diplomas, and strengthened language learning – reflect the Commission's ambition to enable all young people to receive the best education and training, and find jobs across the continent. Erasmus+ and its successor will play an important role in making the Area a reality.

This report gives an overview of the implementation of the 2017 Erasmus+ calls for proposals, providing quantitative and qualitative results of the programme.





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## 1. The 2017 priorities

### Political context

In 2017 Erasmus+ continued to support the implementation of the four objectives of the **2015 Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education**<sup>1</sup>.

In particular, it strengthened the focus on common values and inclusive education across all its actions, and prioritised them in a number of key calls for proposals, following the presentation and subsequent proclamation of the European Pillar of Social Rights, which establishes the importance of quality and inclusive education, training and lifelong learning as its first principle, as well as to support the preparation of a proposal for a Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching<sup>2</sup> and pave the way to its subsequent implementation.

Throughout 2017 Erasmus+ 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**
- **The Europe 2020 strategy (EU2020)**
- **The European Union Work Plan for Sport**
- **The EU Youth Strategy (2010-2018)**

In 2017 Erasmus+ also carried on to reflect the objectives of the renewed framework for **European cooperation in the Youth field** (2010-2018). The implementation of the EU Work plan for youth 2016-2018 was pursued, with activities on youth work and life skills, youth entrepreneurship, youth mental health, digital youth work, validation of non-formal learning, integration of young migrants and refugees, prevention of radicalisation.

The European Commission also launched an intensive exercise of consultation of the future of the **youth policy cooperation** ("Year of listening"), engaging in diverse processes (online consultation, stakeholder conference, focus groups) while an 18 month cycle of structured dialogue with young people was fully devoted to "Youth in Europe: What's next?".

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<sup>1</sup> [http://ec.europa.eu/dgs/education\\_culture/repository/education/news/2015/documents/citizenship-education-declaration\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf)

<sup>2</sup> Presented in January 2018 (<https://ec.europa.eu/education/sites/education/files/recommendation-common-values-inclusive-education-european-dimension-of-teaching.pdf>), and adopted by the Council in May 2018 (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0607%2801%29>)

Key policy documents adopted by the European Commission in 2017 include:

- a Communication on school development and excellent teaching for a great start in life<sup>3</sup>
- a Communication on a renewed agenda for higher education<sup>4</sup>
- a proposal for a Council Recommendation on tracking graduates<sup>5</sup>
- a Communication on Strengthening European Identity through Education and Culture, representing the European Commission's contribution to the Leaders' meeting in Gothenburg<sup>6</sup>
- the Education and training Monitor 2017, which presents a yearly evaluation of education and training systems across Europe
- the European Solidarity Corps was launched in December 2016 to create new opportunities for young people to engage in solidarity activities, through volunteering, jobs or traineeships for the benefit of communities around Europe. In May 2017, the Commission proposed a dedicated legal base to create a coherent framework for solidarity activities, consolidating 20 years of experience with the European Voluntary Service. In its initial phase, until the adoption of the legal base, and as part of Erasmus+, the European Solidarity Corps builds on existing EU programmes, with the European Voluntary Service as one of the main funding schemes. Volunteering activities at European level have thus gained impetus and visibility with this larger framework and more opportunities for long-term volunteering.

**In order to achieve its objectives, the Erasmus+ Programme implements the following Actions:**

- 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

This report gives an overview of the implementation of the 2017 calls of Erasmus+ for the three Key Actions of the programme, the Jean Monnet Activities and Sport. Furthermore, it provides the quantitative and qualitative results of the programme. Project examples are featured in each section to illustrate the activities funded under each action.

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.

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<sup>3</sup> [https://ec.europa.eu/education/sites/education/files/school-com-2017-248\\_en.pdf](https://ec.europa.eu/education/sites/education/files/school-com-2017-248_en.pdf)

<sup>4</sup> [https://ec.europa.eu/education/sites/education/files/he-com-2017-247\\_en.pdf](https://ec.europa.eu/education/sites/education/files/he-com-2017-247_en.pdf)

<sup>5</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0249&from=EN>

<sup>6</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0673&from=EN>

## Annual Work Programme 2017

In 2017, the **programme priorities showed a significant continuity**, including the reinforcement of the **follow up to the Paris Declaration of 17 March 2015**, and the subsequent initiatives launched in 2016, such as the **Communication on preventing radicalisation**, which focused on the promotion of tolerance, non-discrimination and social inclusion and the role of the educational and youth.

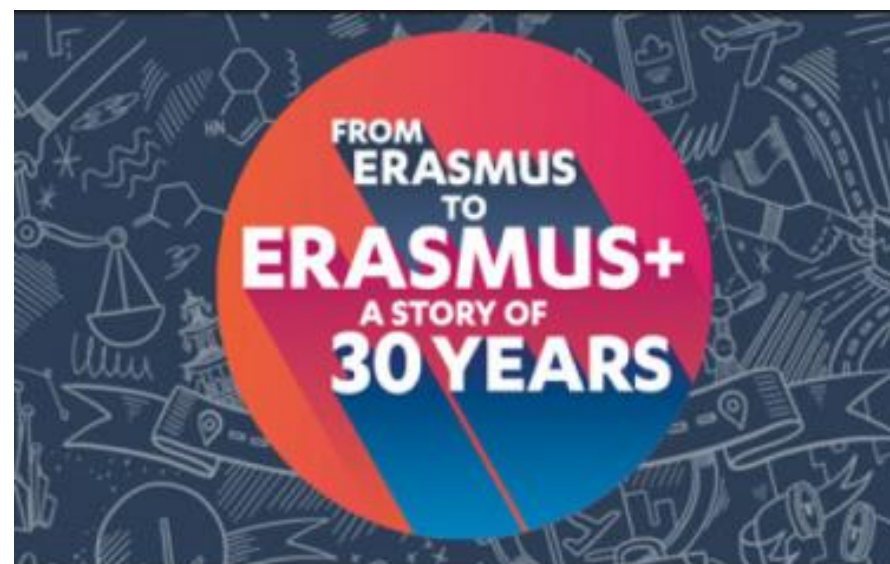
Greater emphasis was placed on activities of the programme which further **promoted and fostered social inclusion and equity in education, training, youth and sport** through formal and non-formal education, as well as training, through integrated and innovative approaches aimed at fostering inclusion, diversity, equality, gender-balance and non-discrimination in education, training and youth activities.

The programme also gave priority to actions which supported the professional development of educators and youth workers, particularly in dealing with early school leaving, learners with disadvantaged backgrounds and diversity in classrooms, as well as fostering transparency and recognition of skills and qualifications and supporting sustainable investment, performance and efficiency.

The Erasmus+ programme also focused on actions which helped learners **develop skills for employability and professional development**, and also **active citizenship** as addressed by the Paris Declaration. The programme also evolved to integrate the EU strategic priorities of **increasing digital skills** across the areas of education, training and youth.

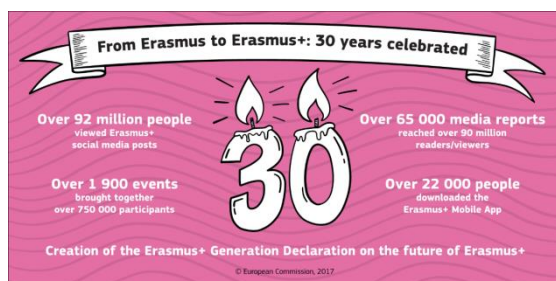
## The Erasmus 30<sup>th</sup> Anniversary Campaign

**"From Erasmus to Erasmus+, A Story of 30 Years"** was the motto of the campaign headed by the European Commission to celebrate three decades of the EU's flagship programme that has given 9 million Europeans a chance to study, train, volunteer or gain professional experience abroad – be it in Europe or beyond.



The campaign saw **more than 750 000 people take part in 1 900 events in 44 countries**. More than 65 000 articles about the programme – including videos, infographics, interviews and inspiring stories by Erasmus+ national faces from all Erasmus+ fields – were published or shared over 2 million times on social media, reaching 92 million people around the world.

Throughout 2017, the anniversary campaign showcased the impact that Erasmus+ and its preceding programmes have had in building bridges and creating mobility opportunities for students, apprentices, volunteers, young people, teachers and trainers. The campaign highlighted the added value of the programme which enables people to develop the skills and competences needed to lead independent, fulfilling lives and create a sense of a European identity while simultaneously enhancing quality in education and training across all sectors.



### Three major European-level events were held in 2017.

After a successful kick-off in January, the **European Parliament** in Strasbourg played host to a celebratory event in June, which included high-level debates on the future of the programme, the **handing of the 9 million<sup>th</sup> Erasmus Participant Award** to 33 representatives of the Erasmus+ Generation – one from each Programme Country.



Events to mark the closing of the campaign, held in Brussels in November, included live performances by Erasmus former participants and sealing a **time capsule** containing souvenirs from the campaign and

the audience's written hopes and ideas for the future programme. The Erasmus+ Generation Declaration was also presented and debated at the European Parliament. Based on discussions that took place on the **Erasmus+ Generation Online Meeting Point** – which reached a peak of 16 000 registered users – the **Declaration** contains 30 concrete proposals on the future of the programme beyond 2020.

The campaign outcomes went beyond numbers: its wide outreach and strong, clear messages helped raise the level of awareness among citizens about the importance of European cooperation in education and bring it to the forefront of the political agenda.

The Erasmus 30<sup>th</sup> Anniversary Campaign provided the ideal scenario to look back and **celebrate what has been achieved**. It also gave us the energy to look forward and aspire for more. As shown by the Erasmus+ mid-term evaluation, the programme stands today among the three most positive results of European integration: peace, the euro and the internal market. **In just three decades, Erasmus has shaped forever the landscape of European education.**

## 2. Programme implementation

### 2.1 Optimisation of successful actions

Overall, 2017 was a **year of stability and continuity** in the implementation of the programme. Nevertheless, as a response to recurrent feedback from beneficiaries and National Agencies, the following aspects were included as novelties for the Erasmus+ General Call 2017:

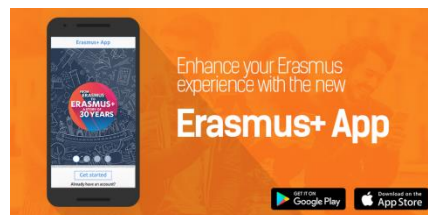
- The concept "**European priorities in the national context**" was developed to allow National Agencies to give more consideration to the priorities deemed particularly relevant in their national context.
- **Simplified cost approach** was refined with the harmonisation of the number and amounts provided for each travel distance band within mobility activities and the creation of a top-up for expensive domestic travel costs.

## 2.2 Erasmus+ Mobile App

### Digitalisation and simplification for all!

Work on the digitalisation of administrative processes associated with Erasmus+, in particular regarding Higher Education, continued throughout 2017. In the context of the programme's 30<sup>th</sup> anniversary, the Erasmus+ Mobile App was officially launched in June 2017. Since then, it has been a huge success, having been downloaded by **more than 55 000 users**.

The app enables **participants** to have all of 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, a direct link to the Erasmus+ Online Linguistic Support, and the ability to sign Learning Agreements online. 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 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 work on the app will advance with the goal of making mobility under Erasmus+ as easy as possible for participants and administrative staff, so that the app becomes **a true one-stop-shop**.

## 2.3 Erasmus+ budget and commitments

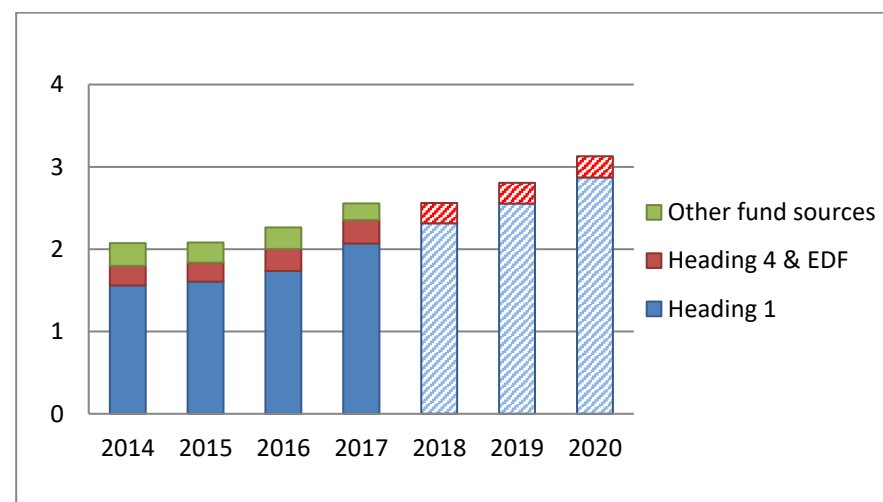


Figure 1 - Erasmus+ financial envelope 2014-2020 (in billion EUR)

### BUDGET 2014-2020

The Erasmus indicative financial envelope is **EUR 16.4 billion for the period 2014-2020**: EUR 14.7 billion under Heading 1a (Competitiveness for growth and jobs) and EUR 1.7 billion under Heading 4 (Global Europe) to address the international dimension of the programme.



### BUDGETARY EXECUTION 2017

Given the overall significant budget increase compared to the previous Multiannual Financial Framework (+40%) and the programme's budgetary profile which showed only a limited increase in the first half of the 2014-2020 period we have now entered in the period of cruising speed of the Erasmus+ programme which will continue until the end of 2020 as can be seen in figure 1.

The **final budgetary execution (EU Budget Commitments)** for 2017 amounts to EUR 2.56 billion, being EUR 290 million more compared to 2016 (12.8% increase).

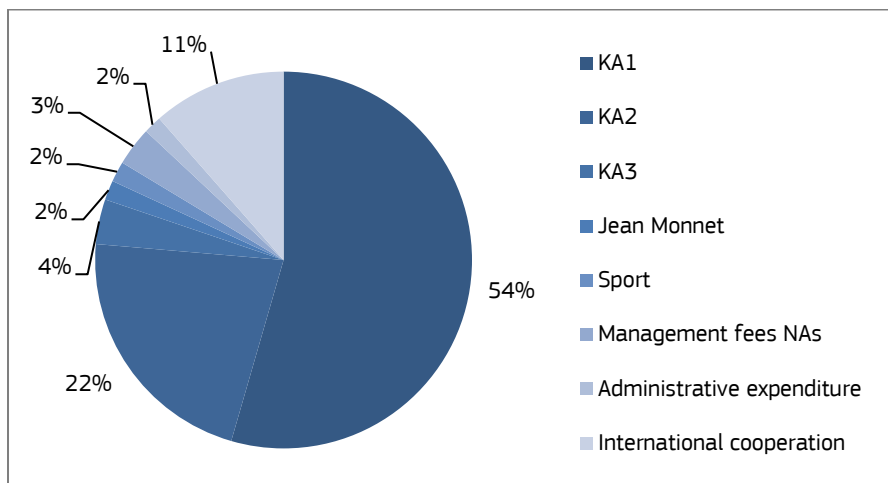


Figure 2 - Erasmus+ Budget Commitments 2017 per Key Action

Compared to the previous years, there is a slight increase in the combined allocation to Key Action 1 and Key action 2 from 74% to 77%. The 11% budget share for International cooperation remains relatively stable since 2014

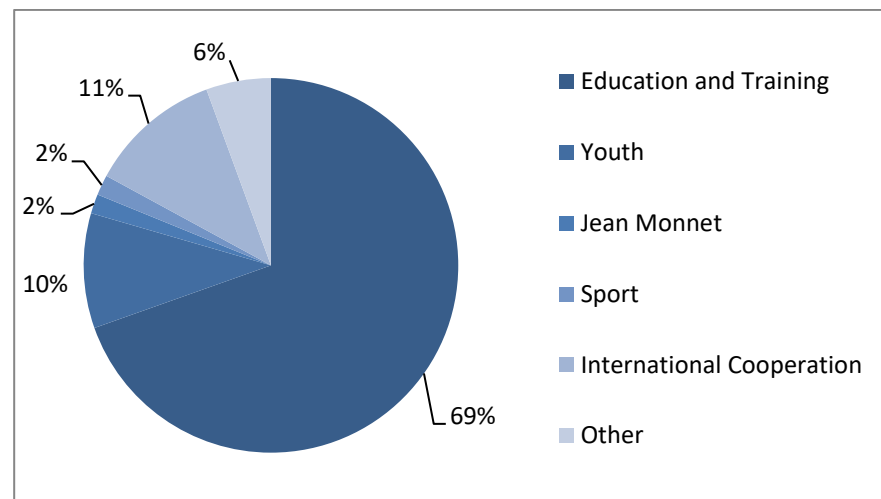
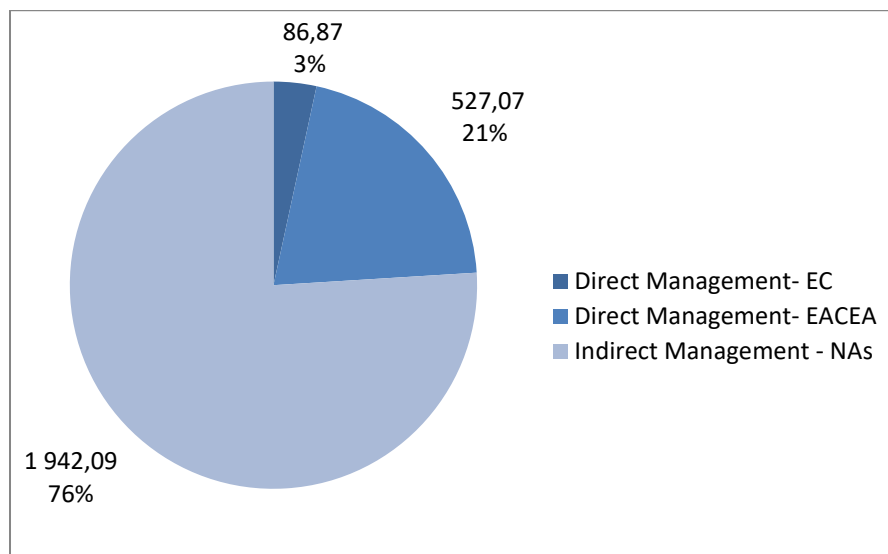


Figure 3 - Erasmus+ Budget Commitments 2017 per Sector

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 70% of the commitments; the youth sector received around 10%, while the remaining budget was distributed between Jean Monnet, sport, international cooperation, administrative expenditure and management fees for the National Agencies.

The Erasmus+ programme implementation in programme countries is mainly entrusted to the **National Agencies** (indirect management), but is also carried out in direct mode by the Education, Audiovisual and Culture Executive Agency (**EACEA**) and to a lesser extent by the **European Commission**.



**Figure 4 – Erasmus+ Budget Commitments 2017 by Management mode (in million EUR)**

In 2017 the actions implemented through NAs represented 76% of the Erasmus+ commitments. The National Agencies managed to commit entirely the Heading 1 and Heading 4 budgets allocated to them.

## 2.4 Cooperation with National Agencies and programme stakeholders

Since 2014, a number of **consultative working groups** set up for the cooperation 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 higher education, VET, school education and youth fields continued their cooperation to progress in several domains such International Credit Mobility, ECHE monitoring, special needs, recent graduate traineeship, and the Youth pass.

The **Youthpass Advisory Group** discussed the implementation of Youthpass and engaged in reflections on a monitoring concept and ideas for future renewal of the instrument to continue supporting the quality and recognition of non-formal and informal learning in Erasmus+ youth projects in the years to come.





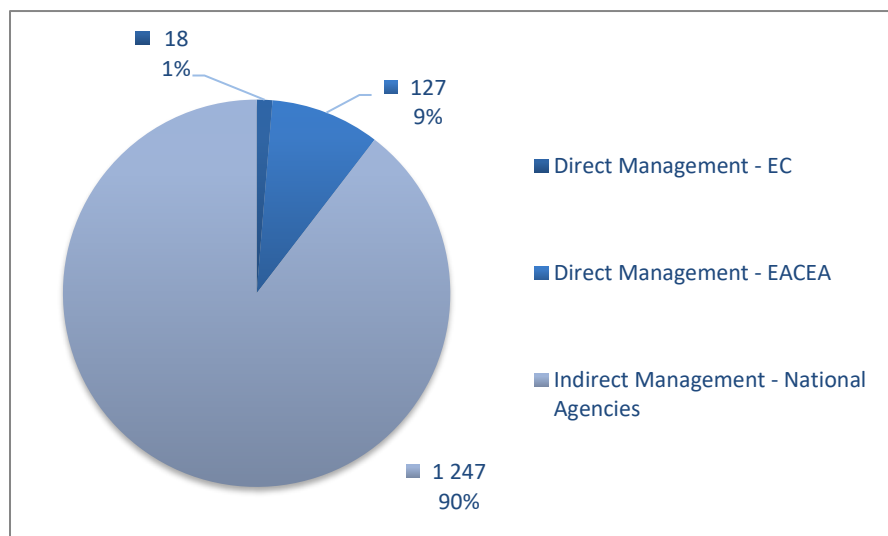
**KEY ACTION 1**

Learning mobility  
of individuals



### 3. Key Action 1 – Learning mobility of individuals

In 2017, Key Action 1, the **largest action in Erasmus+**, received 55% of the Erasmus+ total budget and was mainly implemented by the National Agencies. The EU committed EUR 1.39 billion under Heading 1 for KA1, 13% more than in 2016.



**Figure 5 - KA1 - Erasmus+ Budget Commitments by Management mode (in million EUR)**

By funding transnational mobility activities, Key Action 1 aims to **enhance the skills, employability and intercultural awareness of the participants**. Moreover, it provides support for **young people to engage in democratic life**, promotes the **inclusion of learners with**

**fewer opportunities**<sup>7</sup>, 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, 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 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 Loans scheme** provides increased access to 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.

<sup>7</sup> Participants with fewer opportunities also refers to participants from a disadvantaged background for the higher education sector

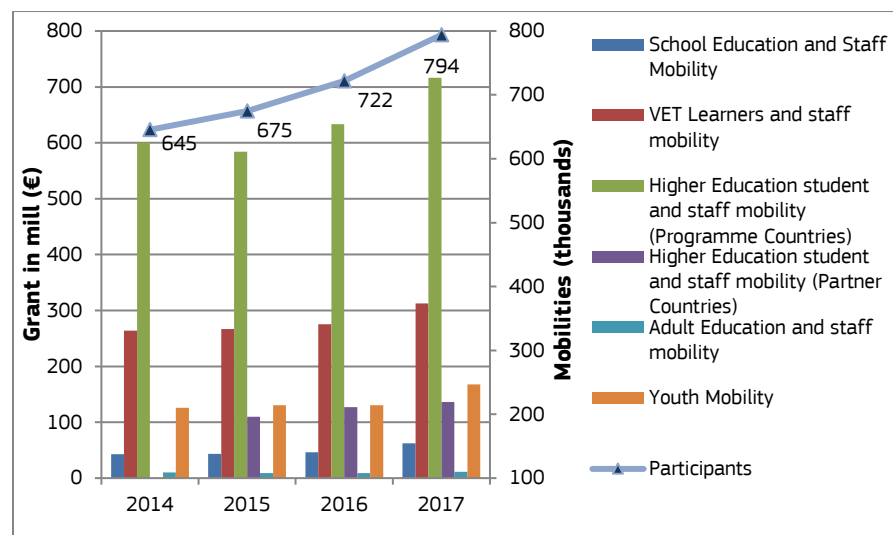
**Key Action 1 covers** the following action types:

- KA101: School education staff mobility
- KA102/KA116: 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
- KA104: Adult Education staff mobility
- KA105: Mobility of young people and youth workers
- KA135: Strategic European Voluntary Service (EVS)

Since 2014, the interest in Key Action 1 has increased by more than 14%, with a total of 18 009 projects contracted in 2017. Nearly 800 000 individual mobilities and 63 000 organisations have reaped benefits from Key Action 1 funding in 2017.

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

As Erasmus+ offers opportunities for young people to hone their language skills by engaging in learning and training abroad – promoting multilingualism – **On-Line linguistic Support (OLS)** is available for participants to improve their knowledge of the language in which they will undertake their Erasmus+ experience.



*Figure 6 - KA1 Trends 2014-2017 for indirect management*



## 3.1 Mobility for Education, Training and Youth

### Mobility in the field Education and Training

#### KA101 - School education staff mobility

The **Erasmus+ budget for school education staff mobility** increased substantially in 2017, to reach EUR 62.2 million. This is an increase by almost 34% compared to 2016 and continues the Erasmus+ increasing trend from 2015. The absolute number of contracted projects also increased with almost 400 projects from 2016 to reach 2 914 in 2017. The average funding per participant has been relatively stable and in 2017, it was EUR 1 613.

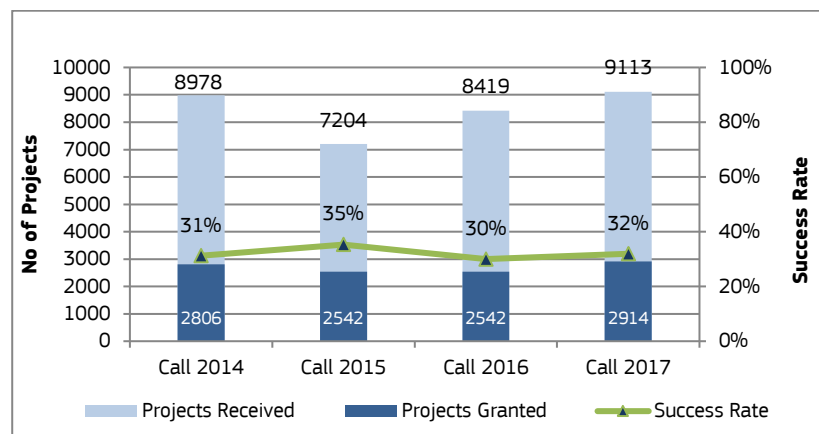


Figure 7 - KA101 School Education projects trend 2014-2017

As in previous years, the top five topics covered by the selected projects were: teaching and learning foreign languages; new innovative curricula and training courses; digital competences; pedagogy and didactics; and schools' quality development.

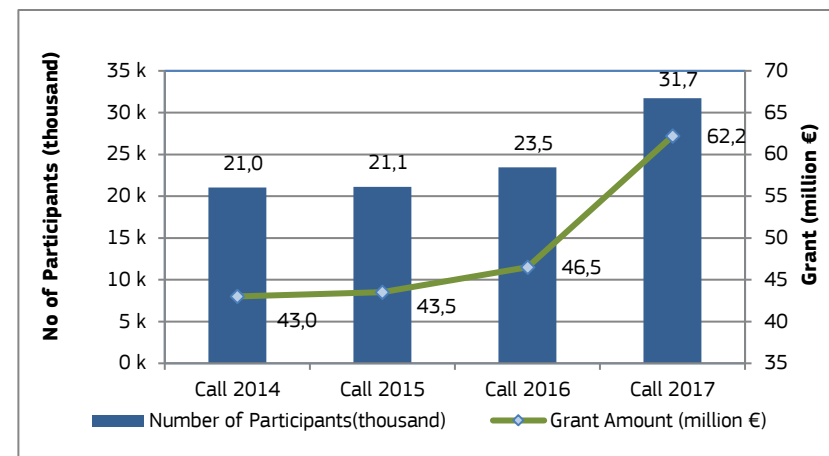


Figure 8 - KA101 School Education: contracted grants and forecasted participants per call year

The opportunity to apply under national consortia gives local or regional school authorities and other school coordinating bodies the possibility to apply as consortium leaders on behalf of a number of schools, therefore providing **easier access to small and inexperienced schools** to the programme. The number of projects using this opportunity has doubled since 2015, reaching 187 in 2017.



### La educación ambiental recurso didáctico que motiva el aprendizaje en un contexto Europeo

#### Coordinating organisation:

Instituto de Educación Secundaria Cartuja

#### EU Grant:

EUR 10 321

This project was a school education staff mobility which aimed to strengthen teachers' skills in environmental education. It resulted in the development of new, interdisciplinary teaching methods designed to raise awareness among pupils of the importance of ecology and of their region's environmental heritage.

Project ID: [2015-1-ES01-KA101-014401](#)

## KA102/KA116 - VET learners and staff mobility

2017 witnessed a relatively stable level of interest in **Vocational and Educational Training learners and staff mobility** from 2016 with 7.101 applications received.

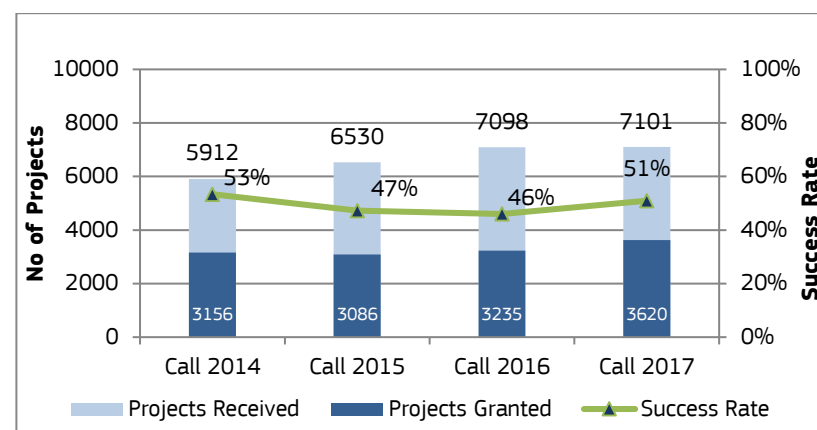
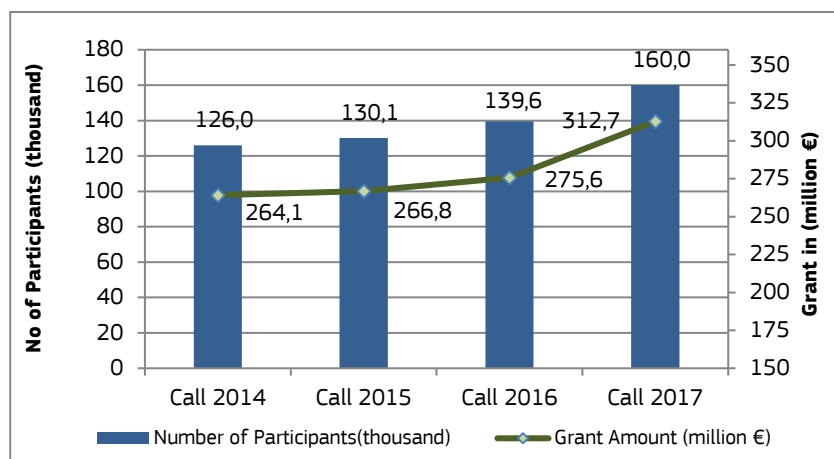


Figure 9 - KA102/KA116 VET projects trend 2014-2017

This year, 3 620 VET mobility projects were funded for a total grant of EUR 312.7 million. The success rate increased from 47% and 46% in 2015 and 2016 to 51% in 2017. Projects granted allowed about 160 000 VET learners to carry out a mobility period abroad in Erasmus+ KA1 projects.

The main topics covered by the projects in 2017 were teaching and learning foreign languages, labour market issues including career guidance/youth unemployment, intercultural/intergenerational education and lifelong learning, international cooperation and EU citizenship, EU awareness and Democracy.



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

The aim of the cooperation format of **national consortia** is to further develop internationalisation and improve the quality and management of the mobility activities. In 2017 just over 11% of the selected projects involving national consortia were made up of three or more organisations active in the field of VET.

Erasmus+ offers organisations with potential for high-quality learning mobilities the possibilities to further develop their European internationalisation strategies through VET **mobility Charters**. This accreditation gives them the opportunity to apply for mobility grants through a fast-lane procedure (KA116) while reducing the administrative workload of the Charter holders. There are no qualitative assessment or award criteria for applications from VET mobility charter holders since the quality has been assessed at the stage of the application for the charter itself.

Since their successful introduction in 2015, 607 Charters have been awarded, of which 141 in 2017. Moreover, in 2017, 23% of VET learners who participated in a mobility project were sent by VET Charter holders (being consortia or not).

Staff of companies can take part in **training at a VET institution abroad**. The institution applies for the trainer to come and train its staff which saves the requesting institution (quite often a school) the difficult logistics of staff absence replacements, reduces cost and allows for more members of staff to have access to this training, therefore maximising its impact.



### Optimiser la mobilité en Europe grâce au tutorat

#### Coordinating organisation:

Groupement d'Intérêt Public Formation  
Continue et Insertion Professionnelle  
Académie d'Aix-Marseille

**EU Grant:**  
EUR 800 152

The OMEGAT project - Optimize Mobility in Europe Through Pastoral Care - has increased the relatively low level of international opening of the academy by increasing the number of vocational high schools with a mobility program and meeting the academy objectives around the fight against school dropout. OMEGAT has therefore contributed to the Erasmus + 2020 objectives.

Project ID: [2016-1-FR01-KA102-023084](https://ec.europa.eu/erasmus-plus/projects/2016-1-FR01-KA102-023084)

## KA103 - Higher Education mobility

### Another record year for higher education!

2017 was not only a **year of celebration of the great achievements** of the Erasmus programme in higher education over the past 30 years; intra-European mobility activities in higher education also had another record year. The number of participants grew substantially in 2017, showing that the Erasmus+ programme continues to attract more higher education institutions, staff and students in its fourth year of implementation. Over 4 000 higher education institutions and mobility consortia were awarded with mobility grants.

With a **total of more than 312 300 student and 62 500 staff mobilities in 2017**, Erasmus+ supported a higher number of **students and staff as compared to 2016**.

Following the publication of the Commission's proposal for the renewed EU agenda for higher education in May 2017, Erasmus+ has placed an increased emphasis on supporting the mobility of higher education staff to develop innovative pedagogical and curriculum design skills, reaching 34 900 teaching mobilities and 27 700 staff training mobilities, contributing to the fulfilment of the renewed EU agenda for higher education.

223 500 students went to study abroad, with the rest of the students opting for a hands on practical experience by undertaking a traineeship abroad – a growing trend across Europe.

## Building bridges between higher education and the world of work

The number of students taking part in **traineeships abroad** during their studies or as recent graduates has continued to **rise**, showing how much young people appreciate this opportunity as a means to jumpstart their professional careers.

88 900 students undertook training abroad compared to 76 000 students in 2014, bringing the total number of student and recent graduate traineeships under Erasmus+ to over 300 000 in just four years. To reinforce cooperation between higher education, the labour market and the world of research and to better prepare students to enter the world of work, the programme also supports the mobility of invited staff from enterprises to teach in higher education institutions.

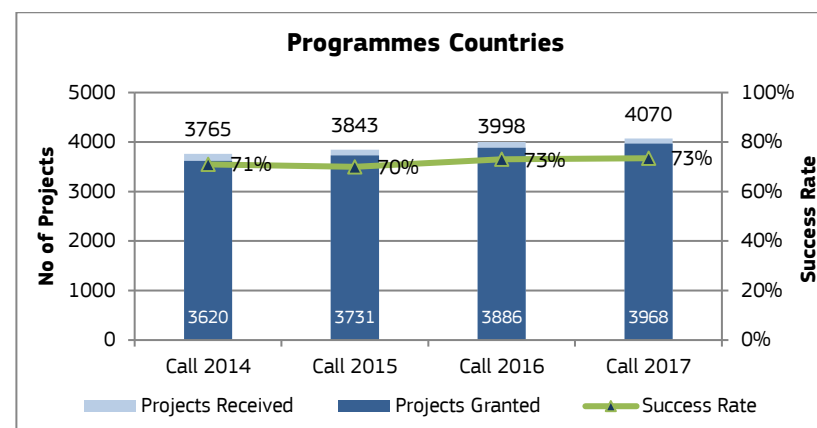
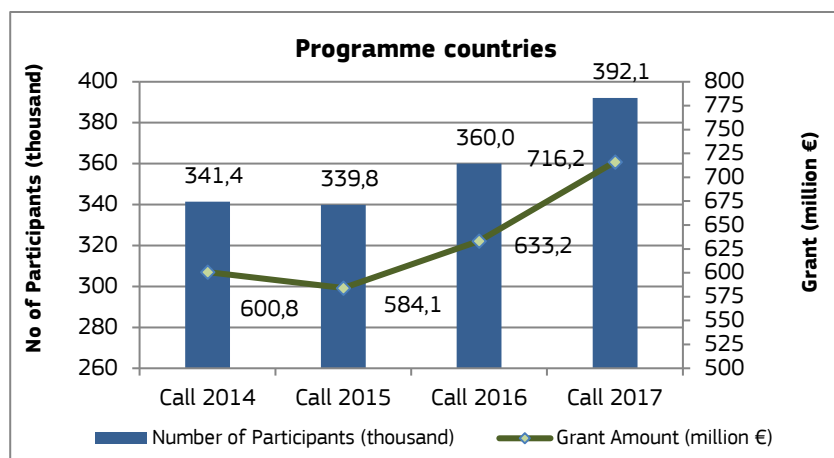


Figure 11 - KA103 Higher Education projects trend 2014-2017<sup>8</sup>

<sup>8</sup> Success rate for KA103 is calculated based on the number of participants in contracted projects over participants in submitted projects.



**Figure 12 - KA103 Higher Education: contracted grants and forecasted participants per call year**



### Collaboration and Innovation for Better, Personalized and IT-Supported Teaching

**Coordinating organisation:**  
AALBORG UNIVERSITET

**EU Grant:**  
EUR 449 966

The aim of the project was to contribute to the modernisation of European higher education institutions. To do so, new and innovative teaching methods and materials were developed, based on personalised learning, collaborative learning and on the use of ICT. Companies were involved in the process to ensure that the newly developed teaching methods support employability.

Project ID: [2014-1-DK01-KA203-000764](#)

### Positive impact on participants and institutions in the field of higher education

Participants in higher education provide key information about the impact of the Erasmus+ programme, both in terms of personal and professional impact and in terms of the impact on higher education institutions. Analysis of participant surveys shows that satisfaction rates are constantly very high with over 95% of students and 99% of staff being satisfied or very satisfied with their mobility experience. Further analysis of this data shows the positive impact mobility has in terms of personal growth and professional development and how mobility in higher education can contribute to positive institutional developments.

- 96% of mobile higher education staff has used the opportunity to spread new knowledge within their higher education institution.
- 93% of mobile higher education students say they are more receptive to Europe's multiculturalism after their stay abroad.
- 93% of mobile staff says they have learned new good practises during their mobility.
- 92% of mobile students say they become more able to adapt to and act in new situations.
- 91% of mobile students improve their language skills during their mobility experience.
- 87% of mobile students say that their stay abroad made them more tolerant towards others' values and behaviours and better able to cooperate with people from different backgrounds and cultures.
- 84% of mobile staff that has taken part in staff mobility says the mobility will lead to further internationalisation in their higher education institution.

## Enhancing inclusion in higher education mobility

The Erasmus+ programme emphasises the importance of ensuring fair and equitable opportunities to all potential participants. In 2017 the programme continued to provide targeted support to those from a disadvantaged background or with special needs, including additional financial support, to ensure an inclusive programme. By the end of 2017, over 67 500 disadvantaged students and staff in higher education participated in Erasmus+ mobility activities, including almost 2 000 participants with special needs. The Commission has focused on support to underrepresented participants in its monitoring activities in 2017, emphasising inclusion and equal opportunities in access to mobility in its Erasmus Higher Education Charter (ECHE) monitoring guide.



### Higher education student and staff mobility

**Coordinating organisation:**

The Flemish Universities and University  
Colleges Council

**EU Grant:**

EUR 325 883

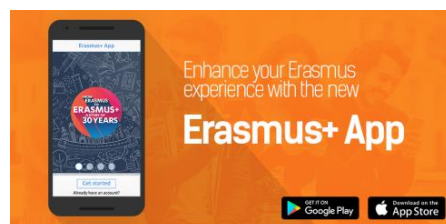
The Flemish mobility consortium "Traineeship after graduation" focuses on outgoing traineeship mobility for all recent graduates of the participating partners, regardless of their field of education, from all the higher education institutions of the Flemish Community in Belgium. The consortium aims to meet the needs of various student groups, higher education institutions, companies and policy makers in the field of traineeship mobility and employability. The objectives of the consortium are to offer all stakeholders a central contact and information point, and to facilitate operational procedures through streamlined processes and constructive, structural consultation. This brings the advantages of international traineeship mobility within reach of all graduates of the member institutions, to increase quantity and quality and to engage - in various forums - encouraging dialogue between the world of education and the labour market.

Project ID: [2017-1-BE02-KA103-034537](#)

## Improving quality of services for participants in higher education

The number of **Erasmus+ Higher Education Charters (ECHE)** awarded to higher education institutions grew again in 2017 with 218 new institutions being awarded a charter, reaching a total of 5 449 ECHE accredited higher education institutions participating in Erasmus+. Many of the ECHE provisions have been implemented with increasing success. Rates of academic recognition continue to improve; it is estimated that 89% of students now have their study periods fully recognised, increased from 76% in the last year of the Lifelong Learning Programme in 2014.

Through several key initiatives and Erasmus+ projects such as the Erasmus+ Mobile App, Online Learning Agreements for studies and traineeships and Erasmus Without Paper, work on the **digitalisation** of Erasmus+ participation for higher education institutions and participants continued in 2017.



## KA107 - Higher education student and staff mobility between programme and partner countries

The third call for higher education student and staff mobility between programme and partner countries<sup>9</sup>, or **international credit mobility**, has confirmed the action's popularity among higher education institutions (HEIs) in programme and partner countries alike.

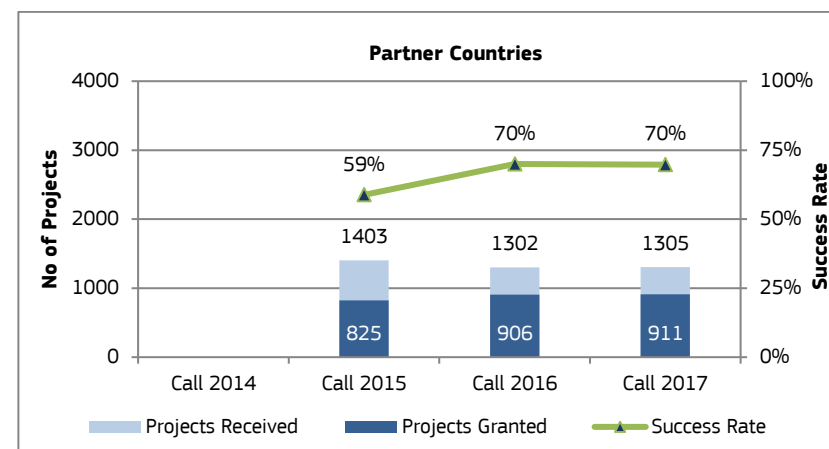


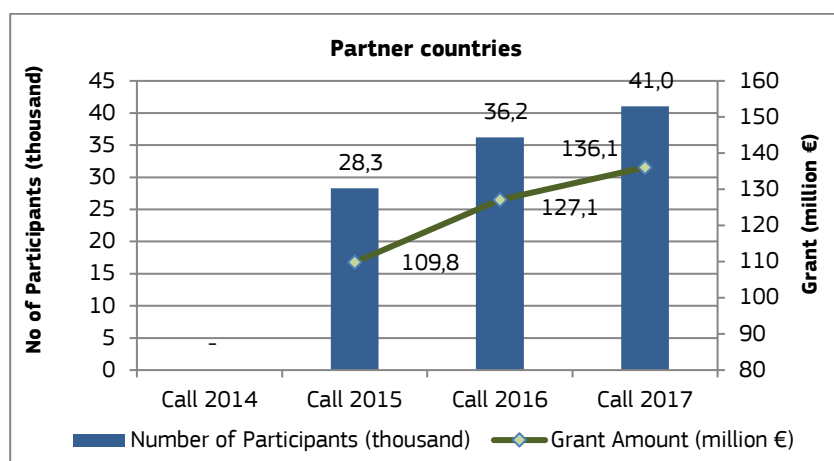
Figure 13 - KA107 Higher Education grants trend 2014-2017

Projects selected in 2017 will award over **41 000** individual grants to students and staff over the next two years, up by 13% compared to the previous call, despite a comparatively modest 7% increase in the budget. More than 34 000 took place in 2017 already. Staff mobility will account for almost 60% of grants awarded, an increase of 5% since 2016, and

<sup>9</sup> The 33 Programme Countries are: the 28 EU Member States, Iceland, Liechtenstein, Norway, the former Yugoslav Republic of Macedonia and Turkey. Partner Countries are all the other countries in the world. For a complete list of Partner Countries, see the Erasmus+ Programme Guide.



14% since 2015. While promoting the programme, the Commission has repeatedly emphasised that staff mobility has systemic impacts for participating HEIs and that this activity is a good place to start with new partners.



**Figure 14 - KA107 Higher Education: contracted grants and forecasted participants per call year**

Nearly 25 000 mobilities will be incoming to the 33 European Programme Countries, compared to 23 000 in 2016. About 15 600 will be outgoing to Partner Countries around the world, up from 13 000 in 2016. The share of outgoing mobility in relation to incoming mobility has continued to grow, by 2% compared to the 2016 call, and 8% compared to the 2015 call. This trend towards **greater parity** between incoming and outgoing mobility (within the limits of the programme rules) is welcomed by HEIs in Programme and Partner Countries alike.

Budget consumption has improved in every budget envelope when comparing the results of the first rounds in 2015 and 2016. The increase in budget take-up is greatest in the Africa, Caribbean and Pacific region

(up by 15%), the South-Mediterranean region (up by 9%), and the Eastern Partnership and Western Balkans regions (up by 4% each). Within each envelope, there has been a clear shift towards more balanced geographical coverage, as the most popular countries in a particular region have seen their share of the total budget decreased compared to other partner countries less involved in the past. This is particularly evident in the Eastern partnership, Western Balkans and developing Asia envelopes.



### Project for higher education student and staff mobility between Programme Countries and Partner Countries

**Coordinating organisation:**  
UNIVERSITAET KLAGENFURT

**EU Grant:**  
EUR 55 098

This project was a staff and student mobility in the field of higher education. 7 students and 10 staff from two universities in Ukraine and from a university in India were welcomed at Klagenfurt University in Austria. The mobility allowed visiting students and staff to gain an intercultural experience, to enhance their skills and to acquire business contacts at an international level. The mobility further strengthened the long-term cooperation between Klagenfurt University and its partners, and contributed to their cooperation in teaching and research activities.

Project ID: [2015-2-AT01-KA107-016255](https://ec.europa.eu/erasmus-plus/projects/2015-2-AT01-KA107-016255)

Moreover, the 2017 call demonstrates better inclusion of least-developed and low-income countries. In **Latin America**, funding for projects with low and middle-income countries including Bolivia, Guatemala and Paraguay has increased (13.5% of the total grant awarded to Latin America, up from 10% in 2016) with compensating decreases for projects with Brazil and Mexico (31% of the grant awarded).

The results compared to the previous call indicate a clear improvement. **Promoting diversity** of Partner Country choice among their HEIs and balancing the geographic distribution of funding remain key priorities for the National Agencies, and DG EAC is working closely with them to meet the Erasmus+ geographic targets.

To support the political transition in **Tunisia**, the European Commission has allocated additional funding for Erasmus+ projects with Tunisia, over the 2017 and 2018 calls for proposals. The EUR 3 million budget was

shared between the European Programme Countries on an opt-in basis, and allocated to 10 National Agencies, ensuring full budget take-up. The total grant awarded this year to projects with Tunisia is over EUR 6 million, more than the country received under the two previous calls combined. The data indicate that projects selected in 2017 will award over 1 135 individual grants to Tunisia students (54%) and staff (46%), and will fund over 630 grants to Programme Country staff (69%) and students (31%) to study, teach or train in Tunisia.

A budget of EUR 2.4 million was introduced for the first time this year for projects with **Iran, Iraq and Yemen**. Iran was a very popular partner for Programme Country HEIs, and a total of EUR 1.7 million was awarded to 50 HEIs for projects with Iran. This will fund over 500 individual mobilities, of which roughly two thirds will be incoming from Iran. This budget also supported 9 projects with Iraq, which will fund close to 80 individual grants for Iraqis.

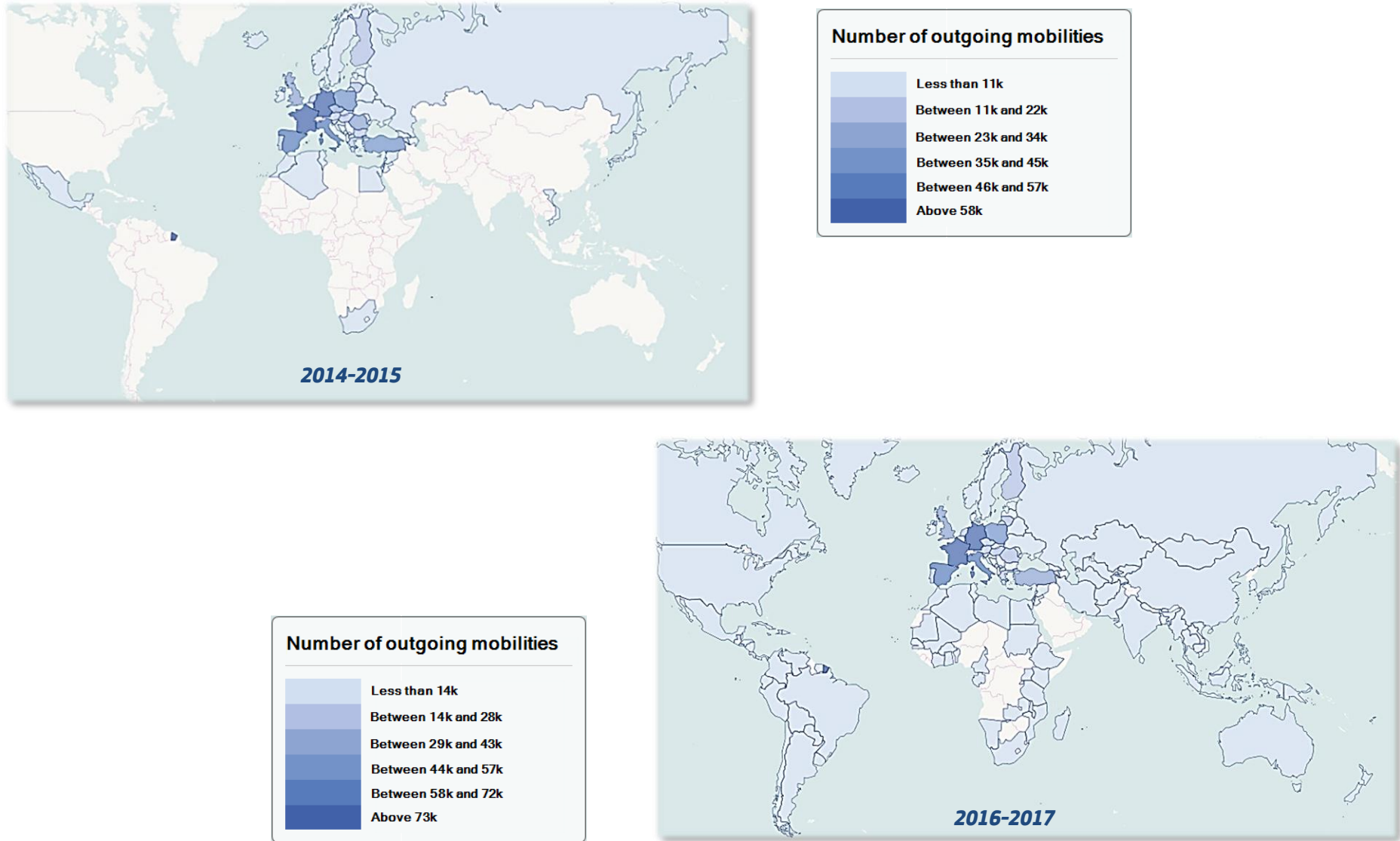


Figure 15 - Erasmus+ outgoing mobility increase between academic years 2014/15 and 2016/17 (in thousands)

## KA104 - Adult education staff mobility

With a total grant amount of EUR 11.6 million for 2017, up from EUR 8.9 million in 2016, **Adult education staff mobility** funded increased by 25% to reach 505 projects, of which 13% involved national consortia. The total number of contracted projects increased with almost 100 projects compared to 2016, an increase of 25%.

Even with such an increase in the budget available, the number of submitted applications continued to drop, probably due to the low success rate for this action in 2014-2016, which may have discouraged potential applicants.

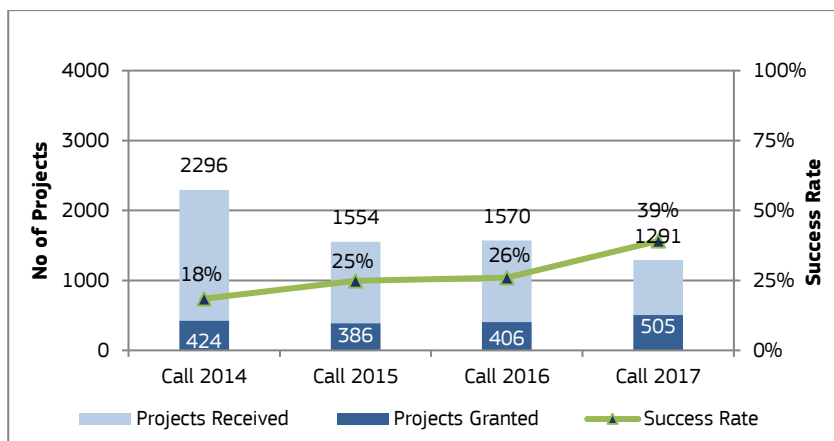


Figure 16 - KA104 Adult Education projects trend 2014-2017

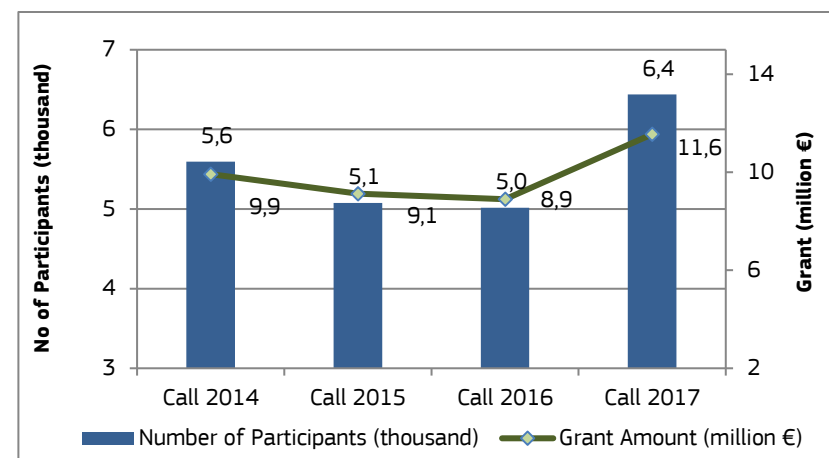


Figure 17 - KA104 Adult Education: contracted grants and forecasted participants per call year

The main topics covered by the projects in 2017 are innovative curricula/ educational methods/training courses; intercultural/intergenerational education and (lifelong) learning; ICT - new technologies and digital competences; Inclusion and equity, and teaching, and learning of foreign languages.

In 2017 more than **6 400 adult education staff** have been granted to participate in project activities. The average funding was EUR 1 450 per participant. The majority of participants (74%) took part in training courses and, at a rate of EUR 1 560 per participant, this type of mobility was more expensive than mobility periods focused on teaching assignments (EUR 1 240) or job shadowing (EUR 1 104). 24% of participants took part in job shadowing activities, while 2.5% had planned to deliver teaching or training at partner organisations abroad.



### **Creating Resilient Communities through Social Leadership**

**Coordinating organisation:**  
THE UBELE INITIATIVE

**EU Grant:**  
EUR 56 910

In the framework of this adult education mobility project, staff participants from a UK consortium visited partners' organisations in Greece and Germany. The participants were trained by the receiving organisations in social leadership skills. They took the learning back home, together with their newly acquired connections and good practices learned which planted seeds for new projects in their home organisations.

Project ID: [2016-1-UK01-KA104-023580](#)

## Mobility in the field of youth

**Mobility projects in the field of youth** were supported in 2017 through two Actions – KA105 which comprised Youth Exchanges, European Voluntary Service and Youth Worker activities and KA135, the newly introduced "Strategic European Voluntary Service" (EVS).

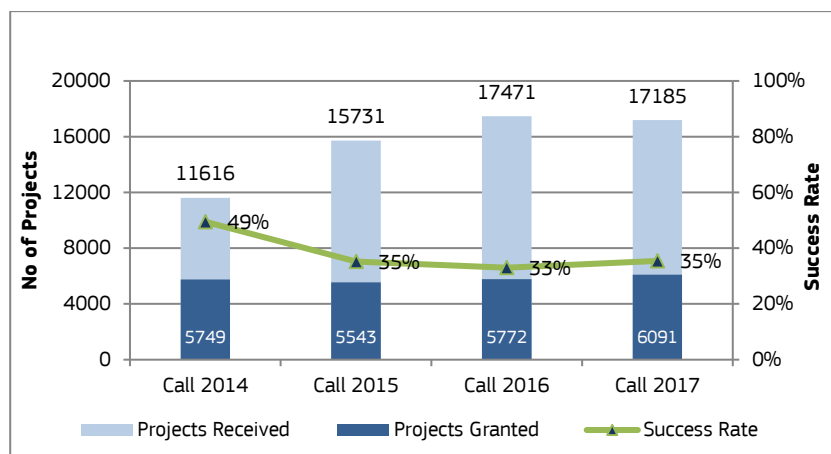


Figure 18 - KA105 Youth Mobility projects trend 2014-2017

In 2017, building on the potential of youth work, non-formal learning mobility and volunteering to contribute to societal issues and challenges, **emphasis was put in particular on inclusion and promoting diversity and common values**, by reaching out and facilitating the participation of young people with fewer opportunities and equipping youth work with competences and methods to transfer fundamental values in their work with young people focusing on refugees/asylum seekers and migrants.

The Erasmus+ Programme in the field of youth has an **increasingly inclusive** dimension which is not limited to the above target groups. The various activities undertaken by the network of National Agencies and SALTO Inclusion and Diversity in this field, as well as the continuous support provided to participants and organisations, have shown again positive results in 2017. More than one third of projects granted focused on inclusion and diversity topics and more than 65 000 participants with fewer opportunities and special needs were involved.

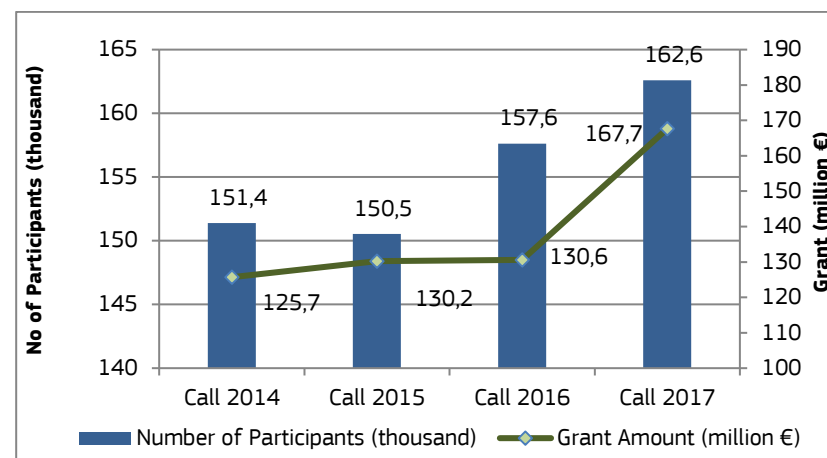


Figure 19 - KA105 Youth Mobility: contracted grants and forecasted participants per call year

2017 was also marked by the launch of the first phase of the European Solidarity Corps initiative. One of the main funding schemes **supporting the European Solidarity Corps** was the European Voluntary Service. In this context also, a partnership between the Erasmus+ and LIFE Programmes increased the EVS appropriations of EUR 6 million in 2017 to create further long-term opportunities in the areas of environment, nature conservation and climate action.

Overall and including the LIFE contribution, the **funding significantly increased in 2017 for volunteering activities**, (implemented through both standard EVS and Strategic EVS), by more than 50% compared to 2016. The budget was fully absorbed, witnessing of the important take-off of volunteering and strong absorption capacity in the field. This allowed the EU to offer nearly 15 000 young people the opportunity to take part in a volunteering activity abroad!

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

After a constant increase in submissions over the period 2014-2016, mobility projects for young people and youth workers stabilised in 2017 with a slight decrease in the overall number of applications submitted.

In total, over 6 000 projects were supported in 2017, a slight increase compared to 2016 (5 780 projects). Despite this, the level of unmet demand remains high with only one third of the projects being granted.

More than 158 000 participants were involved in 2017 Youth mobility projects. With an average project grant not exceeding EUR 25 000, Erasmus+ Youth demonstrates its capacity to reach out and impact a large number of young participants through grass-roots projects.

The international dimension of KA105 remains strong, contributing to mutual understanding and exchanges of good practices. The Erasmus+ National Agencies used EUR 50 million of the KA1 funds for activities fostering international youth cooperation and involving overall close to 50 000 participants among which more than 17 000 were from Partner Countries neighbouring the EU.

**Youth Exchanges:** The interest in Youth Exchanges remained very high and stable compared to 2016. The unit costs for travel for Youth

Exchanges have been increased in 2017 to align with the funding provided under other activities; this led to a higher average funding per Youth Exchange and overall increased grant amount committed. Despite this budget increase that allowed beneficiaries to implement projects more comfortably, in 2017, Youth Exchanges have managed again to successfully reach out to a large number of young participants: more than 122 000 benefitted out of which were more than 50 000 with fewer opportunities.

**Youth Worker Mobility:** There is sustained interest and demand from stakeholders in Youth Worker Mobility and in 2017 there was an increase in the number of granted activities and participants (1 426 activities, involving close to 35 700 participants in 2017, up from 1 354 activities and 35 287 participants in 2016). This is a positive sign following the 2014-2016 period marked by diminishing numbers. The format is very flexible and allows tailoring the activities according to needs and sought impact. With the high levels of satisfaction and impact among participants, there is potential to further diversify the projects, and optimise the professional development of youth workers with an impact on their daily work with young people, as well as contribute to the capacity building of their organisation and more broadly to quality youth work in Europe and beyond.

**European Voluntary Service:** While 2017 saw a slight decline in the number of applications (that could be explained by the introduction of Strategic EVS (KA135)), the year was marked by a continued positive trend with increases in granted activities and number of granted participants, linked to a significant increase in the available budget and higher quality submissions.





### "Art is in(clusion)!"

#### **Coordinating organisation:**

Nadácia Krajina harmónie

#### **EU Grant:**

EUR 26 460

In the framework of this youth exchange project, 45 young participants with and without disabilities came from 8 European countries to gather in Slovakia for 10 days. The participants engaged in workshops, discussions and other interactive activities using the method of non-formal education. Together, they reflected upon questions of diversity and inclusion, and shared their personal experiences.

Project ID: [2017-2-SK02-KA105-001448](#)

## **KA135 - Strategic European Voluntary Service (EVS)**

With a view to upscaling and expanding the impact of volunteering, in 2017, a new format of volunteering projects was introduced - Strategic European Voluntary Service. This action provided opportunities for experienced EVS coordinating organisations to plan and carry out more strategic EVS projects, including complementary activities and involving associated partners, with the potential to generate systemic impact at different levels (from local to European).

The newly introduced action was well received by National Agencies and EVS organisations as it offered a broader and simplified framework for implementing volunteering activities. The 122 projects contracted amounted to EUR 22.3 million, with an average funding of EUR 182 700 per project (more than ten times the average amount of a standard EVS

project). Most of the projects optimised the use of complementary activities to organise workshops, conferences, human libraries, etc., to better reach their objectives

## **Large-Scale EVS events**

The "Large-scale EVS events" action continued without changes in 2017, including activities such as conferences, seminars, meetings, workshops, etc., aimed at promoting the value of volunteering and notably the EVS in the fields of youth, culture and sport.

Within the 2017 call, 4 proposals were contracted. The projects involving 856 participants (young people), were granted an overall amount of EUR 235 616.



### **World Cup Volunteers 2017**

#### **Coordinating organisation:**

YOUNET

#### **EU Grant:**

EUR 47 073

This project consisted of a European Voluntary Service event which gathered in Italy 40 young volunteers coming from 5 European countries. The project took place during the international sport tournament Mondiali Antirazzisti 2017, an event established to fight racial and gender discrimination and to promote the values of sport. Through different activities such as sport tournaments, debates and workshops, the project promoted tolerance, intercultural dialogue, inclusion and the practice of sport among young participants.

Project ID: [577910-EPP-1-2016-1-IT-EPPKA1-LARG-EVS](#)

## 3.2 Erasmus Mundus Joint 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 2016. A total of EUR 114.7 million was allocated to the 39 granted projects. The newly-selected EMJMDs will provide 2 374 student scholarships over **three annual intakes**, starting in 2017. The planned numbers of student scholarships include 358 scholarships committed under Heading 4 budget lines, and 79 scholarships under the EDF budget. The 39 projects will also invite 468 guest academics over the three annual editions of their programmes.

Overall, the 39 EMJMD projects selected represent a **good mix of academic disciplines** in the broader areas of humanities (16), hard sciences (11) and life sciences (12). There is a **wide geographical distribution of projects**: with 169 instances of participation from 29 different Programme Countries as coordinators or full partners, and 18 full partners from 13 different partner countries are also involved.

In 2017 the 17 granted projects selected in 2015 under the framework of the **quality review exercise of former Erasmus Mundus Master Courses** (EMMCs) awarded 94 student scholarships for their third and final intake. Altogether these courses have selected 275 students for scholarships over three years.

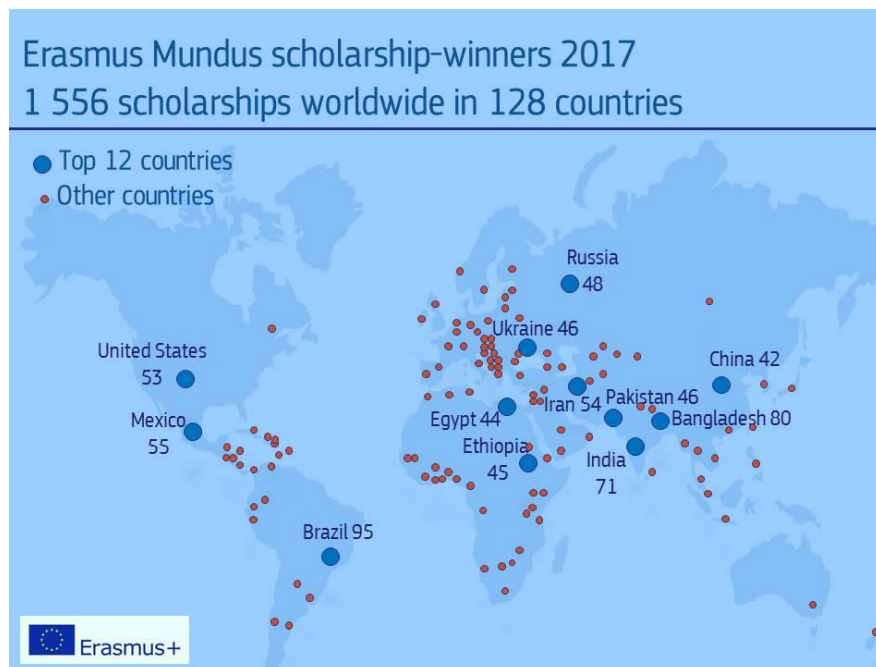


Figure 20 - 2017 Erasmus Mundus Joint degrees scholarships/fellowships (EACEA)

In 2017, there were 30 ongoing **Erasmus Mundus Master Courses** and 8 ongoing **Erasmus Mundus Joint Doctorates** (EMJDs) offering scholarships and fellowships respectively to master students and PhD candidates.

A total amount of EUR 21.3 million was allocated to these ongoing EMMCs and EUR 7.5 million to the ongoing EMJDs. The 2017 intake of Erasmus Mundus students and doctoral candidates by these "pre Erasmus+ programmes" resulted in 447 masters scholarships students (including 207 scholarships funded under Heading 4 and EDF budget lines) and 55 doctoral fellowships candidates. The total awarded grant also included funding for 120 scholar/guest lecturers planned for the Masters courses.



### European Master in Migration and Intercultural Relations (EMMIR)

#### Coordinating organisation:

Carl von Ossietzky  
Universität Oldenburg

EU Grant:  
EUR 2 900 000

Erasmus+ EMMIR is the first African-European Erasmus Mundus Master Course in Migration Studies, including university partners from Uganda, Sudan and South Africa, as well as from Europe. As a multi-perspectival study programme, EMMIR provides state of the art education in theoretical concepts, empirical and hermeneutic methods plus issue-based transdisciplinary approaches to migration and inter/transculturality. The programme, unique in combining the expertise of African and European universities, strongly encourages students to critically evaluate and to enrich the existing body of knowledge, concepts, theories and terminologies. Students experience the benefits and the challenges of an international learner group where diverse backgrounds of students and teachers offer innovative perspectives for the study of migration.

Project ID: [574418-EPP-1-2016-1-DE-EPPKA1-JMD-MOB](#)

### 3.3 Erasmus+ Master Loans

Erasmus+ Master Loans provide partial guarantees to **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 established in **6 countries** through **7 financial intermediaries**, with EUR 160 million available in student loans (unlocked through EU guarantees worth EUR 26 million).

In 2017 the University of Luxembourg joined the Master Loan Scheme, piloting an **innovative arrangement** by offering deferred payment of tuition and housing costs to incoming students - rather than a direct loan.

As the scheme is still in its early stage of development, student numbers are still quite low, but **over 20 programme countries** have already been involved as sending or receiving country. By the end of 2017, 428 recipients had obtained an EU-guaranteed master loan (mainly from Spain). Initial feedback from students, though limited by the small sample size, has been positive in terms of policy objectives, implementation and **social inclusion**:

- 70% of these respondents would not have been able to study for their Master's abroad without the loan guaranteed through the scheme. A substantial number of them reported their families had "*some difficulty in making ends meet*", many of them being **1<sup>st</sup> generation higher education attendees**.
- 70% of respondents were moderately to very satisfied, with **positive appreciation of the repayment conditions** and the **quick approval process** (1-2 weeks, on average).

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.

### 3.4 Online Linguistic Support (OLS)

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 four years, **around 1 million Erasmus+ participants** have benefitted from OLS assessment. The system has also helped to integrate around **5 500 newly arrived refugees** in society through the "OLS for Refugees" initiative.



Erasmus+ OLS is continuously improving its courses and expanding on the number of languages on offer. The following six languages were most recently added: Estonian, Irish, Latvian, Lithuanian, Maltese and Slovenian. With a **total of 24 languages**, all official EU languages are now represented. 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 numbers; in 2017 the number of participants using courses increased by 52%, with more than 380 000 having benefitted from online language training courses since the launch of OLS in 2014.



#### Erasmus+ OLS For Refugees

**Organisation:**

Namur University

The knowledge of the local language is an important factor for the integration of refugees. This is why Namur University partnered with the Red Cross, HENALLUX and the BSCW association to organise French learning sessions for a group of 25 refugees. The OLS modules were used as learning material by the students, who could count on a group of present volunteers for additional questions or clarifications.

[Learn more](#)



**KEY ACTION 2**

Cooperation for  
innovation &  
the exchange  
of good  
practices



## 4. 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 helping the modernisation and internationalisation of their higher education institutions 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.
- **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.

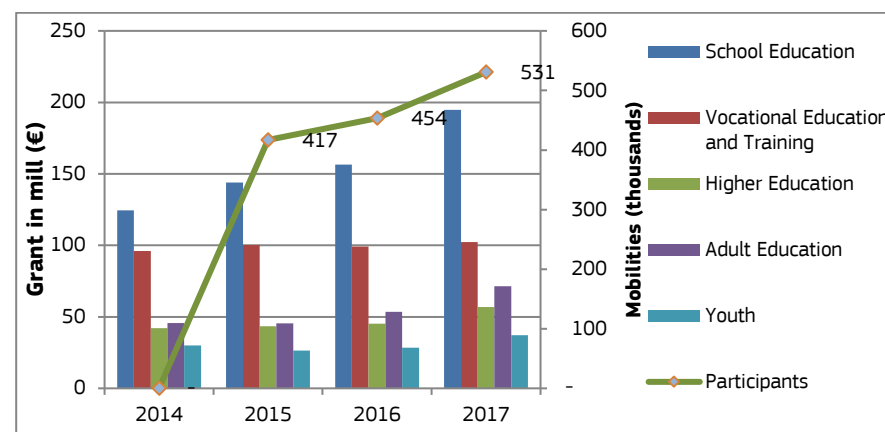


Figure 21 - Key Action 2 Trends 2014-2017 for indirect management

In 2017, a total amount of EUR 559 million was committed under Key Action 2, representing 22 % of the total commitments for the Erasmus+ Programme and an increase of around EUR 108 million (+24%) compared to the previous year.

Close to 84 % of the Key Action 2 funds were allocated to the National Agencies, which managed to commit fully the amounts made available to them through the delegation agreements.



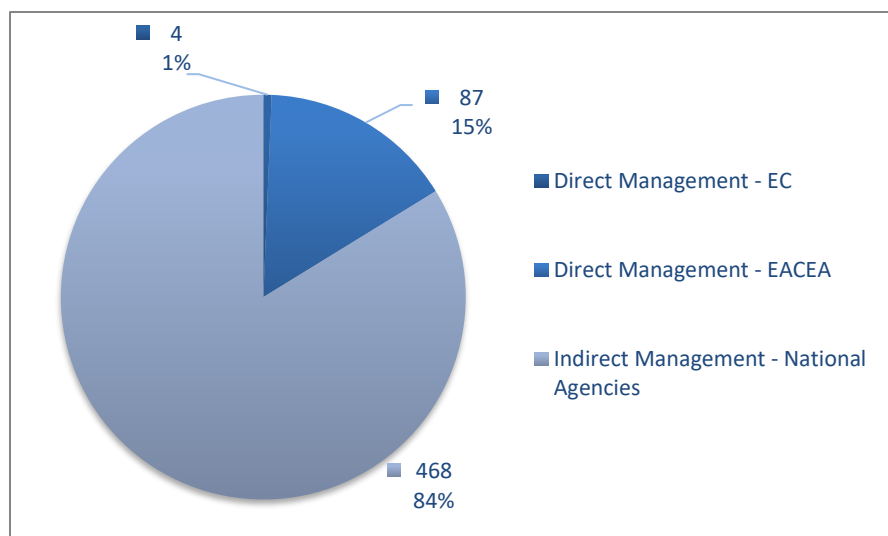


Figure 22 - KA2 - Erasmus+ Budget Commitments by Management mode (in million EUR)

## 4.1 Strategic Partnerships

Strategic Partnerships aim to support the development, transfer and/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**.

## KA201/219 - School education projects

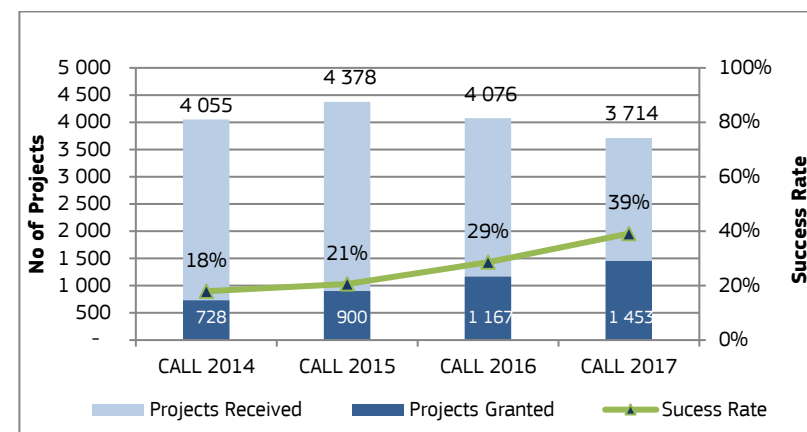


Figure 23 - KA201/KA219 School Education Trend 2014-2017

There are two types of **partnerships in school education**:

- Projects of **schools with mixed consortia of organisations** (KA201), focusing on exchanges of good practices (allowing schools to expand their international networks through cooperation) or dedicated to innovation (offering the chance to develop, test and transfer innovative products or methods).
- **School to school partnerships** are projects **exclusively for schools** (KA219) that are usually simpler and focus on peer exchanges. They typically include pupil mobility, class exchanges and blended mobility – combining physical and virtual activities – and may also include staff mobility.



In 2017, there were a total of 3 714 submitted applications in school education. Out of these 1 184 applied for school partnerships (KA201), while 2 530 submitted project applications for schools only (KA219).

Thanks to an increased budget with EUR 195 million, a 24% increase compared to 2016, the total number of granted projects rose from 1 167 to 1 453, leading to an increased success rate of more than 10% to reach 39.1%, respectively 31% for KA201 and 43% for KA219.



### **Blended Learning Design Methodology for Education in Green Entrepreneurship at Secondary Schools**

**Coordinating organisation:**

JUNIOR ACHIEVEMENT BULGARIA FOUNDATION

**EU Grant:**

EUR 191 315

This project was a strategic partnership for school education which dealt with green entrepreneurship. 5 European partners joined forces to develop a set of teaching materials, syllabuses and methodologies for school teachers, with the aim of teaching both entrepreneurial skills and a sustainability mindset to future generations.

Project ID: [2015-1-BG01-KA201-014297](#)

The top five project priorities addressed for projects participating in **school to school partnerships** in 2017 are: ICT/new technologies/digital competence; EU citizenship, EU awareness and democracy; Creativity and culture; Inclusion/equity; Teaching and learning of foreign languages.

**School education partnerships** with mixed consortia of organisations mainly address the following topics: new innovative curricula/educational methods/training courses; ICT/new technologies/digital competence; inclusion and equity; early school leaving/combating failure in education; pedagogy and didactics.



### **Un partenariat intergénérationnel au service de la réussite scolaire**

**Coordinating organisation:**

Deutsch Luxemburgisches Schengen Lyzeum

**EU Grant:**

EUR 109 950

This project was a strategic partnership for schools which tackled the lack of motivation and early school leaving of pupils. It aimed to stimulate pupils' motivation to learn and do better at school, by organising visits in partner organisations such as theatres and retirement homes for instance. The project also contributed to intergenerational contacts which strengthened social cohesion.

Project ID: [2015-1-LU01-KA219-001339](#)

## KA202 - Vocational education and training

Strategic Partnerships in vocational education and training (VET) consist of larger-scale projects aiming to produce **tangible intellectual outputs**, and smaller cooperation projects that are mainly based on **exchanges of good practices**. The latter act as a catalyst for the internationalisation of institutions which are newcomers to the programme and for their future participation in larger Strategic Partnerships more focused on innovation.

Despite a reduction in the number of submitted applications of about 10% from 2016 (probably due to the low success rate in the past year), the number of awarded projects increased from 451 to 469. The number of participants has been stable around 100 000 yearly for the last three years.

The success rate of submitted projects has increased from 22% in 2015 to 28% in 2017. This is partly due to a lower number of submitted projects, but it continues to demonstrate the potential for cooperation projects in vocational education and training.

Among the priorities addressed the majority in 2017 were achievement of relevant and high quality skills and competences; further strengthening key competences in VET; enhancing access to training and qualification for all and open and innovative practices in a digital area.

The top five project topics addressed by the VET Strategic Partnerships were new innovative curricula/educational methods, development of training courses; ICT – new technologies, digital competence; Enterprise, industry and SMEs labour market issues including career guidance/youth employment and entrepreneurship education.

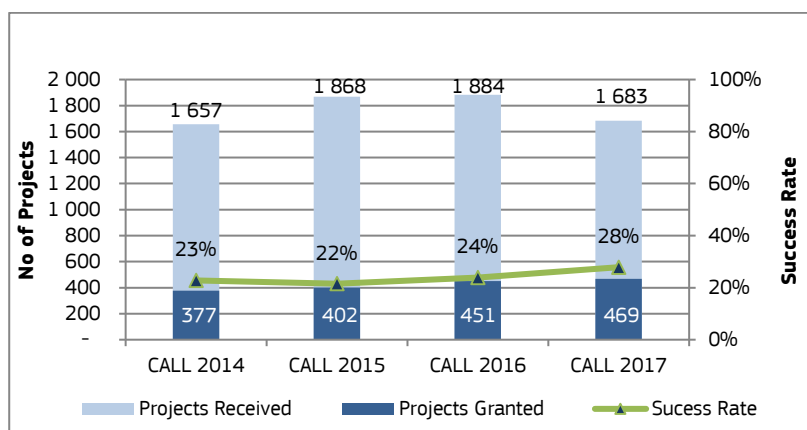


Figure 24 - KA202 Vocational Education and Training Trend 2014-2017



## European Business Baccaureate Diploma for All

### Coordinating organisation:

Helsinki Business College Oy

### EU Grant:

EUR 310 272

European Business Baccaureate Diploma (EBBD) was developed to improve VET students' employability and to enable them to pursue further studies. The project aimed to increase the attractiveness and relevance of VET to meet labour market needs, to support transparency and recognition in the EU, to disseminate best practices of assessing key-competences and the use of learning outcomes in curricula. One of the main results of the project was foundation of the EBBD association in Germany to enhance the cooperation of secondary level business education in Europe and to manage the accreditation process of the EBBD diploma.

Project ID: [2014-1-FI01-KA202-000880](#)

## KA203 - Higher Education (HE)

In 2017, a total of 201 higher education projects were funded under the Strategic Partnerships action. Compared to 2016, the number of selected projects **has increased by 23%**.

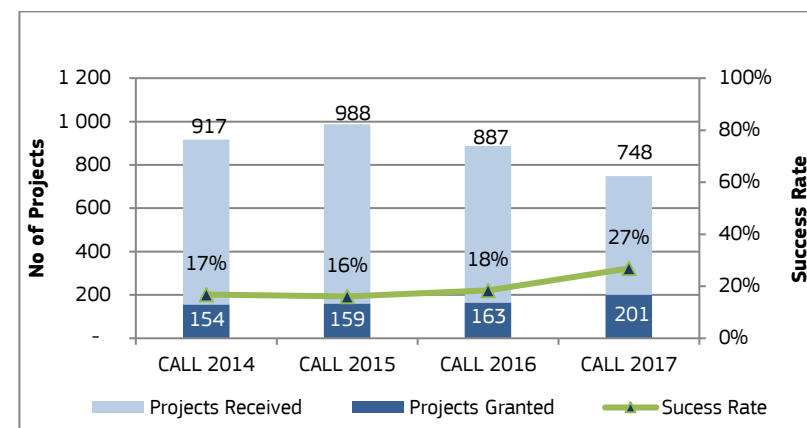


Figure 25 - KA203 Higher Education Trend 2014-2017

While seven countries (UK, ES, DE, TR, FR, IT and PL) selected 10 projects or more for funding, the majority of the countries could fund between 1 and 3 projects.

The average budget of the selected projects is around EUR 283 000, a slight increase as compared to the previous year. Project partnership varies between 3 and 14 partners, with an **average of around six partners per project**.

Out of 1 229 participating organisations, around 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 2017, such mobility activities were included in 65% of the projects. 2017 saw a strong increase of 48% in the number of participants in blended mobility as compared to the previous year. In three years, Strategic Partnerships in the field of HE allowed more than 6 000 students to experiment this kind of **innovative mobility format**, which combines virtual and physical mobility.

The main priorities addressed by the projects are a mix of horizontal (45%) and higher education specific priorities (45%), but adult education priorities are also addressed by the projects (4%).

The **distribution of topics** covered reflects the priorities of the **renewed EU Agenda for Higher Education** launched in May 2017, addressing the following broad policy clusters: quality of teaching and learning (166), new technologies and digital competences (95) and employability (67). Projects focusing on inclusion/tolerance have doubled from 2015 to reach 63 in 2017. The vast majority of projects (99%) include "**Intellectual outputs**" as well as "**Multiplier Events**" for the dissemination of their results.



### European Digital Portfolio for University Students

**Coordinating organisation:**

European Association of Erasmus Coordinators

**EU Grant:**

EUR 210 930

The core objective of the project was to enhance the chances of employability of students and young job seekers in Europe. The project created a tool to help students express themselves creatively and professionally through a Digital Portfolio, while also involving career counsellors and university advisors. Another major objective was to create a Database of digital portfolios to encourage and engage employers to use this tool in the process of selecting future employees.

Project ID: [2015-1-CY01-KA203-011856](#)

## KA204 - Adult education

The number of applications submitted under the Strategic Partnerships action for Adult Education dropped slightly from 1 297 in 2016 to 1 147 in 2017, but the number of granted projects increased from 329 to 401. This has led to an increase in the success rate to over 35% (up from 25% in 2016 and 18% in 2015). The budget for the contracted projects increased with more than 30% from 2016 to reach EUR 71.4 million when just over one out of three submitted projects are being financed. This demonstrates the needs of the sector in terms of cooperation projects. In total 2 276 organisations and more than 78 000 participants were involved in European cooperation in the field of adult education in 2017, which represents an increase of 21% and more than 36% respectively.

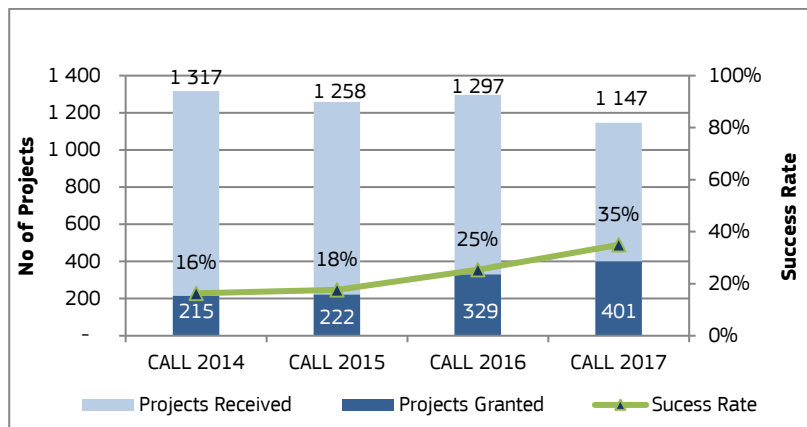


Figure 26 - KA204 Adult Education Trend 2014-2017

The priorities addressed by the projects are a mix of field-specific (59%) and horizontal ones (41%), with the most commonly addressed being

social inclusion and improving and extending the supply of high quality learning opportunities tailored to the need of individual low-skilled or low-qualified adults.

With regard to the topics, the projects mainly address new innovative curricula/ educational methods/ development of training courses, ICT – new technologies and digital competences, inclusion – equity and intercultural/ intergenerational education and (lifelong) learning.



### Review of effective support to strengthen the autonomy of people with intellectual disability

#### Coordinating organisation:

Polskie Stowarzyszenie na rzecz Osob z Niepełnosprawnością Intelektualną

#### EU Grant:

EUR 35 900

The project was created as a response to a constant need of creating better and more complex lifelong learning programmes for adults with intellectual disabilities. The main objective of the project was to exchange good practices and to create a review of effective methods to provide know-how for educators working with adults with intellectual disabilities. The long term result of the project is to create a network of professionals interested in developing innovative methods for strengthening the autonomy of adults with intellectual disabilities.

Project ID: [2016-1-PL01-KA204-026544](https://ec.europa.eu/erasmus-plus/projects/2016-1-PL01-KA204-026544)

## KA205 - Youth

Strategic Partnerships for Youth are marked by persistently low success rates. Nevertheless, close to 1 900 applications showed the continued high interest from stakeholders, with over 300 projects granted in 2017.

A majority of National Agencies used the opportunity of a clear distinction between projects supporting **innovation** and those supporting **exchange of good practices**. This resulted in a better division and balance between the two types of Strategic Partnerships.

The 1 500 organisations involved in granted projects are mostly non-governmental and youth organisations, but there are also private enterprises and public bodies at different levels taking part.

**Promoting youth participation, youth work and youth policy** remain the most popular objectives of youth-specific projects, followed by inclusion and entrepreneurial learning.

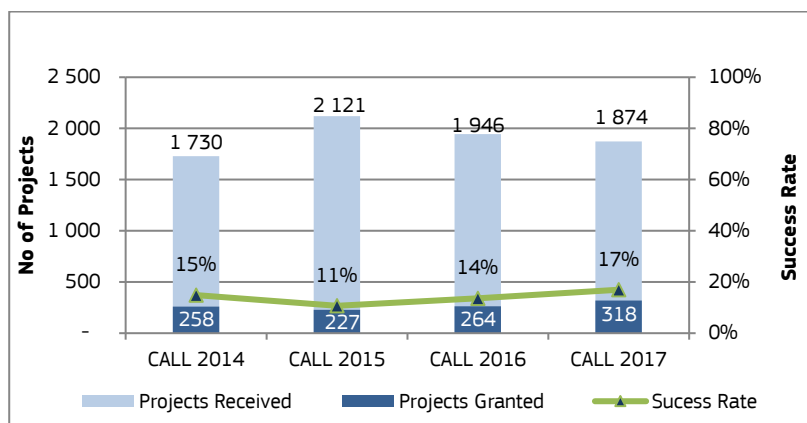


Figure 27 - KA205 Youth Trend 2014-2017



### Digital Skills Pathways for Youth across Europe

**Coordinating organisation:**  
H2 LEARNING LTD

**EU Grant:**  
EUR 203 172.

The aim of the project was to provide teenagers across Europe with opportunities to develop a range of digital literacy skills. The main result of the project is the Digital Pathways Programme, which consists of a set of learning modules and tester sessions that help young people to develop digital skills in areas such as film making, game development, animation and social media.

Project ID: [2014-2-IE01-KA205-008473](#)

### Transnational Cooperation activities (TCAs)

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.

Through TCAs, with an overall budget of EUR 11.4 million (2016: 8.9 million), the National Agencies organised in 2017 close to 200 hosting activities in the youth field, involving almost 57 000 participants. The 2017 youth events celebrating the **30<sup>th</sup> anniversary of Erasmus, the European Youth Week and the network of role models for social inclusion**, were mainly supported through TCAs.

With the support of TCAs, a number of National Agencies deepened their longer-term and more strategic cooperation activities, including in areas such as quality youth work from European to municipal level and the inclusiveness of the programme, as well as for research based analysis of effects of learning mobility projects in the field of youth.

## 4.2 Capacity building

Capacity building actions support the modernisation, accessibility and internationalisation of higher education in partner countries, as well as cooperation and exchanges between partner and programme countries in the field of youth. Special attention is 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<sup>10</sup>.

Action	Projects			Grants contracted	Organisations
	Received	Contracted	Success Rate	in million EUR	Total
Capacity Building for Higher Education	831	149	18%	131,1	1 649
Capacity Building for Youth	523	157	30%	15,7	1 112
	<b>1 354</b>	<b>306</b>	<b>23%</b>	<b>146,8</b>	<b>2 761</b>

Figure 28 - Capacity building projects – call 2017

<sup>10</sup> European Neighbourhood Instrument (ENI), the Development Cooperation Instrument (DCI) and the Instrument for Pre-accession Assistance (IPA).

## Capacity building for higher education

Capacity-building projects in higher education (CBHE) are mainly targeted towards **multilateral partnerships** between Higher Education Institutions (HEIs) from Programme and Partner Countries. They also involve non-academic institutions (NGOs, enterprises, associations).

In 2017, the 285 on-going CBHE projects selected under the first two Calls in 2015 and 2016 were closely monitored by the Executive Agency (EACEA) and the National Erasmus+ Offices in the Partner Countries. In addition to desk and field monitoring visits, cluster meetings and online tools were used to ensure a good implementation of projects. The monitoring 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.

Under the 2017 call, a total of 833 applications were received, representing an increase of 13% compared to the previous year. Of the 756 eligible applications, 149 were recommended for funding with the available budget of **EUR 131 million**: 134 joint projects<sup>11</sup> and 15 structural projects, representing a success rate of 18% of the eligible applications. In total, 73 selected projects (48%) were national projects involving one partner country, and 76 regional projects (52%) involved more than one partner country.

<sup>11</sup> Joint projects aim to produce outcomes that benefit principally and directly the organisations from eligible Partner Countries involved in the project while structural projects aim an impact on higher education systems and promote reforms at national and/or regional level in the eligible Partner Countries.

**Curriculum reform is the most popular topic**, covered by 44% of projects. 28% of projects address the modernisation of the governance and management of HEIs and systems, and the remaining 28% will strengthen the relations between higher education and wider society.



### CITYLAB CAR

#### Engaging Students in Sustainable Caribbean Cities

**Coordinating organisation:**

Universiteit Antwerpen

**EU Grant:**  
EUR 696 644

This project develops curriculum modules to develop skills in tackling a range of urban challenges faced by Caribbean cities. The project introduces the use of problem-based learning techniques and often crosses traditional disciplinary borders. It involves cooperation with urban actors and provides the opportunity to structurally strengthen the relationship between the higher education institutes and several public and civil society organisations. Higher education organisations from five Caribbean and five European countries work together on this project.

Project ID: [586317-EPP-1-2017-1-BE-EPPKA2-CBHE-JP](#)

### Capacity building in the field of youth

These capacity building projects aim to **improve the quality and recognition of youth work, non-formal learning and volunteering**, to enhance synergies and complementarities with other education systems, the labour market and society while they target in particular young people with fewer opportunities.

The action targets more particularly organisations active in the field of Youth established in Erasmus+ Programme countries and other Partner countries from different regions of the world. Through cooperation projects these organisations exchange good practices, address in innovative ways the needs of young people and equip them with skills and knowledge to face the challenges that they will encounter during their lifetime. This action also contributes to the EU external action objectives with the implementation of three specific strands: the **Western Balkans strand, the Eastern Partnership strand and the Tunisia strand**.

In 2017, the number of selection rounds was reduced from two to one, and a total of EUR 15.7 million was allocated to 157 projects involving around 1 112 organisations active in the field of Youth. Close to 9 200 young people and youth workers (41% of them being young people with fewer opportunities) will have participated in mobility activities in 120 E+ Programme and Partner Countries around the world. The mobility activities include: in situ trainings and workshops; volunteering activities; development of networks and; the testing of innovative non-formal learning methods. In addition, these projects have allowed 9 300 participants (organisations' staff and youth workers) to reflect upon, to elaborate or to exchange good practices in non-formal learning methods, volunteering and youth work.





### Advocacy for Street based Youth work and networking Action (ASYA)

#### Coordinating organisation:

ASOCIACION NAVARRA NUEVO FUTURO

EU Grant:  
EUR 148 510

The partners work at enhancing the effectiveness of youth social inclusion policies for youngsters in vulnerable and isolated conditions, using innovative Social Street Work methods based on educational relation and non-formal approach. During the first phase of the project, 700 street-based youth workers will be trained to acquire new competences as well as 42 youth trainers who will take part in mobility activities and return to their sending organisations. In turn, they will train other street workers locally. The second phase of the project will seek to reinforce and/or create local, national or international Social Street Work networks. Action plans will be elaborated to advocate Social Street work and good practices in the field exchanged. Finally the partners will set up an awareness campaign targeting policy makers to advocate Youth social street work in their respective countries.

Project ID: [589899-EPP-1-2017-1-ES-EPPKA2-CBY-ACPALA](#)

## 4.3 Knowledge Alliances

Knowledge Alliances are structured partnerships bringing together companies and HEIs 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.

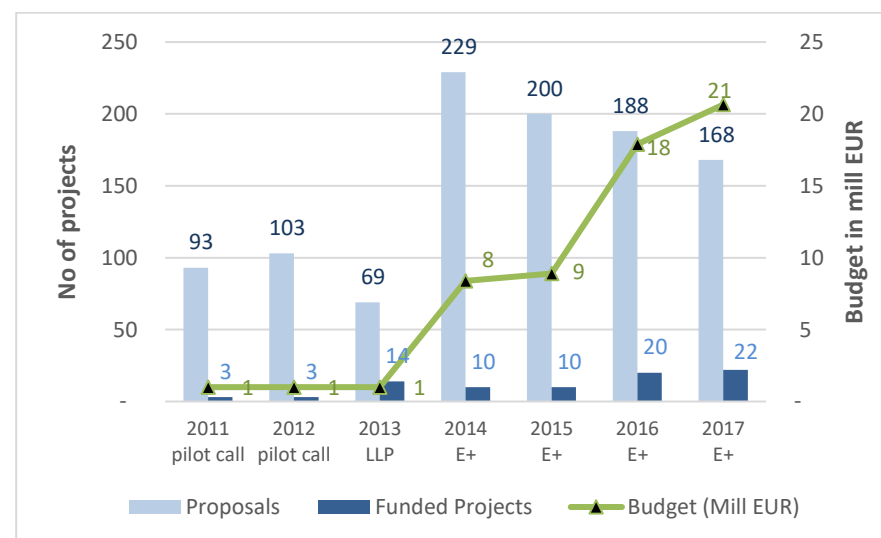


Figure 29 - Knowledge Alliances Trend 2014-2016

In 2017, following a very strong competition for funding, a total budget of over EUR 20 million was granted to 22 projects involving 240 organisations from 28 programme and 4 partner countries.

The 2017 projects have the potential to achieve sound university - business cooperation and innovative results, notably for the development of **entrepreneurial skills and competences**. They cover different sectors such as air transport, health, agriculture, tourism, social innovation, arts and humanities.



### The Wine Lab: Generating innovation between practice and research

#### Coordinating organisation:

Universita degli Studi di Macerata

#### EU Grant:

EUR 946 548

The aim of The Wine Lab is to create a knowledge alliance between Universities in Agriculture, Oenology and related fields, and small wineries located in disadvantaged areas, to stimulate knowledge flow, share problems and solutions, and jointly generate innovation in the wine sector. The Wine Lab creates the basis for a dialogue between research, business and regional communities, based upon clustering and networking. It is aimed at providing learning opportunities as well as applying action and experiential research and learning, and at exploiting knowledge on regional bases towards new methods and approaches in policy planning.

Project ID: [575782-EPP-1-2016-1-IT-EPPKA2-KA](#)

## 4.4. Sector Skills Alliances

Sector Skills Alliances aim to **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.

In 2017, 14 Sector Skills Alliances were selected for a grant amount of EUR 27.6 million:

- 1 project addresses skills needs identification,
- 8 projects design and deliver Vocational Education and Training responding to identified sector-specific skills gaps and needs,
- 5 projects develop skills strategies and also respond to identified skills needs and shortages through the design and delivery of VET in specific economic sectors: automotive, maritime technology, space geo information, textile-clothing-leather-footwear and tourism.

**197 organisations** are actively involved in the selected projects as partners. Higher Education Institutions, Small and Medium Enterprises and Social partners are very well represented, as well as NGOs, VET tertiary level schools and research organisations.



### Skills in metal and electro industries

#### Coordinating organisation:

GOSPODARSKA ZBORNICA SLOVENIJE

#### EU Grant:

EUR 554 258

The main objective of the project was to advance and enhance the quality of the vocational education and training in the metal and electro industries. Both are important in the European manufacturing industry that is currently facing great challenges due to shortage of skilled labour, lack of resources for continuous training of employees and a decline of interest among young people for metal and electro job profiles. To address this situation, the project developed curricula and training materials to support VET providers and help them to improve their classes and training portfolio.

Project ID: [554370-EPP-1-2014-1-SI-EPPKA2-SSA](#)

## 4.5 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<sup>12</sup> is a social network of teachers and school staff supported by a safe and free platform for its members, working in a school in one of the 36 European countries involved, to communicate, collaborate, develop projects, share and be part of the learning community in Europe. The platform is available in **28 languages** and provides the participating teachers and schools with training sessions and technical support at national and European level.

A specific version "**eTwinning Plus**<sup>13</sup>" is available to neighbouring countries. In 2017, Jordan joined the eTwinning Plus family and contacts were taken up with Lebanon to participate as well.

Since its launch in 2005, the number of new users has been steadily increasing at an average growth rate of 26% per year since 2014. In



2017, 100 300 new users registered in 42 countries (Erasmus+ and neighbouring) and 13 600 projects were launched. Over 61 000 teachers have been active in eTwinning projects. Also, in 2017 eTwinning celebrated 500 000 registered users since its launch, from more than 186 100 schools, and who have been involved in one of more than 64 000 projects in total.

In 2017, over 10 700 participants registered in online courses and 1 000 to on site events at EU level and close to 30 000 were involved in informal events such as video-conferencing sessions on sharing practices, projects ideas and partner finding.

The initiative **Move2Learn, Learn2Move** was launched by the Commission to mark the occasion of the 30<sup>th</sup> anniversary of the Erasmus+ programme. The objective of the initiative is to give 5 000 young people the opportunity to travel to another EU country individually



or with their class in the framework of a learning project. The selection was done via a contest open to eTwinning projects that have been awarded a National Quality Label. The objective is to increase European awareness and identity among young people. 8 442

travel requests were submitted, from 533 different projects, from 31 countries; 5 017 travel tickets were awarded, relating to 307 projects. Winners will have until 31 December 2018 to travel, either in group as a school trip, or individually.

<sup>12</sup> <https://www.etwinning.net/en/pub/index.htm>

<sup>13</sup> <https://plus.etwinning.net/en/pub/index.htm>

## School Education Gateway

The School Education Gateway<sup>14</sup> (SEG) is **Europe's online platform for school education**, available in 23 EU languages. It offers a wide array of completely free content, including news and events, best practice articles, expert blogs, user surveys, latest research reports, European and national policy insights, online resources, tutorials and teaching materials. It also features blended training opportunities for teachers through the Teacher Academy, with completion rates far above global averages, and an extensive listing of Erasmus+ opportunities (hundreds of mobility offers for / by school staff and strategic partnership requests) accompanied by specialised partner-search tools.



During 2017 the **"European Toolkit for Schools** - Promoting inclusive education and tackling early school leaving" was developed and infosheets in 23 EU languages were created.

During the year it attracted almost 17 000 new users, bringing the total to more than 42 000 registered users. In addition, the website had more than 750 000 site visits, the course catalogue being the most popular section of the platform.

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<sup>14</sup> <https://www.schooleducationgateway.eu/en/pub/index.htm>

## Electronic Platform for Adult Learning in Europe

The Electronic Platform for Adult Learning in Europe (**EPALE**)<sup>15</sup> is an interactive and multilingual platform launched in 2014, available in 24 languages and managed by a Central Support Team with the help of 36 National Support Teams across Europa. It supports Europe's **adult learning community** by enabling teachers and trainers, researchers, policy-makers, human resources professionals, media, etc., to share with their peers information, ideas and practices related to adult learning.



In 2017 the focus was on increasing traffic to EPALÉ and to engage the users in various activities available on the platform. This resulted in a growth of content and comments generated directly by the users, and a significant number of likes and followers in social media such as Facebook and Twitter. The most popular themes were professional development of staff, followed by non-formal and informal learning and basic skills. At the end of the year, EPALÉ also had well over 34 000 registered users; during 2017 an average of some 50 000 unique visitors per month. There was a big increase of users from Turkey, Italy, Poland and Lithuania in 2017.

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<sup>15</sup> <https://ec.europa.eu/epale/>

In 2017, EPAL experienced a growth in the number of collaborative spaces and communities of practice providing the adult learning community with the means to share, discuss and work together.

EPAL content is organised in **24 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. These include a calendar of courses and events, a partner-search tool, an e-library, a glossary related to adult learning in all EU languages, communities of practice and the possibility to request private collaborative spaces.

## European Youth Portal

The European Youth Portal (EYP) 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**. It provides information structured around eight main themes, covers 34 countries and is available in 28 languages.



Throughout 2017, the **European Youth Portal (EYP)**, with the help of the network of **Eurodesks**, continued to provide young people with information about opportunities for mobility and exchange projects, for democratic participation activities and for other forms of cooperation on a European scale.

The Portal is multilingual to be accessible to young people from different backgrounds and allows to ask questions and get in touch with the Eurodesk support network for a personal service. During 2017, the design of the EYP and the volunteering database **gradually improved**, with

more than 11 million unique page views, close to 3 million visits by almost 2 million unique visitors. The important increase in visits was to a good part driven by the European Solidarity Corps portal, hosted on the EYP and enhanced throughout 2017.





**KEY ACTION 3**

Support for  
policy reform





## 5. Key Action 3 – Support for policy reform

With a 2017 committed budget of EUR 83 million, 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.

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.

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.

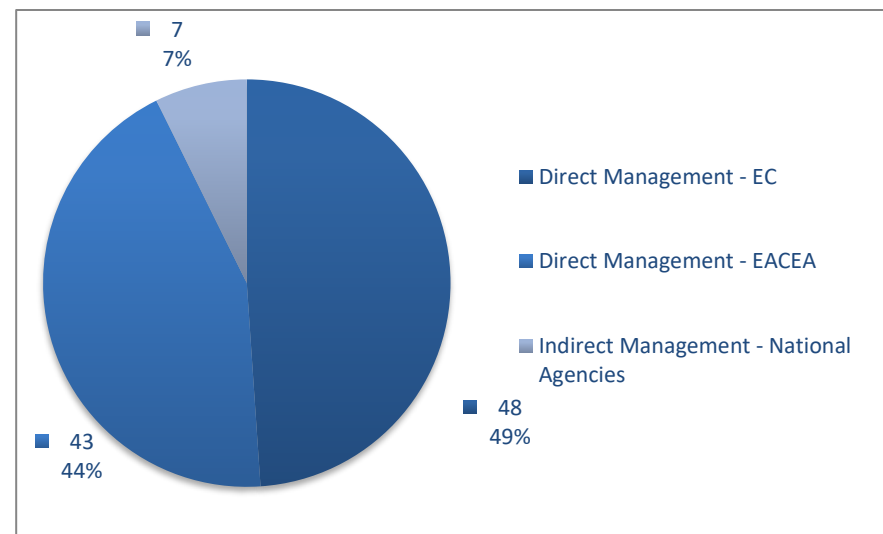
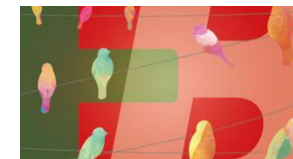


Figure 30 - KA3 -Erasmus+ Budget Commitments by Management mode (in million EUR)

### 5.1 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<sup>16</sup>. The network consists of 42 (in 2017) national units which were granted a total amount of EUR 2.5 million in 2017.

As in previous years, the **Network of Experts on the Social dimension of Education and Training** (NESET II)<sup>17</sup> and **European Expert Network on Economics of Education** (EENEE)<sup>18</sup> acted as knowledge brokers in economic and social aspects of education. These two academic networks bridged the gap between researchers and policy makers at EU and national levels.

The **7<sup>th</sup> University-Business Forum** took place in Brussels on 6-7 April 2017 bringing together almost 400 representatives from higher education, business and policy makers to debate and exchange on the challenges and opportunities presented by university-business cooperation.

In 2017 DG EAC organised for the first time an **Education Summit** (25 January 2018) which was, inter alia, due to lay down the foundations of the **European Education Area** by 2025 for an innovative, inclusive and values-based education. Erasmus will indeed be a key instrument in the work towards the European Education Area, as part of the vision about a Europe in which learning, studying and doing research would not be hampered by borders.

**Financial support to better knowledge in the youth policy:** a total grant of almost EUR 1 million was given to 31 designated bodies for actions contributing to a better mutual understanding of youth systems

<sup>16</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/home\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/home_en)

<sup>17</sup> <http://nesetweb.eu/en/>

<sup>18</sup> <http://www.eenee.de/eeneeHome.html>

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.

## 5.2 Initiatives for policy innovation

As a follow-up to the **Paris Declaration**, in 2017 the attention has been maintained on subjects aimed at promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.

In particular, the call for proposals for **Forward-Looking Cooperation Projects** (FLCPs) was launched in order to improve education and training systems, by kick-starting longer-term changes and innovative solutions to challenges in the education and training field. The call is supporting transnational cooperation projects to generate a sustainable and systemic impact on education and training systems. It is aligned with the aims of the renewed EU strategy for higher education, and includes challenges such as the acquisition of basic skills by low-skilled adults, the promotion of performance-based approaches in VET, of innovative technology in career guidance, and in the professionalisation of staff (school education, including early childhood education and care).

### Social Inclusion through Education, Training and Youth

Education, training and youth policies are key for **fostering social inclusion, mutual understanding and respect among young people and communities**. Their contribution becomes even more relevant at a time when the growing diversity of European societies, much as creating opportunities, it is also experienced as a significant challenge for social cohesion.

The Commission further worked on the preparation of a proposal for a Council recommendation on promoting common values, social inclusion,

and the European dimension of teaching. The preparation was underpinned and inspired by the **ET 2020 Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education**. The group is composed of representatives of Member States, civil society organisations, social partners and international organisations, including CoE and UNESCO. Besides providing a forum for peer learning, the group has completed an online compendium of good practices and has been working on elements for a policy framework on promoting inclusion and fundamental values through education.

A call for proposals on "**Social Inclusion through Education, Training and Youth**" was published in March with a budget of EUR 10 million to support the dissemination and upscaling of good practice at grass-roots level in inclusive education, equality, equity, non-discrimination and the promotion of civic competences.

Social Inclusion projects in the fields of education, training and youth aim to upscale and disseminate innovative good practices on inclusive learning, to prevent violent radicalisation and promote democratic values, fundamental rights, intercultural understanding and active citizenship. The projects also aim to foster the social inclusion of disadvantaged learners and of those with a migrant background, while preventing and combating discriminatory practices.

In line with the above overall objectives, the 2017 call for proposals priorities addressed access to quality and inclusive mainstream education and training especially of disadvantaged learners; enhancing the acquisition of social and civic competences; fostering knowledge, understanding and ownership of fundamental values; promoting mutual respect and intercultural dialogue; encouraging youth participation in social and civic life; helping to preventing marginalised young people

from turning to radicalisation and enhancing the quality of non-formal learning activities, youth work practices and volunteering.

An amount of EUR 8.5 million for Education and Training and EUR 1.7 million for Youth was granted to 20 education and training and 4 Youth projects respectively, involving 190 organisations from 29 different countries.



### Stand Together Against Racism (STAR)

#### Coordinating organisation:

Asociación Cazalla- Intercultural

#### EU Grant:

EUR 499 678

The STAR project, Stand Together Against Racism, is a 3-year collaboration among 4 partners from Spain, Italy, Bulgaria and Poland, with the aim to counter invisible racism and other form of intolerance in the everyday lives of young people, as well the ones online, through preventive measures, youth work and non-formal education. The project plans to do it through sharing and upscaling of best practices (Lorca Libre from Cazalla on invisible racism and No hate Speech On line from Szansa).

#### Objectives:

- 1) To improve and upscale the practices developed around the concept of invisible racism, enrich them with the element of NO HATE SPEECH online, and test their effectiveness with young people.
- 2) To develop a manual and MOOC (Massive Online Open Course) that will contain the tested practices on how to counter everyday racism and other forms of intolerance in the everyday life of young people.
- 3) To ensure the usage of the results by dissemination activities (a mixture of local, national and international events – training and conferences to disseminate to the key actors in the field).

Finally, the project plans to achieve the systematic change by bringing on board policy makers, having as associated partners 24 key stakeholders from local and regional authorities, schools and grass root organisations, who will be actively involved in all phases of the project.

Project ID: [592140-EPP-1-2017-1-ES-EPPKA3-IPI-SOC-IN](#)

## 5.3 Cooperation with International Organisations

### Council of Europe

DG EAC has a fruitful cooperation with the Council of Europe through the "Human Rights and Democracy in Action" programme (2013-2017). The programme provides funding for countries to cooperate on projects within the fields of **education for democratic citizenship and human rights education (EDC/HRE)**. The call for proposals is open to the 50 States party to the "European Cultural Convention". The programme supports small scale pilot projects, which aim at reviewing and developing further current practices with regard to democratic citizenship and human rights education in the participating countries. This joint work has gained more importance in the context of the follow-up to the Paris Declaration. The Council of Europe is mentioned in the Paris Declaration and is represented in the ET2020 Working Group on citizenship.

The 5th cycle of the **"Democratic and Inclusive School Culture in Operation"** programme is in the implementation phase (January 2018-December 2019). The programme supports projects designed to contribute to building democratic and inclusive societies through helping develop a culture of democracy by promoting education for democratic citizenship and human rights education. The programme focuses on two thematic priorities: 1) Digital citizenship education and 2) Building democratic and inclusive school culture by embedding the learning environment in the local community (whole school/community approach).

**Two projects** are being promoted under the 1<sup>st</sup> call for proposals:

- The first project focuses on digital citizenship education and it aims to promote the development of pupils' competences in the field of online content evaluation. An inquiry-based learning strategy will be developed to address discrimination, indoctrination and fake news on

the internet and on social media. In addition, a "pupil's community of digital citizens" for sharing good practices and knowledge will be established. This project brings together partners from Austria, Germany, Greece, Italy and Romania.

- The second project promotes a whole school/community approach and it aims at improving the social integration of migrants and refugees in the academic environment. The output of this project will be a handbook of good practices for the integration of migrants and refugees as teaching staff and experts in Higher Education Institutions. This project sees the participation of partners from Belgium, France, Italy and the United Kingdom.

A second and third call for proposals are due to be published under this cycle aiming to finance smaller projects which will be limited to specific activities focusing on the dissemination or further development of the outputs of the previous cycles. The 2<sup>nd</sup> call for proposals is planned to be published at the beginning of June 2018.

The programme is funded through yearly grant agreements under Erasmus+, the implementation runs over two years. The EU co-funds 60% out of a total budget of EUR 1.15 million.

### **Roma inclusion through education**

The Directorate-General for Education, Youth, Sport and Culture (DG EAC) and the Council of Europe also cooperate on **inclusion of Roma through education**. Together they launched the "INSCHOOL" joint programme in May 2017 (for 20 months) to promote inclusive education for Roma children through building more inclusive schools, which cater better for the needs of all learners, foster a culture of mutual respect and support Roma children in achieving their full potential. The programme aims 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 is based on the following pillars:

- Empowering teacher and school leaders to improve their skills, awareness and expectations when it comes to working with disadvantaged children, in particular through familiarising with them with pedagogical methods and whole-school approaches;
- Reaching out to parents and local communities, including through mediators, and engaging them in specific activities in and around schools, provide targeted support schemes building on the lessons learned from the former ROMED programme;
- Promoting cooperation with the non-formal sector both in and outside the schools and engaging children in after-school activities;
- Raising awareness of school inspectorates and local authorities in cooperation with equality bodies on anti-discrimination issues.

The programme is implemented in 20 localities in 5 EU Member States with a significant Roma population (CZ, HU, RO, SK, UK), focusing on four to five primary and secondary schools per country.

The programme is co-financed by Erasmus+ and the CoE with a 50% - 50% share, for a total budget of over EUR 1.4 million.

## Cooperation with OECD

The cooperation between the Commission and OECD offers better **knowledge on education systems** and to provide **scientific support to education policies** through the results of large 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).

**PISA** data are the basis for the ET2020 indicator and a benchmark for low achievers in maths, science and reading, which are reported annually in the Education and Training Monitor.

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 so as to meet the challenges of today's changing labour markets and to support inclusive societies.

A major highlight of the cooperation with OECD is the **TALIS survey** on teachers' views regarding their careers, working conditions, school environment and classroom practices. The 2016 grants, concluded under Erasmus+ 2017 for a value of EUR 1.6 million, covered the continuation of the work for the TALIS third run, "*TALIS 2018*".

The European Commission continued the cooperation with the OECD in the area of country analysis and both co-drafted and co-financed the Education Policy Outlook (EPO) 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 EU sources (European Semester Country Report, Monitor), focusing on challenges and reforms in: equity and quality, preparing students for the

future, improving schools, evaluation and assessment, governance and funding.

In addition, the Commission has been financially supporting the preparation of the **National Skills Strategies** in selected OECD countries. The project supported a Whole of Government approach to the skills policy and will help drive the necessary reforms in the future potentially with also the support of ESF financing.

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**<sup>19</sup>, the common initiative to support higher education institutions and higher education systems to assess and develop their innovative and entrepreneurial potential. The first round of HEInnovate country reviews was completed (Bulgaria, Hungary, Ireland, Poland, The Netherlands). Launch events of the country reports took place in Hungary, Ireland and Poland.

The European Commission funded the continuation of the OECD Centre for Educational Research and Innovation (OECD-CERI) project Measuring Innovation in Education for publishing a comparative composite index of innovation capacities in Member States' education systems. The Commission funded the OECD Directorate for Education and Skills (OECD-EDU) to develop a report on the academic resilience of immigrants and one report on the use of PISA log-files to measure non-traditional competences. Lastly, the European Commission funded OECD

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<sup>19</sup> [www.heinnovate.eu](http://www.heinnovate.eu)

efforts in creating a framework for understanding ICT in education in the context of PISA, together with an update of the PISA ICT Familiarity questionnaire to be implemented in the PISA 2021 survey.

In 2017, the European Commission financed activities with the OECD for a total amount of almost EUR 2.8 million.

#### 5.4. 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.

##### 7<sup>th</sup> University-Business Forum

The Commission organized on 6-7 April 2017 the 7<sup>th</sup> University Business Forum in Brussels. Policy leaders, higher education and business representatives debated the challenges and opportunities presented by university-business cooperation. The debates illustrated how innovation and impact can be generated through more effective links and relationships between higher education institutions and business.

The Forum featured also an exhibition of all Knowledge Alliances contracted since the start of the Erasmus+ programme.

#### Support to the European Youth Week 2017

The eighth edition of the European Youth Week (EYW) took place in May 2017 with **close to 1 000 events** involving more than **112 000 young people**. While most events were held at national and local levels, in partnership with the Erasmus+ National Agencies for youth, Eurodesks and other networks, there were also events at European level such as a Citizens' Dialogue with Commissioner Navracsics and a European Youth Week Conference in Brussels. Under the slogan "Shape it, move it, be it", they encouraged young people to shape their own future and take an active part in the discussions on the future of Europe, the future of EU youth policy and the future of Erasmus+, and to show solidarity and contribute to society through the new European Solidarity Corps. Inspiring stories of youth change-makers and their Erasmus+ projects were in the spotlight, inspiring more young people to get engaged in solidarity, inclusion, democracy and active citizenship. Young people across Europe were invited to join hands for solidarity and post pictures in social media.

#### Support to the European Youth Forum (YFJ)

The 2017 operating grant (amounting to EUR 2.6 million) awarded to the European Youth Forum supported 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 Structured Dialogue in the field of Youth.



## **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.

The three-year framework partnership agreements (2015-2017) concluded in 2015 with 20 civil society organisations active in the field of Education and Training, were renewed in 2017 for an amount of EUR 2.4 million in order to finance their running costs.

In the field of Youth, the three-year framework partnership agreements concluded in 2015 with 63 organisations were renewed in 2017 for an amount of over EUR 3 million. In the same year annual grant agreements were also awarded to 25 organisations for an amount of EUR 0.8 million.

## **Structured Dialogue for youth**

The year 2017 marked the end of Cycle V of the Structured Dialogue: "Enabling all young people to engage in a diverse, connected and inclusive Europe", covering the Dutch, Slovak and Maltese Presidencies from early 2016 until mid-2017. The final joint recommendations from Cycle V were adopted by the Council (Education, Culture, Youth and Sport) meeting in Brussels on 22 and 23 May 2017. Cycle VI started in July 2017, with the topic "Youth in Europe: What's next?".

### **Meetings between young people and decision makers**

This project format contributes to the implementation of the Structured Dialogue with young people. Both applications and granted projects under this Action have decreased in 2017. Nevertheless, the projects funded were of a broader scope and enabled to involve 100 000 participants (close to 50% more than 2016).

This confirms the trend of previous years where organisations made large use of the opportunity to apply for bigger scale projects by combining several activities. Similar to past calls, the interest in national activities was far higher than in transnational activities.

The efforts to expand to new types of organisations start showing positive effects with an increase in the number of public bodies involved as well as civil society organisations.

The most popular topics were once again youth participation, youth work, youth policy (74.5%), dialogue with decision makers (61.7%), EU Citizenship and "EU awareness and Democracy" (39.1%).





### U čem' je problem? What is the issue?

#### Coordinating organisation:

HRVATSKI ZAVOD ZA ZAPOSJAVANJE

#### EU Grant:

EUR 10 009

The overall objective of the project was to encourage youth to actively participate in democratic life and the labour market, while the specific goals were to increase the knowledge and skills of young people relevant for policy process and to encourage dialogue between youth and policy-makers. Through implementation of this project, decision makers recognized the importance and necessity to increase the level of youth participation in all stages of creation, implementation and evaluation of youth policy in order to ensure its quality and effectiveness as a public policy.

Project ID: [2016-3-HR01-KA347-034793](#)

## International Dialogue Platforms

The Commission undertakes a number of policy dialogue activities with individual partner countries or regional groups of countries. The aim is 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 2017, dialogues were undertaken with governments and stakeholders of the following countries and regions: South Africa, Iran, Western Balkans, Asia-Europe (ASEM), South Mediterranean, African Union, and Latin America.

## International attractiveness projects

Throughout 2017 a consortium of higher education promotion agencies contracted in 2014 by the Commission has been rolling out a range of activities to promote Europe as a high-quality study and research destination. The activities include the provision of fresh content for a Study in Europe portal, social media promotion, higher education fairs in Nigeria, Uzbekistan and Jordan, as well as a series of on-line seminars for Russia. Networks of higher education promoters are also working in five partner countries: Brazil, China, India, Russia and South Africa. Activities will continue in 2018-20 following a successful call for tender.

## Presidency events

Grant agreements were signed under Erasmus+ with the Maltese and Estonian Presidencies to cover costs related to the organisation of the **European Youth Conference** (EYC) and meetings of Member States' Directors-General in charge of Youth, both of which are recurrent Presidency events.

The first EYC of the year was held in Bugibba, Malta, in March 2017. This event marked the end of Cycle V of the Structured Dialogue pursued by the Dutch, Slovak and Maltese Presidencies under the title "Enabling all young people to engage in a diverse, connected and inclusive Europe" and the passage towards Cycle VI, "Youth in Europe: What's next?", driven by the Estonian, Bulgarian and Austrian Presidencies. The EYC held in Tallinn, Estonia, in October 2017, focussed particularly on digitalisation while also experimenting with novel consultation formats.

The total support provided through Erasmus+ for these events amounted to EUR 0.5 million.

## 5.5. Support to European Policy tools and networks

Erasmus+ provides funding for a number of European policy tools and 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.

### SALTOs

SALTOs, a **network of resource centres**, support the National Agencies, and 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 2017, SALTOs were key to the success of several events and activities such as the Western Balkans Youth Forum in Trieste and the third Eastern Partnership Youth Forum in Warsaw.

**Thematic SALTOs** continued to monitor, support and develop the Inclusion and Diversity strategy, the European Training Strategy and Youthpass. They supported the quality in the youth field through a broad range of activities, among which facilitating the development of national Inclusion and Diversity strategies for Erasmus+, helping stakeholders advance with methods and innovative projects, e.g., in youth participation in civic life, social entrepreneurship and recognition of non-formal and

informal learning, including the launch of the renewed Youthpass website<sup>20</sup>.

In mid-2017, the Commission launched a process to restructure the Thematic SALTOs, from five to three, to adjust to evolving policy context and enhance their impact.

In 2017, **Youthpass** – the EU level instrument to identify and document non-formal and informal learning outcomes gained by participants in Erasmus+ youth projects – celebrated 10 years and the impressive number of more than 750 000 certificates issued since its introduction.

### Eurodesks 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 2017, they managed and contributed to the further development of the **European Youth Portal**, and continued working with their network of multipliers, i.e., national coordinators and over 1 000 local information providers among which youth centres, youth information centres and municipalities. Within the "Time to Move" campaign which aims at highlighting the benefits of cross-border mobility, Eurodesks organised over 800 events.

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<sup>20</sup> <https://www.youthpass.eu/en/>

## Euroguidance, Europass, European Qualifications Framework

These three networks deal with different but closely-related issues on skills and qualifications, namely:

- lifelong guidance and mobility for learning purposes (Euroguidance);
- communication and understanding of skills and qualifications (European network of National Europass Centres);
- support to national authorities to translate, make understandable and link countries' qualifications systems through European Qualifications Framework - National Coordination Points (EQF-NCPs).

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.

In 2017, 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.

Overall, EUR 6.3 million was earmarked to the three networks (37 centres or coordination points per network, 111 in total). 97 proposals were submitted and funded with a global amount of EUR 4 975 140. The low funding amount was due to changes in the fund management and the shortened funding period (on average 9 months instead of a year).

All 97 action plans were implemented until the end of 2017 with varying quality.

### ***Euroguidance***

- Enhancing the knowledge and skills of guidance practitioners so they are better able to facilitate mobility and support positive outcomes of individual mobility experiences.
- Development of information and guidance services with a view to facilitating and fully realising the potential of learning mobility, including support to long-term mobility of vocational learners and apprentices.

### ***Europass***

- Making transparency documents easier to access, better known and more widely used, as well as being key promoters of Europass documents.
- Development of promotion materials, with greater use of ICT, social media, video tutorials and games, tailored to the specific needs of the target audience, including in joint promotional activities and strategies with other Europass Centres.

### ***European Qualifications framework (EQF)***

- Cooperation with their national authorities in implementing their national qualifications framework, the EQF referencing process and the preparation and timely updating of national referencing reports.
- Following the referencing, active cooperation with national authorities to indicate the relevant EQF level in all new certificates, diplomas, Europass supplements as well as providing information on its implications to learners, workers and other stakeholders.

## Digital and Entrepreneurial Competence Frameworks

Funded by Erasmus+, the **European Digital Competence Framework** has been developed by the Commission to identify and describe the set of digital competences that are needed by all citizens today. The Framework uses a common language for competences and proficiency levels that can be understood across Europe. The DigComp framework and related assessment tools are being used across Europe and it forms the basis for the Europass self-assessment tool. Based on the previous reference model published in DigComp 2.0, in 2017 the Commission (Joint Research Center) produced DigComp 2.1, a further development of the Digital Competence Framework, adding 8 proficiency levels. Similarly, Erasmus+ has funded the **Entrepreneurship Competence Framework** which identifies the competences that make someone entrepreneurial that can be promoted in organisations, companies, education sector and citizens. Recently, user guides have been developed for both Frameworks.

A new online self-reflection tool for schools (including VET schools) is being developed as part of the Digital Education Action Plan. The "SELFIE" tool is based on the **Framework for Digitally Competent Organisations** published by the Commission in 2015. It comprises a series of questions and statements for students, school leaders and teachers on how digital technologies are used to support teaching and learning at their school. The results of the self-reflection can be used by the school to improve, for example, infrastructure, teacher training or the development of student digital competences. Following a successful pilot of the tool in 14 countries, SELFIE will be made available in all EU languages in October 2018.

## Networks – European Credit system for Vocational Education and Training (ECVET)

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 EUR 1.25 million in 2017, 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.

## Networks – European Quality Assurance in Vocational education and Training (EQAVET)

In 2017, for the second time, Erasmus+ provided support to the activities of the **EQAVET National Reference Points (NRPs)**. The EQAVET invitation to submit proposals met a significant success.

The 19 projects selected in 2017, for a budget of EUR 2.29 million, cover a two-year contractual period. They are actively contributing to complement the current EQAVET Framework, to strengthen mutual cooperation among National Reference Points and to deepen the culture of quality assurance of VET, the importance of feedback loops and the review phase of the quality cycle.

### Example of the action's activities:

In **Romania** a particularly effective monitoring and evaluation system has been set up since the project's start:

Qualitative and quantitative indicators were accurately set. As a result in terms of project's impact, the growth in the number of students newly enrolled in Initial-VET programmes in 2016-2017 compared to 2015-2016 (+12,44%) was assessed as a direct consequence of the increased VET visibility and awareness raising, and of the higher quality of VET provision.

Working in close collaboration with other EU networks was also assessed as good practice for some of the National Reference Points. For instance, **the Greek NRP** was able to expand the impact of the project, thanks to the close link with Europass and the European Qualifications Framework, guiding the national policies into a quality certification process in Initial-VET and Continuing-VET.

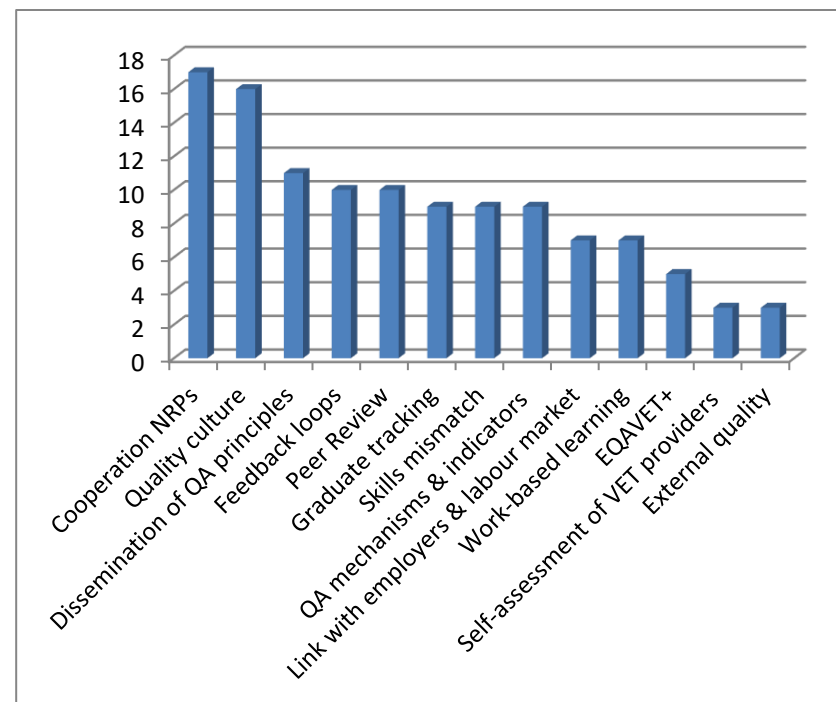


Figure 31 - Main topics tackled in the 19 EQAVET projects 2017

### Networks – 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 such actions 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.

### Examples of activities

#### ECVET

A peer learning activity in Bilbao gathered 30 people representing 12 countries and the stakeholders of ECVET and Business Europe to discuss how the ECVET principles could support transfer and accumulation of assessed learning outcomes in work-based learning and apprenticeships. The Basque system provided participants with a working example of how to cater for individual work-based learning pathways, also addressing the needs of adult learners. It was concluded that introducing more flexibility in apprenticeships or strongly work-based approaches was possible both under a "holistic" and a "modular" orientation.

#### EQAVET

A peer learning activity on using EQAVET indicators to accreditate VET providers brought together in Estonia VET practitioners and officials with responsibility for VET policy from 15 countries. After discussing several case studies, there was consensus that EQAVET indicators could be effective to support accreditation, evaluation or approval processes, on the condition that they were integrated in the national set of indicators – using two separate sets would be counterproductive. The need for such a holistic approach might provide suggestion for the development of EQAVET indicators.

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

Erasmus+ supports National Coordinators in the implementation of the European Agenda for Adult Learning. The 29 National Coordinators selected in 2015, with two-year contracts, continued in 2017 to engage with stakeholders, establish structures for better coordination of national adult learning policies, undertake information and dissemination activities and raise awareness of EU policy at national, regional and often local level, particularly in relation to improving adult participation in learning and the overall levels of basic skills.

In 2017 a new invitation to apply for a grant was launched to support the activities of the National Coordinators for a period of 26 months (earmarked budget of EUR 6 million). The 33 selected National Coordinators started their activities in November the same year by actively contributing to the European policy objectives as established in the European Agenda for Adult Learning through coordination and concrete activities at national level aiming to increase the rate of participation in learning of low qualified adults. This coordination and many of the proposed activities will support implementation of the Council Recommendation on Upskilling Pathways.

### VET-Business Partnerships on work-based learning and apprenticeship

Against the background of high youth unemployment and skills mismatch, a new call for proposals was launched in order to bridge the gap between the worlds of education and business, to improve the relevance of education and training to labour market needs, and to raise excellence.

In this context the objective of the Call was to invite the submission of proposals on VET-business partnerships to develop work-based learning and thus promote work-based learning in all its forms, with special attention to apprenticeships.

These partnerships will contribute to the involvement of business and social partners in the design and delivery of VET and to ensure a strong work-based learning element in VET.

The focus lies on the regional and local dimension in order to produce concrete and sustainable results on the ground.

The call was very well received by its target public, with 70 applications submitted. 14 projects were selected, for an overall grant of almost EUR 4.3 million.

The impact and outreach of the projects should be positively influenced by the fact that some large European networks representing stakeholders in various sectors are involved.



### **NATIONAL AUTHORITIES FOR APPRENTICESHIP : COMPANIES AS SUSTAINABLE PARTNERS FOR APPRENTICESHIP IN GREECE AND CYPRUS**

#### **Coordinating organisation:**

MANPOWER EMPLOYMENT ORGANISATION

#### **EU Grant:**

EUR 274 290

The overall objective of this project was to improve the quality of apprenticeship as an effective tool for the smooth transition of young people from Vocational Education and Training to the labour market. The project mainly aimed to modernise and upgrade Apprenticeship in Greece and Cyprus, based on international good practices. It developed a methodology for the effective implementation of in-company training/Apprenticeship, and motivated companies in Greece and Cyprus to actively participate in Vocational Education and Training programmes by offering quality Apprenticeships.

Project ID: [557308-EPP-1-2014-1-EL-EPPKA3-APPREN](#)

### **National Academic Recognition Information Centres (NARIC)**

NARIC provide services for individuals and organisations, advising on comparisons of international qualifications against national qualification framework levels.

In 2017, all activities relating to the twelve NARIC projects selected for the period of 2016-2018 were successfully implemented. The projects covered activities such as the annual ENIC-NARIC meetings, maintenance



of the website, a database collecting diplomas and certificates of the participating countries, developing and hosting seminars for the benefit of new staff, identifying the typology used.

## **Bologna Process**

In 2017, all activities relating to the twenty-four projects selected in the framework of the European Higher Education Area (EHEA) for the period of 2016-2018 were successfully implemented. The projects include a variety of initiatives ranging from quality assurance social dimension of Higher Education and recognition to improve teaching and learning. In addition, most of these projects established national expert groups to support the implementation of EHEA tools in higher education institutions.

### **Examples: Austria, The Netherlands**

#### **Boosting the social dimension of mobility**

Through the Pro.Mo.Austria+ project, the Austrian government supports the development and implementation of national strategies relating to the social dimension of higher education mobility. A network of academics is providing training and support to peers on Bologna-driven reforms while encouraging higher education institutions to instigate changes. Efforts are also being made through the project to enhance the quality of teaching and learning. Other targets include undertaking a national analysis on the efficiency of the Diploma Supplement. As the project develops, student support services and diversity management teams will be invited to participate.

#### **Making best use of Bologna tools**

While the main elements of the Bologna Process have been successfully implemented in the Netherlands, there is still room for improvement, especially in the area of transparency. The project "Facilitating the use of Bologna tools for higher education institutions and quality assurance agencies", addresses the availability of information about educational programmes as well as the need to define, assess and demonstrate the achievements of learning outcomes and best use of the Diploma Supplement.

The project also looks at ways of improving cooperation between Dutch higher education institutions and their counterparts in other countries in order to develop joint programmes. Activities here include the provision of a training seminar for higher education institutions and an international peer learning meeting on the European approach for the quality assurance of joint programmes. In addition, the project continues the work of a previous project by fostering dialogue between different educational sectors, notably between higher education institutions and providers of vocational education and training.

The Bologna Secretariat and the Bologna Ministerial Conference 2018 was supported by a grant in 2017. This includes the implementation of the work programme of the Bologna Follow-up Group until mid-2018 as well as the organisation and hosting of the Bologna Ministerial Conference in Paris in 2018.



## Eurostudent VI - Social Dimension of European Higher Education

The beginning of EUROSTUDENT goes back to the 1990s. In 2017 Erasmus+ continued to finance the sixth cycle of EUROSTUDENT (through contracts following selection done in 2016). The overall budget of EUR 951 974 reimbursed up to 75% of the international costs of the 26 Countries participating in that cycle for the period of 2016-2018.

The project strives to provide data comparison on the social dimension of European higher education supporting countries 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 on students' socio-economic background, their living conditions but also investigates temporary international mobility and students' assessment of studies and their future plans.

## 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 more and smaller higher education institutions. The total number of institutions holding an ECHE reached 5 452 in 2017, meaning a record number of institutions can apply for the upcoming Erasmus+ call. Even in its fifth

year of implementation, Erasmus+ is continuing to attract newcomers and increase its recognition as a brand.

## 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. DG EAC has started a cooperation with the Joint Research Centre to better understand how higher education institutions and regional authorities work together in the framework of the **smart specialisation agenda**, which is based on the involvement of relevant stakeholders, higher education institutions being the essential ones. The first phase of the project finished end of June 2017, the second started on 1 July 2017 lasting until 30 June 2018.





**JEAN MONNET  
ACTIVITIES**



## 6. Jean Monnet Activities

The Jean Monnet Activities are an integral part of the Erasmus+ Programme and aim at promoting excellence in teaching and research in the field of European Union studies worldwide. They consist of **actions** (teaching and research, supporting associations and institutions, fostering the dialogue between the academic world and policy-makers) and **operating grants** to specified institutions.

Jean Monnet Activities are generally directed towards enhancing **Studies on European Integration** through different action types. A classical feature is teaching a Module or a Chair in universities all over the world. Jean Monnet encourages the participation of a broader public and also supports outreach to teacher training and civil society in particular young people. In addition, Jean Monnet enhances the dialogue between academics and policy makers at different levels.

### Actions

The interest in Jean Monnet continues to rise, with an increase in the number of the applications received in 2017. The total budget for the calls amount to almost EUR 11 million.

The interest in Jean Monnet continued to rise in 2017, with a record number of submissions (1 177 of which 238 were granted) with in particular an increasing popularity of Projects and Networks.

Around of 64% of applications were received from non EU countries which shows an increasing international interest.

Several new different disciplines are involved in the successful proposals leading to a further **Europeanisation of the curricula**.

**Promoting excellence in EU studies** remains central to the Jean Monnet Activities and the selection of 18 new Centres of Excellence and 55 new Jean Monnet Chairs in 2017 ensures the consolidation of EU teaching and research in countries across the world.

The Jean Monnet beneficiaries deal with topics of current political interest such as 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. 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 and vocational training.

The Jean Monnet community continues to develop as a think tank for the EU Institutions as well as a resource for both the EU Delegations and the national authorities around the world.

### Operating grants

Seven institutions pursuing an aim of European interest received a total grant of EUR 30.9 million: the College of Europe (Bruges campus and Natolin campus); the European University Institute, Florence; the Academy of European Law, Trier; the Institute of Public Administration, Maastricht; the Special Needs Agency, Odense; Centre international de formation européenne (CIFE).

The 2017 activities include master programmes, short and summer courses, workshops, seminars, conference, thematic working groups and research activities, collection and analysis of data and support to public authorities for enhancing reforms.

## College of Europe

The College of Europe is the first post-graduate institution entirely devoted to European Affairs and European integration.



### Bruges campus:

Project reference: 402590-EPP-1-2017-1-BE-EPPJMO-JMSC1-CoEB

Total amount of the action: EUR 15 497 965.71

EC Grant: EUR 5 614 856

Description:

The Bruges campus delivers four Advanced Master's programmes: An MA in EU International Relations and Diplomacy Studies, an MA in European Political and Administrative Studies, an Master of European Law - LL M and an MA in European Economic Studies. The four Master programmes are taught in French and English by more than 280 visiting professors.

The establishment of academic Chairs reflects the will of the College to be at the forefront of education and research in response to emerging issues. Thanks to the financial support of external contributors, the College (Bruges campus) is currently endowed with Chairs on EU-China Relations, EU Energy Policy, Digital Innovation and very recently a new Google Chair on Digital innovation.

A two-year joint degree in Transatlantic affairs was launched, created together with The Fletcher School of Law and Diplomacy at Tufts University in Medford (Boston).

The work programme 2017 included activities targeting approximately 350 students representing some 50 nationalities and 200 professors involved.

### Natolin campus:

Project Reference: 402597-EPP-1-2017-1-PL-EPPJMO-JMSC7-CoEN

Total amount of the action: EUR 6 066 561

EC Grant: EUR 4 538 591

Description:

In 1992, the campus in Natolin was established in reply to the changes in central and Eastern Europe. It offers a European Interdisciplinary Study programme in European Integration combining academic and training education activities for 131 students tutored by 80 professors, experts and civil servants.

The inter-disciplinary programme is supported by the European Civilization Chair and European Neighbourhood Policy Chair.

In addition to the academic offer, the Natolin campus offers Professional skills Programme and a number of tailor-made extracurricular activities such as knowledge management, mind-mapping, thesis editing, bibliography creation. The campus is also involved in implementation of ENP (European Neighbourhood Policy) related projects and capacity building through education and targeted to economic reform and change.

## European Agency for Special Needs and Inclusive Education

The Agency is a permanent network of ministerial representatives and has currently 30 members.



Project reference: 402595-EPP-1-2017-1-DK-EPPJMO-JMSC5-SNA

Total amount of the action: EUR 2 361 329

EU grant: EUR 1 033 537

Description:

Established in 1996 by agreement of the ministers of education of its member countries, the Agency is a permanent network of ministerial representatives and has currently 30 members.

By ensuring cooperation and integration between its members in the specific areas of equal opportunities, accessibility, inclusive education and the promotion of quality of education and practice for learners with special educational needs of activity the Agency contributes to the purposes of the European integration process. The Agency aims to support the modernisation of education and training system and thus complements policy reforms at national level. The Agency provides countries and stakeholders at European level with evidence-based information, tools and recommendations relevant to educational policy planning, implementation, monitoring and review.

The activities included in the work programme contribute to the completion of the objectives through scheduled country review focusing on thematic priorities, collection of statistics and analysis as well as through thematic projects and dissemination of information.

The Agency cooperates with the European Parliament committees, the European Commission, including Eurydice, Cedefop and Eurostat and the OECD, UNESCO, the ILO, UNICEF and the World Bank.

Joint experience exchange sessions, European Presidency events, meetings, website, project presentations, social media, dissemination of outputs in 23 languages, Director's blog, Wikipedia article, eBulletin, videos, publications in eBook format, website and intranet, social media.

The Agency holds excellent professional experience, knowledge and adequate administrative capacity necessary for the implementation of the action. At operational level, the Agency is supported by researchers (both at national and international level).

## Jean Monnet Biennial Conference and 2017 Seminars

The Jean Monnet Biennial Conference (BiCo)<sup>21</sup> took place on 27–28 November 2017, back to back with a kick-off meeting for new beneficiaries of Jean Monnet Activities (co-organised with the Education, Culture and Audiovisual Executive Agency).

This year's conference objective was to allow debate on important EU-policy issues but also to disseminate information



<sup>21</sup> [https://ec.europa.eu/education/events/2017-jean-monnet-bico\\_en](https://ec.europa.eu/education/events/2017-jean-monnet-bico_en)

on more technical issues for the new grant holders. 5 workshops were organised on the second day corresponding to the 5 objectives of the State of the Union. The 2017 edition of the Jean Monnet conference gathered nearly 40 renowned speakers and moderators and 350 participants.

In 2017, two Jean Monnet Seminars were also organised: a Jean Monnet Seminar on "The future of Europe: a commitment for You(th)"<sup>22</sup> which was held in Rome on 23-24 March 2017 on the occasion of the 60th anniversary of the Rome treaties with approximately 130 participants and the Jean Monnet Seminar on the EU's Global Strategy<sup>23</sup> (12 June 2017), co-organised with the European External Action Service (EEAS) with 80 participants.

All above-mentioned events were webstreamed and followed by interested parties from all over the world through their dedicated websites.

### A Jean Monnet Chair

Project title: Engaging Europe: From Canterbury to Brussels

Beneficiary: Canterbury Christchurch University

EC Grant: EUR 50 000

Description:

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<sup>22</sup> [https://ec.europa.eu/education/events/jean-monnet-2017\\_en](https://ec.europa.eu/education/events/jean-monnet-2017_en)

<sup>23</sup> [https://ec.europa.eu/education/events/jean-monnet-eu-global-strategy\\_en](https://ec.europa.eu/education/events/jean-monnet-eu-global-strategy_en)

This Chair looks at misrepresentations about the EU linked to the British "leave" vote. It considers UK-EU relations at the beginning of difficult Brexit negotiations, examining the EU from the perspective of its foreign policy. The activities address audiences beyond the political scientist community, reaching out to students from other faculties and to high school communities and offering training to early career lecturers and school teachers. The title holder is a reputed European Studies specialist with a strong international profile, who is actively involved in communicating Europe and European values in the UK and further afield.



#### European integration and Health law

##### Coordinating organisation:

ERASMUS UNIVERSITEIT ROTTERDAM

##### EU Grant:

EUR 44 550

This project focused on exploring the impact of EU health measures and European integration on national health systems and legislation. The project established a transnational panel of scientists and policy-makers from different branches of law and policy to strengthen excellence in research, to foster dialogue between academics and policymakers and to create high quality regulation. The outcomes of the research carried out during the project are available in an open access ebook.

Project ID: [553463-EPP-1-2014-1-NL-EPPJMO-CHAIR](#)





**SPORT**



## 7. 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 **EUR 45.2 million** was earmarked for the whole sport chapter in 2017. For the first time the **simplification of funding** designed in 2016 was implemented with real costs funding being replaced by unit costs system for collaborative partnerships and small collaborative partnerships. The simplification particularly encouraged sport clubs applying for the small collaborative partnerships. As a result, the number of application has increased in 2017, and a total of 162 projects were selected out of the 410 applications received.

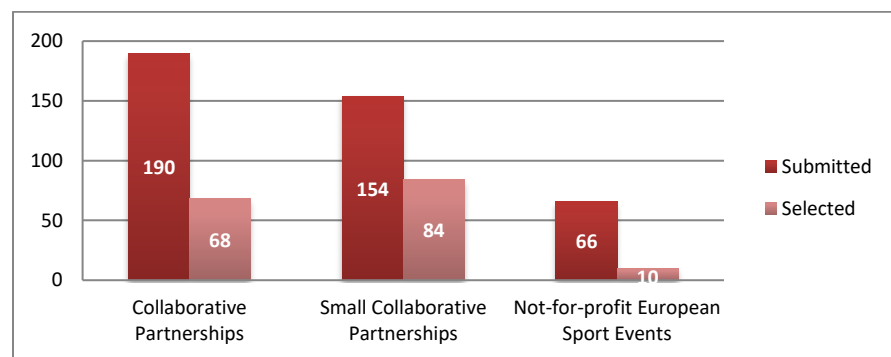


Figure 32 - Outcome of the 2017 Sport Call

In 2017, 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**.

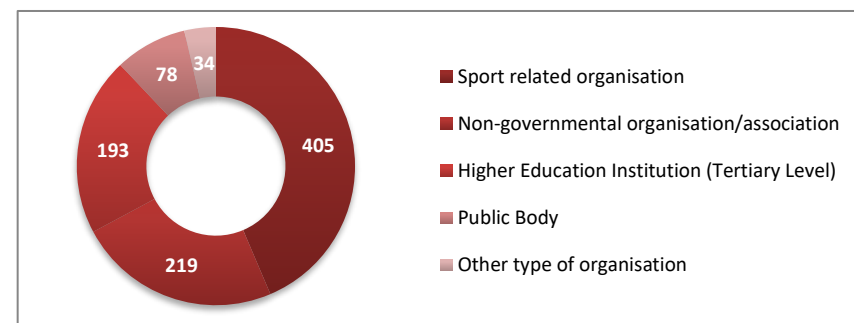


Figure 33 - Type of organisations of all partners in selected applications

### 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 top 3 topics covered by **84 projects selected** were:

- 52%: Encouraging **social inclusion and equal opportunities** in sport
- 25%: Promoting **education** in and through sport with special focus on **skills development**
- 17%: 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 the collaborative partnerships and not related to the European Week of Sport is **balanced** across the **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.

Similarly to 2016, the number of projects selected was lower than anticipated in the 2017 annual work programme as a high number of applicants requested the maximum grant amount of EUR 400 000. The **68 selected projects** covered a **variety of sport organisations and stakeholders**; involving around 500 organisations from 27 programme countries.



### Regional Center for Dual Career Policy and Advocacy

#### Coordinating organisation:

INSTITUTUL NATIONAL DE CERCETARE  
PENTRU SPORT

#### EU Grant:

EUR 319 768

The project aimed at helping talented and elite athletes to reconcile their sport life with education and irrespectively with the job demands, to ease their transition from sport to the labour market.

The project put forward a policy proposal on improving the national legal frameworks for Dual Career in Sport. The project also carried out several meetings with the partners and sport stakeholders to exchange ideas, experiences and to share good practices in each participating country.

Project ID: [567140-EPP-1-2015-2-RO-SPO-SCP](#)

## Not-for-profit European sport events

The sport action of not-for-profit European sport events proved to be the most competitive action over the years. A total of **10 events** out of 66 received applications were selected in 2017. 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.



### Get involved - Equality Secured and Sustainable Sport Events

#### Coordinating organisation:

FORENINGEN IDROTT FOR HANDIKAPPADE

#### EU Grant:

EUR 348 654

The project carried out several workshops and seminars in connection with sports activities in England, Italy, Germany and Estonia. Among different activities, the project organised a conference with participants from the civil, private and public sector in order to share knowledge and experiences on how to use sport as a way to promote social inclusion for people with disabilities.

Project ID: [579797-EPP-1-2016-2-SE-SPO-SNCESE](#)

## The European Week of Sport

The annual **European Week of Sport** was implemented for the third time in 2017, in cooperation with



participating countries and partners of the Week, in order to encourage participation in sport and physical activity and raise awareness about the numerous benefits of both. **Over 48 000 events** were organised in **37 countries with around 12 million participants**.

A total of **31 National Coordinating Bodies** were selected representing all 28 EU Member States and Iceland. Belgium designated 3 structures (one for each linguistic community) and Sweden participated for the first time.

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.

**Healthy lifestyle** was at the heart of the 2017 European Week of Sport, during which 3 Commissioners, namely Tibor Navracscics (Education, Youth, Culture and Sport), Phil Hogan (Agriculture and Rural development) and Vytenis Andriukaitis (Health and Food safety), launched the Tartu Call for a Healthy Lifestyle, setting out a roadmap for promoting healthy lifestyles in Europe, particular among children, over the next two years. In line with the Tartu Call, a study on physical activity at the workplace was published in December 2017. The purpose of the study is to support employers and Member States in promoting physical activity in the workplace setting.



### 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. A study on **Sport Satellite Accounts** was commissioned in 2017, as well as three extra studies called "**Mappings**". These studies focused on:

- Sport diplomacy identifying good practices;
- Transfer of players (more precisely: An update on change drivers and economic and legal implications of transfers of players);
- Physical activity at the workplace;
- The economic impact of sport through Sport Satellite Accounts.

All the "mapping" findings are published online<sup>24</sup> and can be downloaded free of charge. A support to the **Sport Action NeTwork** was also provided.

### Dialogue with relevant European stakeholders

The **EU Sport Forum** took place in March 2017 in St Julian (Malta), organised by the European Commission with the support of the EU Presidency. The Forum tackled key issues facing EU sport including how sport can support the **integration of migrants** and how to ensure **good governance** for the world of sport. Participants were updated on debated EU sport policy and preparations were made for the 2017 edition of the European Week of 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. 46 organisations have signed the pledge at European and national level.

The cooperation with international organisations active in the field of sport will be further strengthened. In particular, the Commission developed further partnerships with two international organisations through Erasmus+: the **Council of Europe** and the **World Health Organization**.

<sup>24</sup> [https://ec.europa.eu/sport/policy/societal-role/health-participation\\_en](https://ec.europa.eu/sport/policy/societal-role/health-participation_en)

## Cluster meeting

The **first ever thematic cluster meeting** in the field of sport - "**Encouraging Participation in Sport and Physical Activities**" - took place in Brussels on 4-5 December 2017. Over 100 participants experienced in the field of sport and EU funded programmes were involved in the event alongside representatives from the Member States, Health-Enhancing Physical Activity (EPA) focal points, international organisations (WHO, UNESCO, Council of Europe) and sport organisations.

This meeting promoted exchanges of experience, sharing of good practices, providing inspiration to others active in the field of sport, and creating synergies across multiple sectors - namely, sport, health, youth and education.

## Policy dialogue: Presidency events

In 2017, the fourth year of the implementation of this action, the Presidencies of the Council organised three events on the various contemporary challenges in sport. The **Maltese Presidency** organised the meeting of Directors General for Sport and the European Youth Sports Forum. The **Estonian Presidency** organised a conference on "The role of coaches in society. Adding value to people's lives" and a conference "Sport, education, university: joining efforts for our athletes' dual careers and active societies".

## Special annual events

"**Special Olympics Europe Eurasia Foundation**" was a body designated as the unique beneficiary of a grant for Special annual events. The event was funded with a grant of **EUR 6 million**. A promotional campaign was also broadcasted on Eurosport<sup>25</sup>.



The first ceremony of the **#BeInclusive EU Sport Award** took place on 22 November 2017. The #BeInclusive EU Sport Awards recognises sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at-risk, or any other group that faces challenging social circumstances. The three winners were awarded with a EUR 10 000 prize.

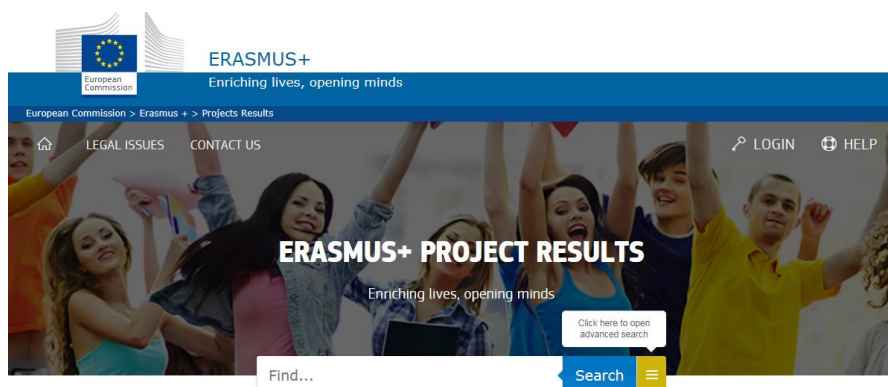
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<sup>25</sup> <https://www.youtube.com/watch?v=b2WwMg0vIB4>



## 8. Dissemination and exploitation of results

The dissemination and the exploitation of the programme results maximise the impact of the programme, support the development of the education, training, youth and sport policy fields and provide evidence to policy making.



The **Erasmus+ Project Results Platform** has existed since 2015 and is being continuously improved. The Platform is a comprehensive online database containing information on over **120 000 projects** financed under Erasmus+ as well as most projects supported by previous programmes (Lifelong Learning Programme, Youth in Action, Tempus and Erasmus Mundus Programmes).

The Platform has a powerful search function: projects can be retrieved by applying specific filters such as programme/field/topics and/or key words. It is also possible to find projects flagged by the Erasmus+ National Agencies and EACEA as **"good practices"**. Among the pool of good practices, DG EAC regularly selects **"success stories"** – finalised projects that have distinguished themselves for their policy relevance, communication and dissemination potential, impact and sustainability,

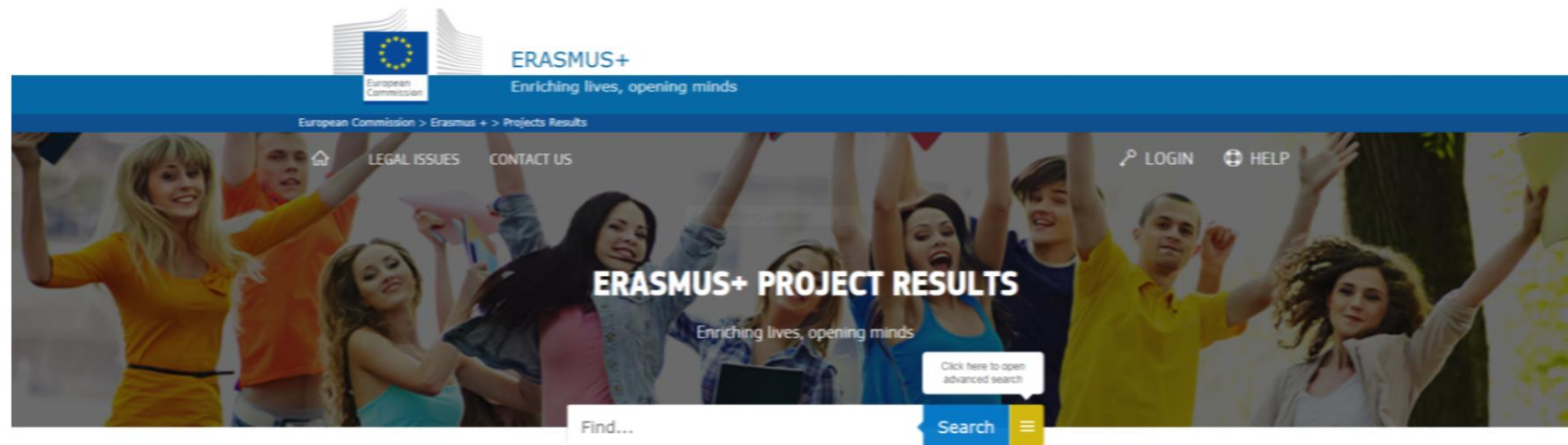
innovative results or creative approach, as well as for their potential to be a source of inspiration to applicants for other projects. The Platform also allows visualising on a map the countries of the organisations participating in projects.

To enhance dissemination, **7 videos and 58 factsheets** of selected success stories were produced in 2017. Capturing on one page the key elements of a project (partner countries promoting the project, amount of the EU grant, number of participants in the project, its duration and the direct links to the Erasmus+ Project Results Platform and website), factsheets are particularly suitable for enhancing awareness of the Erasmus+ programme.





## FIND OUT ALL ABOUT THE ERASMUS+ PROJECTS



### About

Welcome to the Erasmus+ Project Results Platform.

This database will give you access to descriptions, results and contact information of all projects funded under the Erasmus+ programme and some of the projects funded under its predecessor programmes in the field of education, training, youth and sports.

You can find inspiration from the pool of good practices and success stories, i.e. projects that distinguished themselves in terms of policy relevance, communication potential, impact or design.





## Conclusion

*"I am very proud that this Commission has proposed to double the budget for Erasmus – this is by far the biggest increase for any programme in the EU budget we have tabled. We need to be bold. This programme will support the big ambitions we have for empowering young people, building a European Education Area and strengthening our European identity. I call on Member States and the European Parliament to support us and make sure we can build the best future for our citizens." Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport, 30 May 2018*

In 2017, the Erasmus+ Programme has built on the achievements of more than three decades of European action in the fields of education, training and youth, covering both an intra-European as well as an international dimension. It has promoted more and new synergies across the fields of education, training and youth, by removing artificial boundaries to learning, by fostering new ideas, and stimulating new forms of cooperation.

Erasmus+ has shown once again that it is one of the EU's iconic and most successful programmes. It is also a strong brand name that is widely recognised. This is because Erasmus+ embodies the very essence of Europe: making a major contribution in the fields of education, training, youth and sport, helping to tackle socio-economic changes, and addressing important challenges that Europe is facing.

Until 2020, Erasmus+ will continue to boost the learning mobility of four million learners, teachers and trainers, providing them with the competences needed to lead independent, fulfilling lives. It will have

internationalised the work of hundreds of thousands of education, training, youth and sport organisations, including those beyond the EU. For these reasons and more, the mid-term evaluation of the programme established that Erasmus+ adds value on a European level, as compared to what could be achieved by the programme countries on their own.

However, much more could and should be done in preparation for the future after 2020. In this sense, 2017 marked a turning point. Education and culture were propelled to the top of the political agenda: first, at the 60<sup>th</sup> Anniversary of the Treaties of Rome in March, and then later at the Leaders' Summit in Gothenburg in November and the European Council in December. EU Leaders have unequivocally concluded that **education and culture are key to building inclusive and cohesive societies** and to sustaining our competitiveness and they expressed their willingness to do more in these areas.

This is why in its proposal for the next long-term EU budget 2021-2027, building on this momentum, the European Commission has proposed to **double funding for Erasmus to EUR 30 billion**.

The Erasmus+ programme already enabled more than 2.6 million mobilities since 2014, while broadening participants' experience and awareness of Europe, increasing future chances on the job market for young people. With doubled funding, this programme will be even more effective in supporting key objectives such as developing a **European Education Area by 2025**, empowering young people and promoting a European identity through youth, education and culture policies. It will make it possible to support up to 12 million people between 2021-2027 – three times as many as in the current financing period – and to reach out more people from all social backgrounds.



## Glossary of terms

BiCo	Jean Monnet biennial Conference	HE	Higher Education
CBHE	Capacity building projects in higher education	HEI	Higher education institution
CEDEFOP	European Centre for the Development of Vocational Training	HEPA	Health-Enhancing Physical Activity
CfE	Centre for Entrepreneurship	HEREs	Higher Education Reform Experts
CoE	Council of Europe	HESS	Higher Education and Smart Specialisation
DG	Directorate-General	HRE	Human right education
DG EAC	Directorate-General for Education, Youth, Sport and Culture	ICT	Information and Communication Technologies
DigComp	Digital Competence Framework for citizens	ILO	International Labour Organisation
EACEA	Education, Audiovisual and Culture Executive Agency	JRC	Joint Research Centre
EC	European Commission	KA1	Erasmus+ Key Action 1
ECHE	Erasmus Charter for Higher Education	KA2	Erasmus+ Key Action 2
ECVET	European Credit System for Vocational Education and Training	KA3	Erasmus+ Key Action 3
EDE	Education for democratic citizenship	NA	National Agency
EDF	European Development Fund	NARIC	National Academic Recognition Information Centre
EEA	European Economic Area	NESET	Network of Experts on the Social dimension of Education and Training
EENEE	European Expert Network on Economics of Education	NGO	Non-governmental organisation
EFTA	European Free Trade Association	OECD	Organisation for Economic Cooperation and Development
EHEA	European Higher Education Area	OECD-CfE	OECD Centre for Entrepreneurship
EIF	European Investment Fund	OLS	Online Linguistic Support
EIT	European Institute of Innovation and Technology	PIAAC	International Assessment of Adult Competencies
ENIC	European Network of Information Centres	ROMED	Council of Europe/European Commission Joint Programme on Roma integration
EMJMD	Erasmus Mundus Joint Master Degree	SALTO	Support, Advanced Learning and Training Opportunities
EMMC	Erasmus Mundus Master Courses	SEG	School Education Gateway
EPALE	Electronic Platform for Adult Learning in Europe	SME	Small and medium-sized enterprises
EQAVET	European Quality Assurance in Vocational Education and Training	TALIS	Teaching and Learning International Survey
EQF-NCPs	European Qualifications Framework - National Coordination Points	TCA	Transnational Cooperation Activities
ET	Education and Training	UNESCO	United Nations Educational, Scientific and Cultural Organ
EU	European Union	UNICEF	United Nations Children's fund
EUR	Euro	VET	Vocational Education and Training
EuroMed	Euro-Mediterranean	WHO	World Health Organization
Eurostat	the statistical office of the European union	YFJ	European Youth forum (from Youth Forum Jeunesse)
EVS	European Voluntary Service		
EYC	European Youth Conference		
EYP	European Youth Portal		
EYW	European Youth Week		



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