



DG EDUCATION AND CULTURE

MANAGEMENT PLAN

2013

18 DECEMBER 2012



1. MISSION STATEMENT

With a view to contributing to a knowledge based Europe reconciling a competitive economy and an inclusive society, DG Education and Culture's mission is to foster both equity and excellence in education and training, to promote career development of researchers, to support cultural exchange and cooperation, to enhance the competitiveness of the audiovisual and other cultural and creative sectors, to develop the European dimension in sport, to maximise the potential and well-being of young people while stimulating the mobility of individuals and the dissemination of works in each of these fields. The DG acts through political initiatives and spending programmes, at all times supporting equal opportunities in all its activities.

A Europe of knowledge and skills

Raising the level of knowledge, skills and competences of all citizens is vital to securing the EU's future competitiveness, growth and jobs as well as promoting equity, civic participation and social cohesion. Europe must recover quickly from the current economic crisis and build a future which is more secure, more sustainable and more inclusive of all citizens. A knowledge society requires more people with a high level of qualifications. Citizens benefit from being more mobile in this context. The EU action aims at encouraging people to continuously update their competences and skills, throughout their lives and in any country of the EU or beyond, so that they can meet the challenges and seize the opportunities in a future characterised by rapid social, technological and economic change. Against this background, language, civic, digital and media literacy competencies, as well as better knowledge of the European integration process are key prerequisites for participation in today's society.

A Europe of cultures, languages and sport

The European Union gathers a vast and heterogeneous landscape of cultures and languages, characterised by shared values. Through intercultural dialogue and cultural exchanges, culture, arts and media in particular cinema are powerful means of upholding these values, including beyond European borders. They play a fundamental role in preserving and promoting Europe's enriching diversity while encouraging the development of a sense of European identity. They have also an important role to play in stimulating creativity as a major catalyst for innovation, fostering growth and creating new jobs, while multilingualism can give Europe a competitive advantage and is crucial for social cohesion. The sport sector represents an important area of collective effort in Europe and it encompasses economic activities of a considerable size. The aim the EU is to suggest actions to be taken at its level in order to develop the European dimension of these areas while strengthening their social and economic role.

A Europe inclusive of all young people

Europe's future prosperity depends on its young people. There are close to 100 million in the EU, representing a fifth of its total population. Despite the unprecedented opportunities which modern Europe offers them, they face challenges in finding their ways within the education and training systems, the labour market and society at large; challenges which have been aggravated by the recent economic crisis. Against the background of an ageing population there is a particular social, economic and moral imperative of the EU to support its young people.

Under the Europe 2020 strategy, DG Education and Culture (DG EAC) supports Member States to provide high quality and accessible education and training provision, cultural and sport services and to foster innovation and creativity in a coordinated manner. To do so, it acts firstly through policy co-operation and dialogue via the open method of coordination. The latter provides added value to national policies by acting as a catalyst for new initiatives and facilitating peer-learning aimed at exchanging examples of good practice among Member States. Secondly, it provides targeted policy guidance through the Country Specific Recommendations. Thirdly, it funds or supplements the action of Member States. DG EAC devotes significant resources to supporting the mobility of individuals concerned (see impact indicators 2 and 3). Every year the EU supports more than 400,000 persons (learners, teachers, researchers, trainers, artists, youth workers, young people) to learn or work abroad. Finally, it promotes the engagement of other stakeholders – business, regional and local authorities, civil and social partners – in transnational partnerships or networks, as well as through innovative instruments pooling together public and private resources. Where appropriate, DG EAC pays particular attention across its activities to equal opportunities, in reducing gender imbalance (a mid-term review will be carried out Commission-wide in 2013) and facilitating the participation of disabled learners, young people or persons with fewer opportunities including Roma.

2. PERSONAL MESSAGE FROM THE DIRECTOR-GENERAL

The youth unemployment rate is close to 23% across the European Union – yet at the same time there are more than 2 million vacancies that cannot be filled. Europe needs a **rethink** on how education and training systems can deliver the skills needed by the labour market and how innovation, culture industries and sport, which generate above average growth, can further contribute to enhance job opportunities. For that purpose the **strategic priorities** for DG Education and Culture have recently been updated and are now framed by the flagship Communications "Rethinking Education", as well as by the 2012 Annual Growth Survey and its messages to Member States, by the EU Youth Strategy, the Communication on the promotion of cultural and creative sectors for growth and jobs and the communication on developing the European Dimension in Sport.

Cooperation with Member states will be essential to implement these priorities under the Europe 2020 strategy and to enhance the effective contribution of the Open Method of Coordination. This Directorate General will again actively participate in the European Semester based on our rising **country analysis capacity** and we will closely monitor the implementation of country-specific recommendations made to Member States.

Furthermore in 2013, DG Education and Culture will deliver important policy initiatives with a view to responding to **global challenges**. A Commission initiative will address the need for an internationalisation strategy for higher education. Another initiative on open educational resources is likely to be taken in the course of 2013. Furthermore, the Commission will propose to the Council a recommendation to support the digital adaption of the European film industry. DG Education and Culture will meanwhile contribute to the Commissions efforts towards the modernisation of copyright in the digital single market. All proposals will aim at contributing to jobs and growth, in line with key challenges for Europe today identified in the State of the Union Address of President Barroso.

2013 will be the **European Year of Citizens**. Several EAC-led initiatives will be developed in that context, such as the Youth on the Move Card or recommendations on Health-Enhancing Physical Activity. In the field of education and training, emphasis on up-scaling skills and recognising qualifications will be maintained in our work extending beyond 2013. Studying and learning abroad for millions of people brings about substantial benefits for the citizens, for employers and companies, for universities and other schools as well as for the EU, as it widens young people's horizons and the sense of EU citizenship.

These strategic lines will also steer the preparation of **funding priorities** of the EU financial instruments 2014-2020, in particular Erasmus for All, the European Institute of Innovation and Technology (E.I.T.), Marie Skłodowska-Curie Actions, Creative Europe and the Structural Funds. DG Education and Culture will complete its work on timely preparation for the launch of the new programmes. The purpose remains to ensure closer links between the policy objectives and the programme actions, and to achieve enhanced focus on impact and results, as more and more reflected in this management plan, which contains a broadened or revisited range of indicators (e.g. E.I.T., multilingualism, youth policy, etc).

We will also handle more **immediate challenges** as regards the effective implementation of current initiatives and programmes. This will take place in a context of budget uncertainties and difficulties faced by certain delegated bodies. To accompany these new requirements, DG Education and Culture will be reorganised in particular to strengthen its country-based expertise and to streamline its supervision of agencies. In other words, this 2013 Management Plan shows how we are now prepared to manage the transition from the 2007-2013 to the 2014-2020 programming period.

Jan TRUSZCZYŃSKI

3. GENERAL OBJECTIVES FOR EDUCATION AND CULTURE POLICIES

3.1 POLITICAL CONTEXT

The Commission is committed to making the EU a smart, sustainable and inclusive economy by 2020. In the first half of 2013, growth is expected to gradually return. GDP is projected to increase by 0.4% in the EU and 0.1% in the euro area, although large divergences across Member States will remain.¹ Many **challenges** are therefore to be tackled for that purpose in the fields of education and culture. Education, research and creative sectors are exposed to tough global competition. Education and training systems are not enough keeping up with changing labour market needs – resulting in shortages in key areas like science and mathematics. Higher education is not sufficiently connected to research and innovation activities and is slow to build capacity in areas like ICT. Even for basic skills, the performance of young Europeans is falling behind our competitors (see impact indicator 4) and the measured level of foreign language competences is not on target (see also impact indicator 15). The potential of life-long learning is not being fully exploited (see impact indicator 9), and public policy and business practices do not reflect the need for older workers to extend their working careers in a context of ageing societies. Vulnerable groups find it particularly difficult to get into or to return to the labour market (see impact indicator 8). The recognition of qualifications and skills across Member States can still be improved to enhance the potential for labour mobility. In order to overcome this slow pace of progress and against a backdrop of strong fiscal constraints, the Commission will pursue the EU-wide debate launched in 2012 through “Rethinking Education” on the modernisation of education and training while exploring more efficient ways of funding the reforms needed. Against an unemployment rate reaching 11.6% in the EU (see impact indicator 7), the Commission has also identified in its 2012 employment package areas with the largest job potential, such as green economy, health services and ICT, to which research, education and training should contribute more in the future. Lastly, the cultural and creative sectors as well as sport should not be underestimated as a significant source of jobs and growth.

The high-level political impetus for European cooperation in the remit of DG Education and Culture in the current period is provided by the **Europe 2020** strategy. In order to overcome Europe's structural weaknesses that have been exposed further by the economic crisis, this strategy puts forward five measurable EU headline targets for 2020 that will steer the process for education (see impact indicators 1 and 6), employment, the fight against poverty, research and innovation, climate change and energy. The Europe 2020 strategy is carried out through the “*European Semester*” for the coordination of the economic policies of the EU Member States (with actions focussed on macroeconomic stability, structural reforms and growth enhancing measures - which include education, innovation and cultural and creative sectors – the presentation by the Commission of the “Annual Growth Survey” and the preparation of country specific recommendations) and within seven flagship initiatives, of which DG EAC implements the *Youth on the Move* initiative² and delivers a large part of the *Agenda for New*

¹ Autumn economic forecast, 7 November.2012, European Commission (DG Economic and Financial Affairs)

² COM(2010) 477 of 15.9.2010

*Skills and Jobs*³; it contributes actively to the *Digital Agenda*⁴, *Innovation Union*⁵ and *Platform against Poverty*.⁶

The policies and programmes implemented by this DG serve both Europe's recovery from the economic crisis and its longer term growth, employment, and social cohesion, by equipping people with high level and flexible skills and encouraging the **mobility of people or the dissemination of their works**. When it comes to the later, increasing the mobility capacity across fragmented labour markets has indeed an evidenced impact on the structural employment rates in an area of free movement of capital. By 2020, "all young people in Europe must have the possibility to spend a part of their educational pathway in other Member States" (President Barroso) (see impact indicator 3). Through the Lifelong Learning Programme for learners and teachers, the Youth in Action Programme for young people and youth workers, the Marie Curie Actions for researchers and external higher education programmes such as Erasmus Mundus, at the end of the 2007-2013 period, this DG will have managed the mobility of about 3 million learners, researchers and teachers. DG EAC will continue in 2013 to foster mobility and to implement the EU flagship initiative "Youth on the Move" (see below 3.1, 4.1 and 4.4).

In 2013, this DG will further help Member States to raise the effectiveness of investments made in education and training, culture, media, youth and sport. Those are indeed an investment in the future rather than a cost. It will finalise discussions with the European Parliament and the Council on the Commission's proposals for **new programmes for the period 2014-2020** in the areas of education, training, youth and sport on one hand (see 4.1) and the creative sectors (culture and media) on the other hand (see 4.3), as well as in the field of human resources underpinning research and innovation (see 4.2). A major priority will be to prepare and communicate about the implementation of the new programmes. Inspired by the results of previous evaluations, the proposed further integration of the existing programmes should improve cost-effectiveness and ensure that activities in certain areas gain the critical mass necessary to provide long lasting impact. Additional funding in the context of wider and more flexible programmes should go to the projects with the best European added value as well as facilitate an access to finance for students as well as cultural and creative SMEs. Another cross-cutting objective will be to better exploit and mainstream results further into policies, so as to develop tighter links between financial programmes and political priorities. Lastly, DG EAC will remain actively involved in the preparation of the future priorities of the Cohesion Policy 2014-2020, including in the framework of partnership agreements with Member States.

Bearing in mind the June 2014 elections to the European Parliament and the end of the current legislature, this DG will carry on its communication efforts about how the programmes in its remit can contribute to the EU focus on citizens' needs, as students, teachers, researchers, artists, youth workers, sportspersons, etc. In 2013, DG Education and Culture will more specifically contribute to the **European Year of Citizens** for promoting activities in the field of training, youth, culture and sport and to the **Month of the Brain** in the field of brain research (Marie Curie Actions).

³ COM(2010) 682/3 of 23.11.2010

⁴ COM(2010)245 of 26.08.2010

⁵ COM(2010) 546 of 06.10.2010.

⁶ COM(2010) 758 of 16.12.2010

Strategies supporting a Knowledge Society, Excellence and Innovation

Education and training are crucial to the personal, social and professional fulfilment of all citizens and to sustainable economic prosperity and employability (see impact indicators 7, 8 and 10), in particular when fostering innovation and creativity, whilst promoting democratic values, social cohesion, active citizenship, intercultural dialogue (see also impact indicators 13 and 16), and the fight against discrimination. According to the Treaty on the Functioning of the European Union (Articles 165-166 TFEU), Union action shall be aimed in particular at developing the European dimension in education, encouraging mobility and distance education, facilitating vocational integration into the labour market, promoting cooperation between educational establishments, developing exchanges of information and experience on education systems of the Member States, including in the sphere of vocational training.

However the **actual performance** in terms of education in Europe is not up to expectations. Some 20% of 15-year-olds European school children have poor reading skills and about 14% of young people leave education or training early. Numbers attaining medium-level qualifications are better, but the qualifications often fail to match labour market needs. The proportion of pupils who are competent in their first foreign language ranges from over 80% in Malta or Sweden to less than 15% in France or in England. When it comes to tertiary education, 26% of Europeans aged 25-64 have a university degree (41% in the US, 44% in Japan) and European universities rank insufficiently in global terms (see impact indicator 20). Only 3 are in the world top 20 according to the Shanghai index. Although still a third of the QS index top 100 universities are European (located in 9 Member States), the QS 2012 ranking shows other emerging centres of excellence in the world. Moreover the potential of researchers in Europe is not sufficient to bridge the competitiveness gap of the EU (see impact indicator 12).

This is why the Europe 2020 Strategy puts emphasis on the contribution of education to the Union's future competitiveness. Strengthening human capital is a critical factor of smart, sustainable and inclusive growth. As mentioned above, progress towards these strategic objectives are measured until 2020 against a two-sided **headline target** (see impact indicators 1 and 6):

- 1) to reduce the number of early school leavers to below 10% of 18-24 year olds by 2020 (reduced from 17.6% in 2000 to 13.5% in 2011);
- 2) to increase the number of graduates from tertiary education to at least 40% of 30-34 year olds by the same date (increased from 22.4% in 2000 to 34.6% in 2011).

Member States have set their own national targets in their National Reform Programmes submitted in the framework of Europe 2020 to contribute to these European targets. The evaluation of the national targets suggests that while a number of Member States have set ambitious goals, others need to take a more ambitious approach, including certain with higher current levels of attainment. On tertiary education attainment, the cumulative effect of achieving only the existing national targets set by Member States would on its own lead to an insufficient attainment level of around 37% in 2020. However actual trends are more positive and suggest that it would be possible to reach the headline target by 2020, if present efforts are sustained. On early school leaving, results appear encouraging but might be hard to confirm much further. The EU Youth report 2012 shows indeed that young people who lose their job return to education in higher number than before.

During the European Semester since 2011, the Commission and the Council have repeatedly raised Member States' awareness of the fact that, in order to ensure sustainable growth, expenditure in education and training should be given priority also in times of severe budgetary restrictions. The European Semester led to the Council issuing **country-specific recommendations** (CSRs) to all Member States with targeted guidance for improving education and training, taking account of the challenges and bottlenecks identified in their National Reform Programmes. These will be followed up in 2013 by DG EAC, in cooperation with the other relevant DGs. The CSRs address early school leaving (13 Member States concerned; see impact indicator 6), tertiary attainment (9 Member States; see impact indicator 1), the role of education and training in reducing unemployment (see impact indicator 7) through lifelong learning (see impact indicators 9 and 10), vocational education and training and skills for the labour market (17 Member States), pre-school (see impact indicator 5) and school education or equity issues (see impact indicator 4).

Under the umbrella of the Europe 2020 strategy and with the support of DG EAC, policy dialogue and exchange about how to modernise and improve education systems will be pursued in 2013 within the **strategic framework for European cooperation in education and training ('ET 2020')**. ET 2020 sets out priority areas for co-operation under each of the four long-term strategic objectives (*1. Making lifelong learning and learner mobility a reality; 2. Improving the quality and efficiency of provision and outcomes; 3. Promoting equity, social cohesion and active citizenship; 4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training*). This framework for cooperative exchange covers all sectors and levels of education and training. It has been agreed by the Council⁷ and it is closely associated to the aforementioned Europe 2020 initiatives. It is monitored through a set of EU level benchmarks. The Council laid down updated priorities for EU level cooperation for the period 2012-14 when adopting in 2012 the Commission proposal for their Joint Report on the implementation of ET2020. The Joint Report also includes a number of instruments which will mobilise ET 2020 in support of Europe 2020 as from 2013, such as multilateral peer reviews on topics emerging from the European Semester; an Education, Training and Youth Forum, which brings together stakeholders and policy makers and a new Education and Training Monitor, which gives a picture of current skills supply and progress towards the Europe 2020 headline targets.

Among the overarching objectives of ET2020 and taking forward the flagship initiative "**Agenda for new skills and jobs**", the recent Communication **Rethinking Education: Investing in Education for better socio-economic outcomes**⁸ sets out a limited number of priorities in order to ensure a strong contribution from education to the "growth and jobs" agenda as from 2013. Too many people do not have the competences needed to succeed in the labour market (see impact indicator 7). Jobs occupied by highly-qualified people are expected to rise by 16 million by 2020 in the EU (to around 35% of all jobs from 29% at present), while those held by low-skilled workers will decline by around 12 million. "Rethinking Education" focuses on reinforcing and refocusing the delivery of skills in Europe with a view to enhance the supply of relevant skills to improve access to the labour market (see impact indicator 10).

Content-wise, this implies improving levels in **basic skills** (reading and written skills (literacy), mathematical and scientific literacy) (see impact indicator 4) and increasing the supply of

⁷ OJ C 119/2 of 28.5.2009

⁸ COM(2012)669; SWD (2012) 371 to 377;

vocational skills. More work based and dual learning systems in Europe would bring significant benefits in that respect. Vocational education and training is furthermore instrumental in enhancing productivity, innovation and regional development as well as to shift to a low-carbon economy.

Communication in foreign languages is another key competence, which furthers intercultural understanding. Multilingual competences have also a positive impact on employability and competitiveness, and contribute to growth and better jobs. **Multilingualism** policy aims, among other things, at raising awareness of the above potential of languages and calling on decision makers to ensure efficient language education to all from an early age (see impact indicator 15). In 2013, progress will particularly be expected on setting an EU benchmark for language.

Furthermore, Europe 2020 clearly calls for more innovation in Europe, which requires **key competences** such as learning to learn, social and civic competences (see impact indicator 16), initiative-taking, media literacy including the critical understanding of media content, cultural awareness and self-expression. A particular attention will therefore be paid to **entrepreneurship education** and the attractiveness of researchers' careers, as well as **digital competences and literacy**. The latter ensure a confident and critical use of new technologies, which is a prerequisite for almost all jobs in an increasing networked and digitised world. The wide dissemination of Internet and mobile devices make it now possible for individuals to learn virtually anywhere following flexible pathways through digitised materials openly available. This obliges to consider issues such as access and cost of education, intellectual property rights, business models of education and training institutions, teaching practices, validation of skills and competences acquired online. As announced in Rethinking Education and pursuing the objectives of the Digital Agenda for Europe, a critical initiative on open education resources might tackle these issues in 2013 (see 4.1).

This DG will also continue to steer the implementation of the flagship initiative "**Youth on the Move**", which focuses more generally on young people. It brings together EU actions to offer better opportunities to young people helping students, trainees and young researchers to learn and/or work abroad, equipping young people better for the job market, enhancing the performance and international attractiveness of Europe's higher education institutions and improving all levels of education and training, including non-formal learning, both in term of excellence and equal opportunities. The Commission proposes key actions in order to contribute namely to the Europe 2020 headline targets (see impact indicators 1 and 6) and the agenda for modernising higher education. The share of young people who are able to benefit from learning mobility should be further increased (see impact indicator 2), including at Master's level, where the Commission has proposed to launch an Erasmus Masters loan guarantee facility as from 2014. The same logic applies to research mobility, which will be strengthened further through an increased budget for the Marie Skłodowska-Curie Actions 2014-2020 (see impact indicator 12). A broad-scale support of language education will be instrumental in increasing participation in learning mobility to the target level (see impact indicators 2 and 3). More broadly, the initiative also promotes employability and democratic participation in society of young people (see impact indicators 10 and 16). The perspective therefore goes beyond education (see 4.4 below).

Meanwhile adults with low educational attainment are seven times less likely to be involved in continuing education and training than those with high attainment levels. This is why the European Agenda for Adult Learning 2012-14, adopted by Council resolution in 2011, has a strong focus on low skilled and disadvantaged adults, and aims at raising their chances of

social and labour market integration through better access to education and training (see impact indicator 9).

In order to achieve these strategic goals, this DG supports a number of initiatives for mobility, partnership and exchange, the **Lifelong Learning Programme** (2007-2013) has a wide scope covering (a) the sectors for primary and secondary schools, vocational education and training, higher education, and adult education, (b) the transversal fields of language learning in support of multilingualism (see impact indicator 15), ICT-based content, policy cooperation and development and dissemination and exploitation of results and (c) support for institutions and activities relating to the study of European integration as well as spreading knowledge on the European integration process. The programme delivers extensive support for excellence and equity, and in particular learning mobility of individuals (see impact indicator 3), being learners or teachers, transnational partnerships and exchanges of good practices in order to contribute to the modernisation of education and training systems in Europe.

Moreover against a background of global competition, cooperation with non-EU countries and regions equally contributes to promoting the EU's attractiveness, to fostering mobility (see impact indicator 19) and quality in education and to supporting the development of students, researchers, teachers and youth. It offers opportunities for exchanges of best practice and mutual understanding. **International cooperation** is notably developed in the field of higher education and research through the **Erasmus Mundus programmes**, the EIT, Jean Monnet, and Marie Curie Actions (see below). Cooperation can also be based on funds allocated to regional cooperation such as the Eastern Partnership, the Tempus programme for neighbouring countries, the Alfa programme for Latin America or Edulink for the African, Caribbean and Pacific (ACP) region, which will be combined under the single Erasmus for All programme as from 2014. However, EU lacks a Union-wide strategy, building on what Member States do and recognising the added value of a pan-European approach. This is why progress will be proposed in 2013 as regards internationalisation of higher education (see 4.1).

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The overall objective to contribute to sustainable European economic growth and competitiveness implies also to reinforce the innovation capacity of Member States and the Union. Europe's lower growth than its main competitors is largely due to a competitiveness gap caused in part by lower levels of investment in research and development and difficult access to innovation. The integrated approach advocated in the Europe 2020 Strategy (**Innovation Union** flagship initiative) involves the development of synergies between research, innovation and education policies (so-called "**knowledge triangle**"). The EU has contributed to and supported Member States in enhancing relations between business and academia, e.g. as one of the core elements of the modernisation agenda for higher education, the European Higher Education Area and the European Research Area (ERA). However within the knowledge triangle, the implementation of the link education-innovation has remained until now below expectations. The University-Business Forum⁹ has opened on European level a promising dialogue between those two worlds leading to valuable recommendations.

The need to develop new conditions which are attractive to investment in knowledge and innovation in Europe is precisely the driver behind the **European Institute of Innovation and**

⁹ For more information on the Forum please access: http://ec.europa.eu/education/higher-education/doc1261_en.htm

Technology (EIT). The EIT operates through Knowledge and Innovation Communities (KICs) which are excellence-driven, autonomous partnerships of higher education institutions, research organisations, companies and other stakeholders formed within self-supporting strategic networks (see 4.1 and impact indicator 11). The Strategic Innovation Agenda package adopted by the Commission in 2011 defines long-term priorities for the period 2014-2020 and further operational modalities for the EIT. The Institute must prepare to manage autonomously a proposed ten-fold increase of its budget and to develop a rising number of KICs (see 4.2).

Synergies between training and research are also sought in the framework of the **People Programme/Marie Curie Actions**. The capacity to attract and retain abundant and highly trained qualified researchers in the Union is a necessary condition to advance science and to underpin innovation. To this extent the Marie Curie Actions play an important role for the implementation of the Europe 2020 strategy ("Youth on the Move", "Innovation Union" and "Agenda for new skills and jobs"), in strengthening human resources in research (see impact indicator 12), investing better in innovation and shaping the European Research Area. These Actions selected for their excellence aim in particular at the training, mobility and career development of researchers, as well as at enhancing the transfer of knowledge through exchange of researchers between sectors and with the rest of the world, thus equipping them with diversified skills to better match the market requirements and to contribute to growth and job creation. (see 4.2).

Strengthening Europe's social cohesion and cultural life and relying on new sources of growth

Europe is becoming more and more culturally diverse. The enlargement of the European Union, the opening of labour markets, migration and globalisation have increased the **multicultural** character of many countries, adding to the number of languages, religions, ethnic and cultural backgrounds found across the continent which come regularly into contact. On the basis of the Treaty (Article 167 TFEU), the essential added value of the action at EU level lies in a greater awareness of a common **European heritage** and of the diversity of cultures in Europe (see impact indicator 13) and worldwide (see impact indicator 21), throughout intercultural dialogue and transnational mobility of artists/cultural professional and of their works.

The policy based on the **European Agenda for Culture** seeks to ensure that culture and creativity can make their full contribution to driving economic growth, job creation, competitiveness, as well as fostering personal development and social cohesion. The Agenda supports synergies between culture and other policy areas, with a view to promoting smart, sustainable and inclusive growth. The promotion of **cultural and creative sectors** is supported by EU action in order to overcome fragmentation and to make them better prepared for the digital shift. Framework conditions, including copyright, will play an important role in this respect. These sectors generate indeed above average growth and job opportunities; they boost innovation and creativity, as recognised in the Innovation Union and Digital Agenda flagship initiatives.

The **Culture programme** makes an important contribution to safeguarding and promoting cultural diversity and intercultural dialogue in Europe (see impact indicator 13). It also assists the professionalisation of the sector through peer-learning and knowledge transfer, fosters the careers of artists, addresses geographical imbalances in Europe by creating opportunities for artists and organisations with weaker capacity to take part in European projects, stimulates the

circulation of European and non-national European work and increases the public's access to this work. In addition it contributes to an outward looking approach of artists/cultural professionals, and cultural organisations, thereby helping them to operate more effectively in an international context ([see impact indicator 21](#)). Lastly, the Culture programme can help to foster a sense of citizenship ([see 4.3](#)).

Against the background of the credit crunch and highly fragmented national markets, the under-capitalised **European audiovisual industry** needs EU public support to get better access to financing, to meet the challenges of the digital revolution and to fight back in the global competition notably in terms of distribution and promotion. Without EU intervention, neither the market share of European cinema (30% of EU box office) nor the still modest distribution of non-national European films (about 9% EU-wide in 2010) would resist global competition and both would be considerably lower. Furthermore, media literacy activities are encouraged as they can play an important role in audience building in Europe, especially with regard to younger audience.

In line with the Europe 2020 Strategy, the main objectives of the European Union with the **MEDIA programmes** are to strengthen the competitiveness of the European audiovisual sector, to increase the circulation of European audiovisual works inside and outside the European Union and to preserve and enhance European cultural and linguistic diversity through its cinematographic and audiovisual heritage ([see 4.3](#)).

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Considering the context of ageing societies faced with a deep economic crisis, the European Union contributes to the delivery of coordinated policies in favour of **youth**. Young people are almost 100 million across the EU, but the number of over-60s is now increasing twice as fast as it did before 2007 – by some 2 million a year instead of 1 million previously. A better knowledge economy with more opportunities will help the youth to find new jobs and work longer so as to relieve the strain of ageing. However the youth unemployment rate in the EU increased by 50% since the financial crisis hit - from 15% in 2008 to 22.5% in 2012 – making it one of the groups that have been worst affected by the crisis ([see impact indicator 7](#)). Among the young unemployed, 30% have been without a job for more than a year and the youth not in employment, education or training has sharply increased.

In response, the **EU Youth Strategy** - endorsed by the Council in 2009 and updated in 2012 through the EU Youth Report - sets out a framework for cooperation with Member States until 2018 through the Open Method of Coordination. It provides action to support the empowerment of young people (participation, volunteering, creativity, youth in the world) and by investing in a renewed cross-sectors approach towards policies of importance to young people (education, employment, social inclusion, health). Indeed if youth participation in democratic life has not suffered as a result of the crisis ([see impact indicators 16 and 17](#)), young people's health and well-being has in contrast been impacted and youth is at greater risk of social exclusion and poverty ([see impact indicator 8](#)).

In this field, the EU activity stems from the Treaty, notably article 165 TFEU: "*The Union action shall be aimed at [...] encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe*". Under the Europe 2020 strategy, the Commission notably aims at encouraging the development of these exchanges, at facilitating the challenging access of

young people to the labour market and at developing an active participation and inclusion of young people in the society. In line with this strategy, this DG will therefore implement further the aforementioned flagship initiative "**Youth on the Move**" in 2013 with a concrete initiative (see 4.4).

In support of this strategy, the **Youth in Action programme** offers young people new opportunities in non-formal education with a view to enhancing young people's skills and competences, promoting young people's personal development and active participation in social life with a special attention to their European citizenship, and giving opportunities to develop solidarity and promote tolerance so as to reinforce social cohesion in the EU (see 4.4).




Lastly, in the field of **sport** the Commission is developing a policy agenda based on the supporting, coordinating and supplementing competence foreseen by the Treaty. Article 165 TFEU stipulates that "*Union action shall be aimed at developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen.*" In the promotion of European sporting issues, account should be taken "*of the specific nature of sport, its structures based on voluntary activity and its social and educational function.*" Other provisions of the Treaty remain applicable to sport. The focus of EU actions is accordingly on the societal, educational and health-enhancing roles of sport, which have a great potential to directly reach out and impact on EU citizens (see 4.4 and impact indicator 18).


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
The **general objectives** that guide DG Education and Culture in the implementation of activities are listed below. They relate to the general political framework described above in which DG EAC acts as one of many actors and in which the European Union's competence is limited in strict respect of subsidiarity. It should therefore be noted that the **impact indicators** that accompany the general objectives give indications for societal changes that DG EAC aims to contribute to, together with Member States and other partners and stakeholders.





3.2 GENERAL OBJECTIVES AND IMPACT INDICATORS FOR THE POLICY AREA EDUCATION AND CULTURE

Legend of all indicator tables:

↑(or ): trend closer to target; ↓: (or ): trend deviating from target; ↔ (or ): stable towards target; √ : already on target; X : former target missed.

GENERAL OBJECTIVE 1: Raise the level and relevance of skills contributing to excellence and equity and make mobility a possibility for all young learners and researchers as contributions to an innovative, knowledge-base, smart and inclusive Europe.				
<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
1  ↑	Tertiary level attainment <u>(Europe 2020 headline target)</u>	2011/ 34.6% Spread of 7.7 points between male (30.8%) and female (38.5%) 2010: 33.5% Spread of 7.2 points between male (30%) and female (37.2%) 2000: 22.4% Spread of 0.5 points between male and female (Source: Eurostat, Labour Force Survey -LFS)	Monitored according to the Europe 2020 governance.	By 2020, at least 40% of 30-34 year olds should be higher education graduates.
2	Mobility of students, pupils, the vocational sector, teacher and trainers	a) Higher Education: 2011: 14% (Source: Eurobarometer study) b) Vocational education and training (VET) estimated to be around 2-3% (FIN 5%, DE 3% NL 2-3%, SI 2%)	a) Improved Eurostat data by 2014/15 b) Eurostat household survey covering also VET mobility in 2014 (results by 2015).	By 2020 all young people in Europe must have the possibility to spend a part of their educational pathway in other Member States. a) By 2020, an EU average of at least 20 % of higher education graduates should have had period of higher education-related study or training (including work placements) abroad of at least 3 months or 15 ECTS. b) By 2020 an EU average of at least 6 % of 18-34 year olds with an initial vocational education and training qualification should have had an initial VET-related study or training period of at least 2 weeks or less if documented with Europass.

3	Mobility of young people outside formal education settings (non-formal learning)	<p>2011: 2% of young people aged 15-35 had stayed abroad for volunteering, 5% had stayed abroad within other non-formal contexts.</p> <p>(Source: Eurostat household survey – next data available in 2015)</p>		Development of a global learning mobility indicator, which makes it possible to record any kind of learning experience abroad in which young people engage (for any duration, at any level of formal or non-formal learning mobility, including youth exchanges or voluntary activities)
<p>4</p>  <p>↓</p>	Low achievers in basic skills	<ul style="list-style-type: none"> • <u>Reading</u> (revised figures): <p>2009: 19.6% Spread of 12.6 points between girls (13.3%) and boys (25.9%)</p> <p>2006: 23.1% (spread of 13 points)</p> • <u>Maths</u>: <p>2009: 22.2% Reverse spread of 2.5 points between girls (23.5%) and boys (21.0%)</p> <p>2006: 24.0%</p> • <u>Science</u>: <p>2009: 17.7% Spread of 1.8 point between girls (16.8%) and boys (18.6%)</p> <p>2006: 20.2%</p> <p>(Source: PISA, OECD - PISA 2012 results will be published in December 2013)</p>	By 2015, reduce low-achieving in reading literacy to 17%, which is 15% lower than in 2009	By 2020, less than 15% of 15-year-olds are low-achievers in basic skills (reading, mathematics and science). Particular attention is given to gender imbalances
<p>5</p>  <p>↑</p>	Participation in pre-primary education and care	<p>2010: 92.3%</p> <p>(2006: : 89.3%)</p> <p>(Source: Eurostat, UOE)</p>		By 2020, at least 95 % of children between 4-years old and the age for starting compulsory primary education participate in early childhood education.

<p>6</p> 	<p>Early school leavers <u>(Europe 2020 headline target)</u></p>	<p>2011: 13.5% Spread of 3.7 points between males (15.3%) and females (11.6%). Foreign-born pupils: 24.9%</p> <p>2010: 14.1% Spread of 3.7 points</p> <p>2009: 14.4% Spread of 3.8 points</p> <p>2008: 14.9% Spread of 4.0 points</p> <p>2007: 15.1% Spread of 4.1 points</p> <p>2000: 17.6%</p> <p>(Source: Eurostat, LFS)</p>	<p>Monitored according to the Europe 2020 governance.</p>	<p>By 2020, less than 10% of 18-24-year-olds have at most lower-secondary education and are not enrolled in education or training.</p> <p>Particular attention is given to gender imbalance and to groups at increased risk of early school leaving (foreign-born pupils or those with a migrant background)</p>
<p>7</p> 	<p>Youth unemployment</p>	<p>2012: 23.4% (October) compared to overall EU unemployment rate of 11.6%</p> <p>2010: 20.1% (September)</p> <p>2009: 20.6% (April)</p> <p>(Source: Eurostat, LFS)</p>	<p>Ensure delivery of the Youth dimension in the Europe 2020 strategy (Youth on the Move) in particular regarding youth employment</p>	<p>By 2018, significantly decrease of youth unemployment >25 years old in the EU</p>
<p>8</p> 	<p>Youth poverty</p>	<p>2010: 21.1%</p> <p>2009: 20.3%</p> <p>2008: 20%</p> <p>(Source: Eurostat, SILC)</p>	<p>Ensure delivery of the Youth dimension in the Europe 2020 strategy (Youth on the Move) in particular regarding social inclusion</p>	<p>By 2018, the rate of young Europeans 18-24 years old at risk of poverty is reduced in the EU area</p>
<p>9</p> 	<p>Adult participation in lifelong learning</p>	<p>2011: 8.9% Spread of 1.4 points between males (8.2%), and females (9.6%)</p> <p>9.1% in 2010 Spread of 1.7 points</p> <p>9.5% in 2007-08</p> <p>9.3% in 2009</p> <p>(Source: Eurostat, LFS)</p>	<p>By 2015 at least 12.5%</p>	<p>By 2020, at least 15% of adult working age population (aged 25- 64) participate in lifelong learning. Particular attention will be given to gender balance.</p>


10	<u>New indicator</u> ¹⁰ : Employability	2011: 77.2 % 2008: 82.0% (Source: Eurostat, LFS)	Monitored under ET2020	By 2020, at least 82% of the new graduates at ISCED 3-6 aged 20-34 should be in employment (graduation no more than 3 years before 2020)
↓				
11	<u>New indicator</u> : <u>Dissemination of EIT innovations</u>	2012: 15 organisation		By 2020: 600 organisations, not participating in the KICs, benefiting from EIT dissemination and outreach activities
12	Number of researchers in the EU 27 countries.	2009: about 1,549,538 2010: about 1,589,140 (Source: Eurostat –data for 2011 available in October/November 2013).	Monitored according to the Europe 2020 governance.	Increase of the number of researchers in the EU 27 countries.
GENERAL OBJECTIVE 2:				
Foster creativity, promote intercultural dialogue and cultural and linguistic richness based on Europe's shared heritage and its diversity, while building the job-creating potential of the creative economy				
<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
13	Percentage of EU citizens that associate the EU with cultural diversity	2009: 19% (Source: Eurobarometer survey ¹¹ - to be measured again in 2013 if resources available)	We aim at an increase in the percentage by 2013. No quantified targets have been set.	
14	Percentage of European audiovisual works circulating at transnational level	2009: 23% (films only)		Percentage of European audiovisual works in cinemas, TV and digital platforms in 2020: 60%
15	Percentage of citizens able to speak more than one foreign language	2012: 25% 2005: 28% (Source: Eurobarometer)		30% by 2020 (Objective mother tongue+2)
↓				

¹⁰ New ET2020 benchmark established by the Council in 2012 to reflect the role of education and training in raising employability.

¹¹ http://ec.europa.eu/public_opinion/archives/eb/eb71/eb71_std_part1.pdf




GENERAL OBJECTIVE 3:

Reinforce participation , solidarity and exchanges between the people in Europe, focusing on young people and on people engaging in sport and physical activity, in view of their contribution to European citizenship

<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
16	Youth Participation	<p>2011: 79 % of respondents (old enough to vote, up to age 30) in the EU reported that they participated in elections at any level during last 3 years. (No previous data available)</p> <p>46 % of respondents (15-30) reported that they had participated in activities of a youth club, sports club, cultural or youth organisation during the last 12 months. (Most approaching 2007 result: 22% of young Europeans were members of an organisation.)</p> <p>(Source: Flash EB 319a)</p>	2013: Inclusion of the objective of youth participation in the "Erasmus for all" programme.	By 2018, delivery on objectives for youth participation according to the EU Youth Strategy.
17  ↑	Youth Volunteering	<p>2011: 24.2 % of respondents (15-30) reported that they had participated in organised voluntary activities in the last 12 months. (Most approaching 2007 result: 16% of young Europeans were engaged in voluntary activities.)</p> <p>(Source: Flash EB 319a)</p>	2013: Inclusion of the European Voluntary Service in the "Erasmus for all" programme.	By 2018, increased number of young people carry out voluntary activities
18	Participation rates in sport and physical activity	<p>2009: 27% of people aged over 15 engage in sport or physical activity 5x per week or more, in line with WHO recommendations</p> <p>(Source: Eurobarometer 2009 - No previous data available- next 2013)</p>		By 2018, increased number of people engaged in sport and physical activity.

GENERAL OBJECTIVE 4:

Cooperate on all dimensions of the DG's policies with world partner countries or regions and with international organisations with a view to promoting European values, policy approaches and attractiveness worldwide, to integrating broader global experiences into the internal EU policy dialogue and to strengthening people to people contacts.

<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
19  ↑	Non-EU countries students enrolled in the EU	2010: 1.1 million students from non-EU countries enrolled in higher education institutions in the EU including PhD candidates (2008: 980.000; 2007: 950,000 students) (Source: OECD, Eurostat) ¹²	We aim at a yearly increase. No quantified targets have been set.	
20  ↔	The world ranking of EU universities	2011: 190 higher education institutions of the EU, in the Shanghai top 500 World ranking (191 in 2010, 194 in 2009; 191 in 2005)	We aim at a yearly increase in number of excellent EU universities on worldwide ranking lists. No quantified targets have been set.	
21  √	Implementation of the UNESCO convention on the Protection and Promotion of the Diversity of Cultural Expressions	2012: Convention ratified by 124 states and the EU (117 in 2011; 115 in 2010; 104 in 2009)	We aim at an international environment that protects and promotes diversity of cultural expressions. No quantified targets had been set: the number of ratifications is now satisfactory, while the geographic coverage by region is still uneven.	

¹² OECD: 1.68 million non-national students in the EU 27 (including students from EU-countries); Eurostat: 0.58 million EU nationals studying in another EU country.

4. SPECIFIC OBJECTIVES FOR OPERATIONAL ACTIVITIES

Specific objectives defined for each activity based budget in tables below are accompanied with result indicators. This selection of indicators is necessarily partial but points at certain observable trends over time in the positive outcomes of EU actions for the target populations of beneficiaries.

4.1. EDUCATION AND TRAINING (LIFELONG LEARNING, INCLUDING MULTILINGUALISM)

Education policies

EU level priorities for the period 2012-14 will be pursued in 2013, as agreed in the context of the **2012 Joint Report of the Council and the Commission on education and training cooperation**. Policy dialogue and exchange about how to modernise education and training systems will continue to be supported by DG EAC, through the open method of coordination (see result indicator 1)¹³, peer learning, peer reviews and the exchange of good practice involving relevant civil society stakeholders (see result indicator 2 and 3), as well as the collection and use of data from relevant sources, e.g. the European Monitor (see result indicator 4) and the Education, Training and Youth Forum.

The Commission adopted in 2012 the aforementioned **Communication on Rethinking Education: Investing in skills for better socio-economic outcomes**.¹⁴ This 2012 Commission Work Programme initiative addresses the twin challenge of increasing the levels, quality and relevance skills through modernising education and training systems, while ensuring, in the present period of fiscal constraint, that investments in education and training are as efficient and effective as possible. In 2013, DG Education and Culture will accordingly ensure that Member States design effective skills strategies, responding to the priority set out in the **2013 Annual Growth Survey** (see result indicator 1). Progress should in particular be made following the 2012 Council Recommendation on the promotion and validation of informal and non-formal learning (see result indicator 16).

On a cross-cutting note in line with the Europe 2020 agenda¹⁵, DG EAC tabled in 2012 several proposals in the context of the communication "Rethinking Education". Firstly, in line with the objective "to connect to compete" set by President Barroso in his 2012 State of the Union's speech, DG EAC will prepare in 2013 a Communication on **Opening up Education**. This initiative aims at enhancing education and skills development through new technologies and open educational resources (OER).¹⁶ This would contribute to bridging the gap between the widespread use of ICT in society and its reduced uptake in education systems. A supportive European policy environment would particularly benefit to the EU society. The born-digital

¹³ Result indicators measure the direct effect of the EU actions on the target population.

¹⁴ COM(2012)669; SWD (2012) 371 to 377;

¹⁵ Flagships initiatives such as Digital Agenda, Youth on the Move but also Innovation Union and Agenda for New Skills and Jobs.

¹⁶ OER are defined as teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution.

generation could find education more attracting. The economy might benefit from a more digitally-literate workforce and past investments on ICT in schools would eventually bear fruits more easily. The initiative might reflect on the opportunity of providing EU support to up-scaling access and use of OER and ICT, establishing quality parameters and certification processes for OER, developing ICT-enabled teaching practices and creating a EU dimension for online education. By 2013 it might contribute to EU-wide indicators of digital competences and media literacy.

Secondly, DG EAC will undertake preparatory work to launch by 2014 a **European area of skills and qualifications**, where anybody can have their competences and qualifications quickly recognised for further learning and adequately assessed by employers. Several European instruments in the field of education and training put in place over the last decade to facilitate the transparency and recognition of skills across the EU will be reviewed. These implementation tools, namely the European Qualifications Framework (EQF), the Europass or the credit systems for higher education and vocational and education and training (ECVET, ECTS) made a major leap in recent years (see result indicators 15 to 19) but on-going evaluations of the different tools show that further convergence and simplification would bring significant added value. Evaluation report(s) to the European Parliament and Council on the implementation of the EQF Recommendation, Europass and European Quality Assurance Reference Framework (EQAVET), as legally requested in the respective legal bases, will be presented in spring 2013. This will open a debate with stakeholders on the importance of convergence of different tools and may lead to legislative proposals, so as to amend the Europass Decision of 2004 and the EQF Recommendation of 2008. Convergence with the (revised) Professional Qualifications Directive will also be envisaged.

Thirdly, policies for **multilingualism** are essential to preserve and valorise the cultural plurality that is at the root of European identity (see result indicator 27). Communication in foreign languages is not only one of the key competences (see result indicators 28 and 30) necessary for personal fulfilment and development, but also for the employability of young people. The objective of 'mother tongue + two' for all European citizens has been promoted by the EU for several years (see impact indicator 15 and result indicator 29). In 2013 this DG will follow-up the discussions at Council level on a European language benchmark proposed on the basis of the first European Survey on Language Competences the results of which were released in 2012. The survey has shown that 14% of 15 years old pupils did not reach the level of basic user in their first foreign language.

Fourthly, in relation to primary and secondary education more specifically, this DG will follow-up “Rethinking Education” as regards **key and transversal competences** (entrepreneurship, media/digital literacy, multilingualism – see result indicators 27 to 30) and the support to **teaching professions**. Based on the proposals made by DG EAC in 2012 to tackle foreseen challenges including recruitment of new teachers following forthcoming retirement waves and identification of relevant skills required by teacher educators,¹⁷ the Commission will support Member States in adopting more effective policies for the recruitment, support and development of teachers and teacher educators (see result indicator 10).

Fifthly, policies for reducing low achievement in **basic skills** are crucial for improving overall education quality and for reaching a number of strategic objectives, including reducing early

¹⁷ Supporting the Teaching Professions for better learning outcomes, SWD(2012)374.

school leaving, raising employability and increasing participation in lifelong learning (see [impact indicators 6, 9 and 10](#)). In 2013 a Commission Report on tackling low achievement in basic skills will synthesise the latest evidence, based upon peer learning cooperation on literacy, mathematics and science and adult education. The Report will offer guidance to Member States in a single package aiming to facilitate their work towards reaching the 15% target of low achievement in basic skills (see [impact indicator 4](#)). The Report will enable Member States to determine, in their own national context, the priority areas for intervention.

On the basis of the European **Anti-Poverty Platform**, another of the seven Europe 2020 flagship initiatives, the services of the Commission will deepen the cooperation with the European Agency for Development in Special Needs Education (Odense, Denmark) in the fields of education and training. The promotion of equity in education and training, a central priority in the education and training 2020 strategic framework (see below), includes the improvement of quality and access to pre-primary provision (see [impact indicator 5](#)), the reduction of low achievement in basic skills (see [impact indicator 4](#)), the prevention of early school leaving (see [impact indicator 6](#)), the successful integration of migrant children in European education systems, improved support within mainstream schooling for learners with special needs, and overcoming obstacles that hinder students from disadvantaged groups from participating in and completing higher education (see [impact indicator 1](#)).

Support to **adult learning** in particular will continue and contribute to the Europe 2020 Flagships "platform against Poverty" and "New Skills for New Jobs". Based on the 2011 European Agenda for Adult Learning, related activities will be pursued in 2013 to develop efficient and inclusive adult learning systems in Member States, so as to provide adults with better skills to support their labour market chances, social integration, and preparation for active aging (see [result indicator 11](#)). Particular attention will continuously be given to upgrading the qualifications of the low skilled (currently 74 million), including migrants.

In the specific field of **vocational education and training (VET)**, the objectives of the **Copenhagen process** (Bruges Communiqué 2010) will be pursued in calling for Member States to modernise also their VET systems, so that they can strongly contribute to both economic growth and social cohesion (see [result indicator 12](#)). VET is already recognised as providing good employment opportunities, but must become more appealing to both young people and their families. To this end VET must become more flexible and easily accessible for people in different life situations. The lifelong learning tools should enable users to link and build on learning acquired at various times, and in both formal and non-formal contexts. In 2013, the Commission will support Member States in adopting policies for more and better work-based learning, including apprenticeships and "dual system" models.

Concerning the tertiary education-related Europe 2020 headline target (see [impact indicator 1](#)), the Commission is working under the auspices of the **EU Modernisation Agenda for Higher Education** to promote entry to higher education across all sectors of the population, both younger cohorts, non-traditional learners and other under-represented groups, and to ensure successful completion of studies within a reasonable timeframe, so as to ensure that Europeans are equipped with high level and relevant skills. As announced in the 2011 Commission Communication on modernising Europe's higher education systems¹⁸, work in 2013 will continue to focus on supporting Member States to implement reforms for the higher education sector in the decade to 2020, reflecting not only the need to increase graduate numbers, but also

¹⁸ COM(2011) 567 final.

to enhance the quality and relevance of higher education, promote mobility and trans-national cooperation (see result indicators 13 and 14), strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. Moreover the development of an independent, international, user-driven and multidimensional higher education ranking tool for benchmarking performance will be pursued. The modernisation agenda will further strengthen synergies between the EU and Bologna processes, taking forward the conclusions of the 2012 Bucharest Bologna Ministerial conference and Bologna Policy Forum. A high-level group set up in that respect will issue its first report in 2013.

Moreover, European policy developments are generating interest for mutual learning well beyond the EU. **International dialogue**, comparison and competition will remain key drivers for enhancing quality in the fields of education and training, in particular higher education (see result indicator 34). The need to reinforce cooperation with world partners will be pursued in 2013, as stressed by the Member States in their conclusions since 2009 (see result indicators 32 and 33). It is also a component of the "Youth on the Move" initiative, the "Agenda for new skills and jobs" and the EU agenda for modernising higher education. As requested by the Council of the EU in May 2010, work in 2013 will focus on finalising a new **Commission Communication on the internationalisation of European higher education**. Aspects that are specific to the external dimension of higher education were left aside within the 2011 communication on higher education modernisation, where internationalisation has been addressed only as a mean for modernisation. In this context, this topic deserves a distinct initiative where all aspects of university activities that are affected by globalisation can be properly addressed. This 2013 Commission Work Programme initiative will reflect upon global challenges and put forward an internationalisation strategy for the quality and attractiveness of higher education in the 2020 context, for instance through a better articulation of international higher education cooperation programmes, which can generate global partnerships with enhanced research and teaching capacity. It will send a strong political signal triggering a higher reaction from non-EU countries.

Education programmes

Only an EU programme can guarantee that all Member States and future Member States can participate in and benefit from mobility, exchanges of experience, transfer of good practices and policy support in the field of education and training. In the course of 2013, new candidate countries and potential candidates are expected to participate in the centralised activities and policy networks under the Lifelong Learning programme, and as of 2014 all of them are expected to continue their progressive integration into the EU policy cooperation through the Erasmus for All programme (see result indicator 31).

The **Lifelong Learning Programme** (LLP) will remain in 2013 the European action programme enabling individuals at all stages of their lives to pursue equal learning opportunities across Europe (see result indicator 20), to have the results of their learning activities easily recognised across borders (see result indicators 15 to 19) and aiming at fostering cooperation between education and training systems within the EU so that they become a world quality reference (see result indicator 14). The largest share will carry on supporting transnational (intra-EU) learning mobility (see result indicator 13), be it of university students (sub-programme Erasmus), pupils (sub-programme Comenius), people in vocational education and training (sub-programme Leonardo da Vinci), adults (sub-programme Grundtvig), and education staff from all education sectors.

The LLP programme will remain until the last year of its execution a telling example of progress towards the EU objective of **fostering mobility**, considering that 13,2% of European higher education graduates had experienced learning mobility (see result indicator 13). Erasmus will carry on contributing directly to the consolidation of mobility infrastructure for the 3 million out of 19 million European students who study with or without EU support outside their home country. They represent over half the number of foreign students worldwide whereas the EU represents less than 10% of the world population.

As confirmed by evaluations, LLP will also continue to prepare the ground for the progress made by the EU in **improving employability and the relevance of skills** to labour market needs and promoting the use of the aforementioned EU tools for the transparency of qualifications (see result indicators 15 to 18). More than 97% of former Erasmus students consider having studied abroad an advantage on the job market.¹⁹ Similarly, 85% of the participants in Leonardo da Vinci mobility find that their training placements were beneficial for their career. It is also evidenced that spending time in a company abroad helps students to better meet the requirements of the labour market. More than 40% of the employers consider that internationally experienced graduates have higher competences than those without international experience. Increasing the number of **placements in enterprises abroad** again in 2013 will remain therefore crucial to overcome youth unemployment. Since 2007, traineeships are the fastest growing action in LLP. All these positive trends should be confirmed in 2013.

Beyond its individual benefits, student mobility triggers also **systemic changes in the European and training systems**. LLP will continue to steer national policies and practices in the directions agreed at European level under the Europe 2020 strategy. The mid-term evaluation of LLP notes indeed significant European added-value, through an enhanced policy cooperation and an increased European dimension. Institutional beneficiaries acknowledge the benefits in terms of improved content and practice in education and training. In the school education sector, cooperation supported by the Comenius sub-programme will contribute to continuous improvement of teachers' pedagogical skills. eTwinning, an Internet exchange platform providing pedagogical support for school teachers will further stimulate innovation in European school and training cooperation very cost-effectively. The extension of similar facilities to adult learning, as started in 2012, will continue in 2013. Backed by the LLP 2011 interim evaluation results, DG EAC in 2013 will in particular continue promoting digital literacy and other transversal competences such as entrepreneurship education across the sub-programmes. Besides, in the framework of the expert group on media literacy, this DG will follow-up discussions on the inclusion of **media literacy** in the compulsory education curriculum (See below 4.3).

Lastly, with a view of reinforcing participation in the European project, attention will continue to be paid to increasing **knowledge about the European integration** process worldwide at the level of higher education institutions (see result indicator 21) and at school level, through the Jean Monnet sub-programme. In 2013 the Jean Monnet programme will further increase teaching of specific EU issues relevant for graduates in their professional life.

As for cooperation in higher education across the globe, the **Erasmus Mundus Programme 2009-2013** will carry on contributing to strengthening academic cooperation, mobility (see result indicator 13) and the development of relevant skills with a range of non-EU countries

¹⁹ ESN Survey 2011: Exchange, employment and added value.

raising the quality and attractiveness of EU higher education worldwide. The Erasmus Mundus joint programmes will continue to involve the best ranked EU Universities (see result indicator 3) and to meet very high quality standards as confirmed by external evaluation since 2008 (see result indicator 8). Besides, the interim evaluation report of the Erasmus Mundus II (2009-2013) programme has shown that its objectives remain highly relevant. Although some barriers to the programme implementation resulted from lack of legislation, differences in higher education systems or visa problems, the joint masters, doctoral programmes and mobilities are highly valued by EU and third country participants and contribute significantly to promoting excellence, building capacity and developing international cooperation. Results from projects on promotion of EU higher education worldwide are also used to feed into dialogue on higher education policies with strategic partners and regions. This is why these encouraging results will be pursued in 2013, in line with EU external relations priorities (see result indicators 32 and 34).

So as to allow the continuation and improvement of all these actions after the end of the programmes, DG EAC in 2013 will focus on finalising discussions and arrangements for the implementation of the new legal basis for the single programme "**Erasmus for all**" **2014-2020**, particularly as regards education and training. The Commission proposed in 2011 to merge notably the Lifelong Learning, Youth in Action and Erasmus Mundus programmes into a single programme "Erasmus for all".²⁰ It proposes to include new activities such as knowledge alliances and sector-based skills alliances to support a larger participation of enterprises (see result indicator 9) and therefore promote innovation and employability. It gives also a stronger focus to teachers and staff mobility to ensure long lasting impacts on education systems. As evidenced by the integration of the predecessor programmes into LLP, a wider single programme will increase again efficiency and effectiveness, while reducing the current risk of under-funding. Building on the success and good practices from current programmes, it will strengthen the links between the different education and training sectors, as well as between formal, informal and non-formal learning (see result indicator 16), and as such will improve the Programme's contribution to making lifelong learning a reality.

Education, research and innovation synergies

When it comes to fostering a better interaction between higher education, research and innovation, the following instruments contribute to address the general challenge of the knowledge triangle and to reach the objectives laid down in the **Innovation Union** flagship initiative (see 3.1).

The priorities of the **European Institute of Innovation and Technology (EIT)**²¹ remain the transfer of long-term innovation activities (e.g. at present ICT, climate change, sustainable energy) to commercial applications, in particular through start-up and spin-off enterprises (see result indicator 25). It will continue in 2013 to promote and integrate the three components of this triangle in an innovative way.

Considering that the first Knowledge and Innovation Communities (KIC) started their work in 2010 with the support of the EIT (75% of KIC budget coming from other sources of funding –

²⁰ COM(2011)788 of 23.11.2011.

²¹ Regulation (EC) 294/2008.

see result indicator 26) and that conditional financial autonomy was granted to the Institute in 2011 (see result indicator 22), DG Education and Culture will help the EIT in the course of 2013 to become fully operational and KICs to comply with their performance indicators (see result indicator 20) while preparing for the timely selection of future KICs.

Given the constrained timescale and its inherent novelty, the EIT has broadly met its key operational objectives according to its first external evaluation. Not only the population of organisations collaborating within KICs to the integration of the knowledge triangle (see result indicator 24) but also the dissemination of innovations beyond (see impact indicator 11) is being developed. However a number of tensions and challenges have been evident in the process of its establishment. Moreover the aforementioned Strategic Innovation Agenda package represents an exceptional challenge (see 3.1). That is why DG EAC will maintain in 2013 its temporary strengthened support to the EIT headquarters to optimise the EIT's capabilities and to facilitate its transition towards the future.

The Strategic Innovation Agenda proposal includes a draft amendment of the EIT Regulation. DG EAC will follow-up in 2013 the discussions on the adoption by the European Parliament and the Council of this initiative.²² It complements the proposals made by the Commission in the context of the next **Framework Programme for Research and Innovation, Horizon 2020**. For the period 2014-2020 the EIT will indeed contribute inter alia to the pillar "Tackling societal challenge" of Horizon 2020 from which it will receive a financial contribution.

Moreover there is further scope to support at EU level the interaction between higher education and the wider economy. Recent European pilot projects to foster the development of structured partnerships – "**knowledge alliances**" - bringing together businesses with higher education institutions to design and deliver new courses have already produced promising results and should be developed further. For that purpose in 2013 the establishment of Knowledge Alliances will be supported through the Lifelong Learning Programme (see result indicator 9).

Finally, although part of another activity-based budget, **Marie Curie Actions** operate simultaneously in the fields of research and education, ensuring equally the reinforcement of the knowledge triangle (See below 4.2).

²² COM(2011)817 and COM(2011)822 of 30.11.2011.

ABB ACTIVITY 15.02:

LIFELONG LEARNING, INCLUDING MULTILINGUALISM

SPECIFIC OBJECTIVE 1:

**Modernisation and reform of EU education and training systems
in line with the 'Europe 2020' strategy and the Youth on the Move initiative**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
1. Number of Member States making use of the results of the education and training Open Method of Coordination (OMC) in their national policy development	About a third of Member States reported that they used these results in adjustments of their systems (Confirmed by the NRP in 2012). 2012: in the ET2020 work programme 8 (out of 16) OMC working groups directly support Member States in the implementation of the Country Specific Recommendations.	National policy makers take the relevant information/results available from the education and training OMC as assessed from National Reform Programmes and related Education Council debates.
2. Share of peer-learning activities involving relevant civil society stakeholder alongside Member States representatives	All peer learning activities (e.g. Thematic Working Groups including on ESL or ECEC) included social partners and relevant stakeholders.	All peer learning activities continue to involve representatives of the European social partners and relevant stakeholder organisations every year. Particular attention is given to the participation of Roma organisations
3. <u>New indicator</u> : Number of Member States taking an active role in the peer review of education and training policy responses	2012: 24 Member States took part in a pilot peer review exercise linked to the Europe 2020 objectives.	Peer reviews become an integrated part of cooperation between Member States where specific issues be discussed in greater depth in an open and transparent manner.
4. Europe wide coverage of societal impact of education and training by a set of valid, comparable and relevant indicators and benchmarks endorsed by Member States	The monitoring of the two Headline targets – Early School Leaving and Higher Education attainment rates were ensured through the appropriate indicators. Progress is reported annually by the Commission in the context of the strategic framework for European cooperation in education and training ("ET 2020") on 7 benchmarks out of 12 proposed. (There are data developments and/or data quality concerns regarding remaining benchmarks.) Work on the first edition of the Education and Training Monitor was finalised in 2012.	Coverage of Europe 2020 and ET 2020 indicators according to the Joint Assessment Framework by 2014

5. Number of EU universities involved in Erasmus Mundus that are among the 100 best-ranked EU Universities in the Shanghai ranking ↑	91 out of the 100 (65 in 2009; 76 in 2010 and 81 in 2011)	By end of 2013 up to 93 universities.
Structuring effect on employment conditions of researchers²³ 6. Number of EU universities involved in Marie Curie that are among the 100 best-ranked EU Universities in the Shanghai ranking √	The target of 100% for the first indicator has been reached since 2010.	80% by 2013
7. % of Marie Curie funded researchers (trained on universities) going to the Top 500 world universities in the Shanghai ranking ↑	2012: 76,4% 2011: 75.2% 2010: 75.6%	
8. Quality of Erasmus Mundus Joint Masters and Doctoral programmes	At least 80% of the assessed programmes ²⁴ met very high quality standards and fewer than 5% of courses can be considered to be underperforming (end 2010) The quality assessment is an on-going exercise and best practice feeds the excellence website. The next data will be available in 2013.	Increase in quality measured through a quality review of Erasmus Mundus courses to be developed in 2013
9. <u>Revised indicator</u> : Cooperation between universities and the business world measured by the number of their pan-European structured partnerships ↑	2011-2012: 6 new Knowledge Partnerships established involving 50-60 business and higher education institutions	By 2013: 15 Knowledge Alliances partnerships established By 2020: 200 Knowledge Alliances established involving 1.500-2.000 business and higher education institutions

²³ The Marie Curie Actions have a structuring effect on employment conditions and training of researchers in Europe but also in third countries. They foster for instance open recruitment procedures, equal opportunities and offer attractive working conditions for researchers which do not always exist at national level. The percentage of MCA researchers going to the top world universities therefore not only monitors the excellence of MCA beneficiaries but also shows the potential impact of EU action on the top world universities.

²⁴ Evaluation of quality delivered by Erasmus Mundus institutions: www.emqa.eu/

10. Number of Member States with structured induction programmes for new teachers	10 Member States have introduced such systems at least in certain parts of their territory. (Source: Eurydice. Next Data in 2013.	All Member states make appropriate provision for all new teachers to participate in a programme of induction offering both professional and personal support during their first years in a teaching post
11. Impact of European policy cooperation activities on Adult Learning as reported at national level	The importance of intensifying work in this area is underlined by the fact that participation in adult/lifelong learning fell to 8.9% in 2011 In 2011, a renewed European Agenda for Adult Learning stressed the importance of further European cooperation as a stimulus for reform of adult learning at national level. In 2012, the national coordinators from 33 countries and 17 European/international associations met for the first time to launch the implementation of the European Agenda. Coordinators from 28 countries submitted activity plans.	Increase in impact as measured by the evaluation.
12. Degree of implementation of the VET modernisation agenda of the Copenhagen process as reviewed in Bruges 2010, measured by the implemented short term deliverables.	A continuous monitoring is being prepared with CEDEFOP: first data from Member State progress reports were received in 2012 and have fed into the aforementioned initiative "Rethinking Education".	By 2014 all Member States have initiated concrete activities in line with the short term deliverables of the Copenhagen process.

Policy outputs to be delivered in 2013 and beyond

Initiative from the Commission Work Programme 2013:

Commission Communication on the internationalisation of Higher Education (1st Quarter 2013)

A growing number of higher education institutions enrol students from non-EU countries, exchange students, staff and knowledge, and engage in international academic and research cooperation. As requested by the Council of the EU, the Commission will issue in 2013 a Communication dealing with the internationalisation strategy of the EU higher education sector. In an increasingly interdependent world, a strategic way of addressing global challenges for the EU is through higher education partnerships which can generate research and teaching capacity, and empower universities as agents of knowledge transfer.

Other initiatives

Commission Communication on Opening Up Education (2nd Quarter 2013)

Europe must be able to handle the explosion in internet use and to fully exploit the efficiency gains and innovative services allowed by major online developments. The Commission will adopt in 2013 a Communication on Opening up Education providing policy guidance to bridge the gap between the widespread use of ICT in society and its reduced uptake in education systems and to tap into the potential of Open educational resources (OER). The communication will be based on the analysis of the impact of providing EU support to up-scaling access and use of OER and ICT, establishing quality parameters and certification processes for OER, developing ICT-enabled teaching practices and creating a EU dimension for online education. The Communication will be accompanied by a Staff Working Document describing the current state-of-play across all Member States.

Commission Report: Policy Framework to Combat Low Achievement in Basic Skills (4th Quarter 2013)

The report aims to provide Member States with policy guidance for reaching the 2020 benchmark on reducing low achievement in basic skills below 15% and to increase basic skills of low skilled adults. It will cover literacy, mathematics, science and digital literacy and extends to early childhood, school and adult education. The policy framework proposed will help Member States to increase policy effectiveness and to focus on priority intervention areas. It will help to target better education spending and structural funds on basic skills improvement and will strengthen the monitoring of country-specific recommendations in that respect.

Commission reports on the evaluation of transparency and recognition tools: the European Qualification Framework, Europass, and the European Quality Assurance Reference Framework for Vocational Education and Training (2nd Quarter 2013)

These three Commission reports to the European Parliament and the Council will review the results of the implementation of the European Qualification Framework (EQF) and Europass, on the one hand, and the VET quality assurance, on the other one, as transparency tools for recognition of qualifications and skills with a view to launch of a European Area for Skills and Qualifications. They will be based on the external evaluation foreseen in the legal basis for each instrument (Commission Decision 2241/2004/EC, Council Recommendations 2008/C 111/01 and 2009/C 155/01).

Commission staff working document - Education and Training Monitor 2013 (4th Quarter 2013)

This new type of reporting will present quantitative information and comparative analysis that will back up the country-specific assessment during the European Semester and the drafting of Country-Specific Recommendations in the field of education and training (ET). The insight it provides will also help to inform work under the ET 2020 strategy, such as peer-learning, the identification of good practice or the stakeholder debate. The goal is to foster evidence-based policy making. It draws on the Europe 2020 working methods, in particular the Joint Assessment Framework, with a view to ensuring consistent assessment of progress across Member States.

Commission services working paper on progress in the development of quality assurance systems in higher education in the various Member States and on cooperation activities at European level (2nd Quarter 2013)

Offering a sufficient level of comparability of higher education quality across borders is an important precondition for the cross-recognition of degrees and the promotion of individual mobility. Quality Assurance agencies operating in this field face a challenge to achieve sufficient credibility to generate the necessary level of mutual trust. The Commission is required to present triennial reports on progress in the development of Quality Assurance systems in higher education in the Member States and on cooperation activities at European level. Allowing registered Quality Assurance agencies to perform their activities across the European Higher Education Area was a recommendation of the Bologna Ministerial conference in Bucharest. Besides considering the extent to which the recommendations in the 2009 report have been taken on board by the Quality Assurance community, the second report will analyse new activities and broader developments since 2009, notably the implementation of the European Standards for Quality Assurance, the European Quality Assurance Register and the European Association for Quality Assurance in Higher Education.

Expenditure-related outputs to be delivered in 2013

Grants to some 171 multilateral projects, 28 networks and 17 accompanying measures; 250 study visits for approximately 2.700 participants; Grants to CEDEFOP – 17.433.900 EUR (community subvention 2013) and ETF – 20.144.500 EUR

Management of the network of Bologna national teams, including the selection and award of ECTS/DSQ labels to higher education institutions.

Grant agreement network Literacy organisations: the total budget earmarked on the LLP programme for the co-financing of this new network of Literacy organisations is € 3 million over September 2013-December 2015.

Financial support to two networks of scientific experts in the fields of economics of education (EENEE) and social aspects of education and training (NESET) as well as one network of knowledge brokerage initiatives.

Progress in the implementation of the European Agenda for Adult Learning will be reviewed in a joint DG EAC – UNESCO UIL Conference hosted by Lithuania.

Funding of a number of studies in the framework of the Agenda for the modernisation of Higher Education:

Co-funding of the portal "Education and Skills on line assessment" – an OECD initiative supported by the Commission. This innovative tool will allow individuals to assess their literacy, numeracy and problem solving in rich technological

environments, based on PIAAC test instruments in comparison to national and international results available. This tool might be particularly appropriate for people who want to return to work or to education.

Funding with Eurostat the costs of collecting for the first time in 2014 data on initial VET mobility through household surveys and improvement of data registers on credit mobility in higher education.

Other relevant activities to be implemented in 2013

Education and training related contributions to:

- the Europe 2020 European Semester, preparation of Annual Growth Survey, analysis of Member States' National Reform Programmes and preparation of country specific recommendations
- the open method of coordination set up by the Strategic Framework for European cooperation in education and training (ET2020)
- the preparation for the implementation of the Commission Proposal for a decision of the European Parliament and the Council on the "Erasmus for all" Programme (2014-2020), particularly as regards cooperation and policy support, in view of its adoption by ordinary legislative procedure.
- the preparation of the next Cohesion Policy programmes by contributing to the discussions on the Partnership Agreements and Operational Programmes
- the European Year of citizens.

Council conclusions on Rethinking Education (February 2013)

Commission activities on Education for Growth to strengthen commitment to a skilled and continuously trained and re-trained workforce by:

- monitoring actions taken by Member States to prioritise growth-enhancing expenditure and developing an evidence-based framework to analyse the efficiency of public spending for quality education and training;
- initiating a debate at EU level with relevant stakeholders on the benefits of investment in different education and training sectors (vocational training, adult learning, higher education) and ways to increase the efficiency of spending;
- exploring with Social Partners at EU level the options for increasing exponentially the level of training provision for adults working in companies, with a view to re-skilling and up-skilling the workforce.

Development of an evidence-based framework to analyse the efficiency of public spending for quality and training to strengthen Member State commitment to a skilled and retrained workforce

Strengthening the governance of ET 2020 through peer reviews, peer learning activities, the OMC Thematic Working Groups²⁵, the Education, Training and Youth Forum and the European Monitor

Pilot scheme for a new independent multi-dimensional international transparency and information tool for benchmarking higher education performance in the framework of the Innovation Union flagship initiative and the Modernisation Agenda for Higher Education.

Development of indicators and an initial baseline picture for a Mobility Scoreboard to show progress in reducing obstacles to learning mobility, in line with the 2011 Council Recommendation promoting learning mobility of young people

Knowledge Alliances projects 2013 will be part of multilateral projects under LLP, aiming to fund partnerships bringing together businesses with higher education and training institutions to design and deliver new curricula, new courses, to develop new and innovative ways of delivering and utilising education and knowledge, and to facilitate the flow of knowledge between higher education and companies.

Launch of a network of Literacy organisations in 2013 (see above under budget-related output), as a follow-up to the conclusions from the High Level Group of experts on Literacy and as proposed in the 2012 Council Conclusions on Literacy, so as to mobilise a broader range of stakeholders. The network should be a practitioners' network to support the dissemination of programmes and interventions and to form joint literacy campaigns.

²⁵ Entrepreneurship Education, Professional development of VET trainers, ICT and Education, Quality Assurance in Adult Learning, Financing Adult Learning, Modernisation Higher Education, Professional Development of Teachers, Mathematics, Science and Technology, Languages and Employment, Early School Leaving, Early Childhood Education and Care

SPECIFIC OBJECTIVE 2:

In the context of Europe 2020, develop an European area of skills and qualifications in the context of 'Youth on the Move' foster mobility in view of strengthening Europe's competitiveness and inclusiveness, building its knowledge-intensive economy and deepening the sense of European identity and citizenship

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
<p>13. Participation in individual mobility activities</p> <p>For schools: ↑</p> <p>For vocational students: ↑</p> <p>For adult learners: ↑</p> <p>For higher education: ↑</p>	<p>Individual mobility grants financed by the LLP in 2012:</p> <p>Comenius: <i>until October 2012</i> 13,000 for teachers, assistants and pupils (12 186 in 2009; 13 977 in 2010; 14,407 in 2011).</p> <p>Leonardo da Vinci: 83,000 placements in enterprises. (2011: 63,500)</p> <p>Grundtvig: <i>until October 2012</i> 4,190 for adult learners (4,420 in 2011; 3,627 in 2010; 3,540 in 2009) 2,440 for staff (2.800 in 2011; 2,595 in 2010; 2,483 in 2009)</p> <p>Erasmus 2010/11: 2.5 million students until mid-2011 (2.15 million to 2009) 231,000 Erasmus student mobility periods (4.5% of the annual overall number of European higher education graduates), including 40,900 placements in enterprises. (2009/10: 213,000 and 35,500 respectively)</p>	<p>Targets for the LLP:</p> <p>Particular attention is given to gender balance</p> <p>Comenius: 14,000 individual mobility grants per year in 2013; participation of at least 600 pupils in new Comenius Individual Pupil Mobility action in school year</p> <p>Leonardo da Vinci: 90,000 placements in enterprises in 2013</p> <p>Grundtvig: 7,000 individual mobility grants for staff and adult learners per year by 2013</p> <p>Erasmus: at least 3 million individual participants in student mobility by 2013 since the start of the Erasmus action in 1987</p> <p>45,000 placements in enterprises in 2013</p>

<p>For researchers: ↑</p> <p>Towards third countries: ↑</p>	<p>Mobility financed by the Marie Curie Actions in FP7 from 2007 until 2012:</p> <p>About 44,000 fellows (33,400 until 2011).</p> <p>Erasmus Mundus 2012: 2,238 individual mobility grants for students and 340 for academics in 2013 (2,216 and 469 in 2012).</p> <p>Under Action 1, since 2009 up to now, the programme has allocated scholarships to over 6,500 students and more than 1,400 academics</p> <p>Up to now about 55% male and 45% female (increasing balance).</p> <p>Bilateral cooperation projects with Industrialised Countries: 5,153 individual mobility grants for students and 2,448 for staff members between 2006 and 2011 plus 130 Schuman-Fulbright grantees between 2006 and 2011</p> <p>Due to severe cuts in their respective annual budgets, both the U.S. and Canada governments cancelled bilateral calls foreseen until 2013. These cancellations lead to a significant decrease in the number of individual mobility grants for students.</p>	<p>50,000 fellows funded under FP7 by 2013</p> <p>Erasmus Mundus (Action 1 under the responsibility of DG EAC): 12,000 individual mobility grants for students and 4,000 for academics from 2009 to 2013.</p> <p>Particular attention is given to gender balance.</p> <p>Bilateral cooperation projects with Industrialised Countries: 7,750 individual mobility grants by 2013 (target downsized in 2011 from 10,500 to 7,750 due to the lack of matching funds from US and Canada).</p>
<p>14. Number of Higher Education institutions using European reference tools and having been granted the labels based on excellence</p> <p>↑</p>	<p>4,656 institutions holding the Erasmus University Charter for the academic year 2012/2013 (4,880 in 2011/12). The difference is explained by mergers of institutions).</p> <p>13 Higher Education institutions (HEIs) obtained the ECTS label in 2011 (5 in 2010; 23 in 2009).</p> <p>2012: streamlined application procedure and improved communication with HEIs, as planned, resulting in doubling the number of applications compared with 2011. This is likely to result in a greater number of institutions receiving the ECTS label.</p> <p>59 HEIs obtained the DS label in 2011</p>	<p>4,900 institutions holding the Erasmus University Charter by 2013</p> <p>100 universities that obtained the ECTS label during the period 2009- 2012 (data available in 2013)</p> <p>200 universities that obtained the DS label during the period 2009-2012 (data available</p>

	(53 HEIs in 2010 and 52 in 2009). 2012: Given the trend per year, the DS label target is likely to be met	in 2013)
15. Implementation of the European Qualifications Framework for Lifelong Learning (EQF): number of countries with national qualifications frameworks and number of countries having referenced their frameworks to the EQF. X ↑	2012: respectively 16 countries and 15 countries 2011: 12 2010: 4	By end 2013, 27 countries have referenced their levels to the EQF (postponed from 2011).
16. <u>New indicator</u> : Implementation of the Council Recommendation on validation of non-formal and informal learning: number of countries who have put in place national arrangements coherent with their National Qualifications Framework	Monitoring of the recommendation starts in 2013	By 2015 half of the Member States have put in place systems of validation of non-formal and informal learning. The process should be completed for all countries in 2018.
17. Implementation of the European reference tools in VET European Credit system for Vocational Education and Training (ECVET) and European Quality Assurance Reference Framework (EQAVET)	ECVET implementation: <ul style="list-style-type: none"> • Relevant reference documentation created at EU level to support the implementation by Member States (2012: European templates are in the test phase) • Up to 2012: 25 Member States have set up National Teams of ECVET experts (almost 200 experts in total) and 23 national coordination points were set up, often with shared responsibilities for quality assurance or qualifications frameworks . • Although the extent to which Member States implement ECVET varies greatly, the overall commitment significantly increased across Europe and several Member States have started to connect the credit system to major VET reforms 	By 2013 Member States have created the conditions and adopted the measures for ECVET to be gradually applied to VET qualifications (postponed from 2012)..
	EQAVET implementation: <ul style="list-style-type: none"> • EQAVET network has made available implementation tools at Member State level 	The Commission will report on external evaluation to the European Parliament and the Council in 2013.

	<ul style="list-style-type: none"> • 2012: First external evaluation of the implementation at Member State level launched and first progress reports submitted by Member States. • Progress in terms of establishing national approaches (in 17 countries mid-2011) and structures, including national reference points (in 20 countries mid-2011). <p>(Source: secretariat of EQAVET network)</p>	
<p>18. Availability and use of Europass CV and related tools</p> <p>↑</p>	<p>Circa 20 million Europass CV generated online since 2005 (15 million up to 2011), plus circa 330,000 Language passports and 300,000 Europass Mobility documents.</p> <p>2012: The revamp of the Europass portal, the development of the European Skills Passport and the first issue of the new tri-annual Europass Newsletter were launched.</p>	<p>By 2015, 25 million Europass CV generated online since 2005 and 5m people should be able to attach their skill passport to their Europass CV.</p>
<p>19. Access to learning opportunities provided by national and European databases PLOTEUS .</p>	<p>A common technical platform has been established for the information services of EQF and Ploteus, as a first step towards a merge of the two portals.</p>	<p>By 2013, a joint EQF/ PLOTEUS website should be achieved, offering search functions on both learning opportunities and qualifications (postponed from 2012).</p>
<p>20. LLP contribution to Equal opportunities, i.e.:</p> <p>- fight against discriminations based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation)</p> <p>and</p> <p>- contributes to social cohesion</p>	<p>30 % of centralised projects focus on at least one of the target groups / topics in 2009 – 2011. Data for first half 2012 not yet available.</p>	<p>2012 (data available in 2013): at least 35 % of centralised should include an equal opportunities dimension / focus on the target groups.</p>
<p>21. Deepening the sense of European identity and citizenship through formal education</p> <p>↑</p>	<ul style="list-style-type: none"> • 207 projects selected for 2012 Jean Monnet including Learning EU at School (compared to 160 in 2011). 	<p>Yearly increase in the number of Jean Monnet projects (depending on the available budget)</p>

Policy outputs to be delivered in 2013 and beyond

See Commission reports under objective 1.

Expenditure-related outputs to be delivered in 2013

Individual mobility grants under the Lifelong learning programme (+/-variation 2012/2011):

Comenius: 15,000 individual mobility grants for assistantships, in-service training and pupils per year
Erasmus: 183,659 student mobility grants, including 45,000 placements; 50,000 (+5,000) staff mobility grants
Leonardo da Vinci: 90,000 mobility grants, including placements in enterprises and mobility of apprentices
Grundtvig: 2,600 (=) individual mobility grants for assistantships, in-service training, visits and exchanges

European partnerships and projects under the Lifelong learning programme:

Comenius: 5,500 new grants each year to partnerships involving schools, teachers and pupils and 600,000 pupils involved in new projects; more than 500 regions involved in new Comenius Regio projects each year
E-Twinning: around 200,000 teachers registered in the eTwinning platform in 2013, around 12,000 schools taking part in approximately 6,000 projects implemented during a school year.
Erasmus: 540 intensive programmes including intensive language courses, 68 centralised projects
Leonardo da Vinci: 1,000 partners involved in partnerships; 300 transfer of innovation projects
Grundtvig: 2,050 (+50) grants to organisations participating in Partnerships Learning Partnerships, 200 (-50) grants for Workshops dealing exclusively with literacy and 160 grants for organisations participating in Senior Volunteering Partnership projects)

Jean Monnet: more than 200 project grants to higher education institutions in European integration studies; 7 operating grants to the specified institutions (College of Europe– Bruges and Natolin campuses – EUI, EIPA, ERA, CIFE, Agency for Special Needs Education); 15 operating grants to European associations active in education and training. Two contracts of action grant to the College of Europe, one for the Bruges campus and one for the Natolin campus – for implementing a "preparatory action" to cover cost of studies for persons specialising in the European Neighbourhood policy (ENP) and for related academic activities and other educational modules, including the functioning of the ENP Chair at the Natolin campus of the College of Europe

Erasmus Mundus: 138 joint masters programmes (+30 selected; net increase in funded masters programmes +7), 43 joint doctoral programmes (+9), 904 scholarships offered to third-country students and 626 scholarships to EU students, 265 scholarships offered to third-country academics and 75 scholarships to EU academics.

Other relevant activities to be implemented in 2013

- Preparation for the implementation of the Commission Proposal for a decision of the European Parliament and the Council on the "Erasmus for all" Programme (2014-2020), particularly as regards mobility, in view of its adoption ordinary legislative procedure.

SPECIFIC OBJECTIVE 3:

**Building the basis needed for the EIT to operate independently
in view of pursuing world-class innovation in an innovative way**

<i>Result Indicators²⁶</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
22. Ability for the EIT to operate independently beyond the initial phase	<p>2011: Conditional financial autonomy was granted to the EIT. However, DG EAC has maintained enhanced verification in two areas which account for the majority of the EIT expenditures (i.e. KIC grant management and high value tender procedures).</p> <p>2012: A further analysis of the current capacity of the EIT headquarters has revealed that further systematic action is needed to address current existing shortcomings. As a result, an action plan for supporting the EIT headquarters was agreed.</p>	The EIT obtains its full financial autonomy by 2013 (postponed from Management Plan 2010)
23. The extent to which Knowledge and Innovation Communities (KIC) exist, produce results, and are sustainable	<p>Three KICs are operational since 2010 in 3 areas: climate change, sustainable energy and information and communication technologies.</p> <p>Results expected from KICs over 7 years and monitoring mechanism were defined in 2011 and will be known in 2013.</p>	Compliance of KICs and of EIT with their key Monitoring and Performance Indicators, as regularly measured by the newly adopted Monitoring Mechanism.
24. <u>New indicator</u> : Wider <u>population</u> of organisations collaborating to the integration of the knowledge triangle (research, innovation and education) within KICs	2012: 200 organisations from Universities, business and research	By 2020: 540 organisations
25. <u>New indicator</u> : development of start-ups/spin-offs and <u>innovative products/processes</u> where market failures lead to a sub-optimal provision	2012: 6 start-ups/spin-offs 750 innovations	By 2020: 600 start-ups/spin-offs created and 6000 innovations in existing businesses developed by KICs students/researches/professors including EIT labelled degrees
26. <u>New indicator</u> : enhanced leverage effect of the EIT on private and other public financial sources	2010 - 2012: 610 million.	By 2020: 8.890 billion Euros from non-EIT financial sources mobilised, corresponding to 75% funding of the total KICs budget (leverage effect of public and private sources)

²⁶ Indicators for this specific objective have been completed four years after the creation of the EIT, so as to move from the set-up indicators initially established to result-oriented indicators.

<i>Policy outputs to be delivered in 2013 and beyond</i>
<i>Expenditure-related outputs to be delivered in 2013</i>
<p>1) Knowledge and Innovation Communities (KICs): Support the three existing ones and prepare the selection of the next wave of KICs Furthermore, the EIT will actively promote, inter alia, the EIT-labelled degrees by monitoring their quality and coherent implementation across KICs. Specifically, the EIT will:</p> <p>2) Foster the role of the EIT as an institute at the service of Europe The EIT will actively promote the dissemination of good practices in order to develop a common innovation and knowledge sharing culture. By sharing good practices, as well as new governance and funding models from the KICs, the EIT will ensure that knowledge is disseminated for the benefit of people and institutions, including those not directly participating in the KICs. The EIT will lay down the foundation for the launching of a 'EIT 'fellows' scheme in 2014, allowing high talent people from across the EU to get involved in the activities of KIC co-location centres for a limited period of time and gradually build a network of graduates from EIT/KIC educational and training activities ('EIT alumni').</p> <p>3) Deliver a Simplification agenda and put in place a full-fledged results-oriented monitoring system: The EIT will improve its monitoring, reporting and funding processes and establish a sound and results-oriented monitoring system.</p>
<i>Other relevant activities to be implemented in 2013</i>
<p>Adoption by EP and Council of the EIT Strategic Innovation Agenda and amended Regulation of the EIT as key player implementing the pillar "Tackling societal changes" within the Framework Programme for Research and Innovation– Horizon 2020.</p> <p>Input into the preparation of the next Framework Programme for Research and Innovation– Horizon 2020 as EIT will be one of its key players implementing the pillar "Tackling societal changes" of Horizon 2020.</p>

SPECIFIC OBJECTIVE 4:

Make Multilingualism a reality enabling European citizens to use several languages, to access other cultures and to participate as active citizens in EU political and economic life, benefitting from better communication, inclusiveness and wider employment as well as business opportunities

<i>Result Indicators²⁷</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
27. Number of foreign languages taught in the Member States ↔	2010: Number of foreign languages taught on average to each pupil: Lower secondary education: 1.5 (unchanged since 2007). Upper secondary general education: 1.6 (unchanged since 2007). Upper secondary vocational education: 1.2 (+0.1 percentage point in comparison to 2009) (Eurostat, UOE)	The number of foreign languages taught in the Member States to each pupil in secondary education (lower - ISCED level 2 – and upper – ISCED level 3) should be closer to 2.0 by 2020.
28. <u>New indicator</u> : Percentage of pupils reaching the level of independent user in the first foreign language at the end of lower secondary education	2012: 42% (Source: European Survey on Language Competences – next data in 2017)	By 2020, at least 50% of 15 year-olds in lower secondary education (ISCED level 2) in EU countries participating in the ESLC should attain the level of independent user of a first foreign language
29. Percentage of pupils learning two or more foreign languages in lower secondary education ↑	2010: 60.8% 2007: 54.0% (Eurostat, UOE)	By 2020, at least 75% of pupils in lower secondary education in the EU (ISCED level 2) should study at least two foreign languages (reduced from 80%)
30. Percentage of citizens able to speak one foreign language ↓	2012: 54% 2005: 56% (Source: Special Eurobarometer 2012)	65% of citizens able to hold a conversation in one or more foreign languages by 2020
<i>Policy outputs to be delivered in 2013 and beyond</i>		
<i>Expenditure-related outputs to be delivered in 2013</i>		
20 to 25 multi-lateral projects, 1 to 3 accompanying measures projects and 2 to 6 networks in the framework of the Lifelong		

²⁷ Indicators fine-tuned and completed this year based on the findings of the first European Survey on Language Competences released in 2012. The break down along education type or level reveals more subtle evolutions. The average number of language taught and the share of pupils learning two languages are not fully correlated.

learning programme

Other relevant activities to be implemented in 2013

Preparation for the implementation of the Commission proposal for a decision of the European Parliament and the Council on "Erasmus for all" programme 2014-2020, especially as regards the cross-cutting area of multilingualism, in view of its adoption by ordinary legislative procedure.

Council conclusions on a European benchmark of language competences (November 2013), as a follow-up to the Communication Rethinking Education.

Commemoration of the European Day of Languages and European language label of the Labels Award.

SPECIFIC OBJECTIVE 5:

Bring other countries' experiences into internal EU policy dialogue and programme formulation, enable partner countries to benefit from EU achievements, and support people to people contacts and mutual understanding

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
31. Number of candidate countries or potential candidates integrated into learning programmes	<p>2011: 3 candidate countries participating fully in LLP and Youth in Action (Iceland, Turkey and Croatia).</p> <p>2012: Serbia and the former Yugoslav Republic of Macedonia started to participate in the centralised actions of LLP.</p> <p>Preparatory measures resumed for full participation of the former Yugoslav Republic of Macedonia in LLP</p>	<p>Beginning of 2013: MoU to be signed with Montenegro and possibly Albania for their participation in the LLP centralised activities</p> <p>End of 2013 : new MoU to be signed with the Western Balkan countries for their participation in Erasmus for All (centralised activities)</p> <p>2014-2016: Preparatory measures for participation of Western Balkan countries in the decentralised actions of the Erasmus for All programme</p> <p>By 2020, full participation of some Western Balkan countries in the decentralised actions of Erasmus for All (depending on their capacity)</p>
32. Sustained policy dialogue with partner countries' on the modernisation of education and training systems following EU best practices	<p>Enlargement process:</p> <p>2011:</p> <ul style="list-style-type: none"> • Iceland: negotiations on education and culture provisionally closed • Serbia: Commission opinion on application • Montenegro: screening on Chapter education and culture completed • All Western Balkan countries: Strategy adopted for progressive integration into the EU policy cooperation frameworks and programmes started to be implemented <p>2012: Western Balkan Platform on education and training launched (meeting at ministerial level, regional Conference on Higher Education).</p>	<p>Enlargement process</p> <ul style="list-style-type: none"> • Western Balkan Platform (2013): survey on the education and training of primary and secondary teachers, 2nd ministerial meeting.
	<p>Neighbouring countries</p> <p>Contribution to the 2013 ENP package, making an assessment of implementation of the reinforced ENP adopted in 2011 (including increased budget for international cooperation programmes).</p> <p>Follow-up activities of the Dialogue with</p>	

	<p>Southern Mediterranean countries: Large information campaign on EU cooperation programmes (December 2012-January 2013).</p> <p>Eastern Partnership countries Around 20 annual events gathering experts from higher education, research, youth, and culture fields from Eastern Partnership countries organised under "Platform 4"</p>	<p>South Mediterranean countries (2013): Thematic conference on quality assurance, credit mobility and related recognition issues. Awareness raising event on Erasmus for All (Cyprus).</p> <p>Eastern Partnership countries: Launching the extension of the eTwinning programme to EaP countries. Awareness raising event on Erasmus for All (Lithuanian Presidency)</p>
	<p>Africa Successful implementation of the African Higher Education Harmonisation and Tuning pilot initiative involving 60 African universities. Further policy workshops have taken place in the framework of the Africa-EU Joint Strategy, namely on responsive postgraduate education and on links between academic cooperation and research collaboration.</p> <p>South Africa Policy dialogue now formalised with the signature of a Joint Declaration in Education and Training.</p> <p>Policy Dialogue meetings 2012: policy dialogues in education and training pursued with several countries and in particular:</p> <ul style="list-style-type: none"> • Industrialised country (Australia); • Strategic partners among BRICS (China, South Africa). • Regional policy dialogue meeting with seven South Mediterranean states and territories. <p>In most cases, events were accompanied by joint studies or expert seminars.</p>	<p>Africa 2013: Successful completion of the African Higher Education Harmonisation and Tuning initiative. First discussions on credit transfer systems at regional and continental level 2014: Reinforced dialogue on quality assurance with the aim of supporting regional and continental recognition of qualifications. Mainstreaming of Tuning</p> <p>South Africa 2013: First senior officials meeting on internationalisation and quality of higher education.</p> <p>Industrialised Countries 2013: Senior officials meetings (Australia, USA, Mexico, Brazil, China)</p>
<p>33. Articulation of objectives and enhancement of outcomes of EAC programmes and policies with international partners</p>	<p>Active collaboration with relevant <u>international intergovernmental organisations</u> such as the OECD, Council of Europe and the UN family (mainly UNESCO) as well as non-state actors such as international umbrella networks (EUA, ACA, EAIE, etc).</p> <p>Promotion of European programmes and</p>	<p>Pursue collaboration with the OECD in country analysis, skills strategies and other issues of common interest in the context of the New Framework for Collaboration to be transformed in Memorandum of Understanding.</p> <p>Promotion of EU higher education programmes and achievements through</p>

	policy achievements for education outside the EU: (2012: "Study in Europe" stands at international higher education fairs in non-EU countries (Nairobi, Cape Town, Sao Paulo, Seoul, Beijing, Houston, Mexico City San Luis Potosí, Tokyo, Kiev, Moscow)	"Study in Europe" activities in world partner countries.
24. Increasing knowledge in partner countries on European integration and mutual understanding through formal education (Jean Monnet projects)	Over target since 2011 2012: Jean Monnet projects in 76 countries on the five continents in 2012. (2011 72 countries, 2010: 68 countries).	More than 70 countries by 2015. (Target to be revised according to new programme 2014-2020.)
<i>Policy outputs to be delivered in 2013 and beyond</i>		
<u>Initiative from the Commission Work Programme 2013:</u>		
Communication on the internationalisation of higher education (1st semester 2013) - See under objective 1		
<i>Expenditure-related outputs to be delivered in 2013</i>		
Cooperation with Industrialised Countries: : 6 bilateral double degree and 6 bilateral curriculum development projects; 1,800 individual mobility grants offered to EU and non-EU students..		
The recently completed fourth phase of the Erasmus Mundus Quality Assessment Project generated several policy-related instruments: a Handbook of Excellence for Doctorates.		
<u>Development of the Programme across third countries:</u>		
<ul style="list-style-type: none"> ✓ Results of the Africa Tuning pilot project and feasibility study. ✓ Teaching Education and Training in the Western Balkans study results ✓ Ministerial Meeting of Western Balkans Platform on Education and Training. ✓ Conference on quality, recognition and mobility in Southern Mediterranean countries. ✓ Second meeting of the dialogue of Southern Mediterranean countries on higher education. ✓ Awareness raising event on Erasmus for All for Southern Mediterranean countries 		
Lithuanian Presidency: Awareness raising event on Erasmus for All for Eastern Partnerships Countries.		
<i>Other relevant activities to be implemented in 2013</i>		
Preparation for the implementation of the Commission proposal on the new Erasmus for all programme 2014-2020, in particular the international dimension of the programme, in view of its adoption by ordinary legislative procedure.		
Cooperation with OECD on the PIAAC Portal Education and Skills Online Assessment.		
Cooperation with OECD on Country Analysis.		

4.2 PEOPLE: MOBILITY OF RESEARCHERS

The People Programme is a key component of the current Seventh Framework Programme (FP7), which has been brought under the responsibility of DG Education and Culture. The 'Marie Curie' Actions are opened to researchers from all nationalities and contribute to the competitiveness of Europe (see result indicator 1) by supporting a knowledge based economy (see 3.1). Against the background of growing competition at world level, these actions in 2013 will further encourage European researchers to stay in Europe and strive to attract the best from abroad (see result indicators 6 and 7 under 4.1). A particular focus will remain on the **mobility of young researchers** and the collaboration between young and "star" researchers so as to increase the employability (see result indicator 2) and the career prospects of the former in both public and private sectors.

The Marie Curie actions address major societal challenges by supporting a bottom-up approach and financing numerous interdisciplinary and international research projects. They lever additional financing from regional, national or private funds through the co-funding mechanism of individual fellowships dedicated to the experienced researchers. They have a pronounced **structuring impact on the European Research Area** by aligning national resources, influencing national fellowship programme design (see result indicator 3), but also by setting standards of attractive employment conditions and open recruitments for all EU-researchers (see result indicators 6 and 7 under 4.1).

Through the People Programme the cooperation between universities, research organisations and **businesses**, including SMEs, from different countries is strengthened. Businesses are encouraged to be more involved in the career development of experienced researchers as well as in doctoral training so that skills better match industry needs (see result indicator 4).

In line with the **Commission's Charter and Code for Researchers**, the Marie Curie Actions foster the development of an open European labour market for researchers free from discrimination and encourage the diversification of skills of researchers. Throughout Europe, they offer support to high quality training and active career development for researchers as well as knowledge-sharing between (public/private) sectors and research organisations. They allow for a strong participation of women in research and development (see result indicator 5).

In order to pursue these beneficial aspects, DG EAC will implement the 2013 Work Programme adopted by the Commission in 2012. Another particularly high priority for 2013 will be the preparation of the next **Framework Programme for Research and Innovation, Horizon 2020**, in which DG Education and Culture is already actively involved under the coordination of DG Research and innovation. In this context, DG EAC will also finalise a streamlined version of the new programme under Horizon 2020, the 'Marie Skłodowska-Curie Actions' with a reduced set of actions and common rules.

**ABB ACTIVITY 15.07:
PEOPLE: MARIE CURIE**

SPECIFIC OBJECTIVE 1:

To support training, transfer of knowledge and the structuring of the research careers through mobile researchers (European and International dimension)

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
1. Number of mobile researchers funded under the Marie Curie Actions ↑	44,000 researchers until 2012 33,400 researchers until 2011 21,000 researchers until 2010	50,000 researchers by 2013
2. Number of Marie Curie fellows who have employment positions two years after the end of the fellowship (only for individual actions) ↑	82% two years after the end of the fellowship (on the basis of the available follow-up questionnaires) ²⁸ 71% in 2011 on the basis of the available follow-up questionnaires 70.1% in 2010.	80% by 2013
3. Number of national/regional programmes newly opened-up to international mobility (among programmes funded by COFUND (Co-funding of Regional, National and International Programmes)) ↑	56 in 2012 Over target: 48 in 2011 38 in 2010	<u>New target:</u> 65 programmes by 2013 Former target (35 programmes by 2013) reached in 2010

²⁸ The number of follow-up questionnaires being still significantly low, this percentage might be overestimated at this stage.

SPECIFIC OBJECTIVE 2:

To foster the inter-sector mobility and the participation of women in research

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
4. Percentage of private enterprises as host organisation in actions supported by the "PEOPLE" Specific Programme (only for actions relevant to industry participation – Marie Curie Initial Training Networks (ITN) and Industry and Academia Partnership and Pathways (IAPP)) ↑	Over target: 24% until 2012. (More than 60% of private enterprises are SMEs) 22% until 2011 21% until 2010 19% in 2009	<u>New target</u> (since July 2012): 23.5% by 2013 Former target: (20% by 2013) reached in 2010 and 2011
5. Percentage of women participation in actions supported by the "PEOPLE" Specific Programme ↔	36.5% until 2012 ²⁹ 37.9% until 2011 (Data for IRSES not yet available) 37.8% until 2010 37% in 2009	40% by 2013

Policy outputs to be delivered in 2013 and beyond

- Work Programme of Marie Skłodowska-Curie Actions 2014 (in collaboration with DG Research and innovation)

Expenditure-related outputs to be delivered in 2013

Projects to be funded (comparison with 2011 targets):

135-140 Marie Curie Initial Training Networks (ITN) (110-120)

665-670 Intra-European Fellowships for Career Development (IEF) (650-655)

360-365 Marie Curie Career Integration Grants (520-525)

Unchanged Co-funding of Regional, National and International Programmes (COFUND) (35-40)

unchanged International Outgoing Fellowships for Career Development (IOF) (160-165)

unchanged International Incoming Fellowships (IIF) (215-220)

unchanged Researchers Night (NIGHT) (45-55)

unchanged Industry-Academia Partnerships and Pathways (60-65)

unchanged International Research Staff Exchange Scheme (IRSES) (125-130)

Final report of the FP7 MCA Interim evaluation: to be used as evidence/data output for the preparation of Marie Skłodowska-Curie Actions under Horizon 2020.

Results of the "Marie Curie researchers and their long-term career development: A comparative study"

²⁹ This percentage concerning women participation might not be totally representative as data for certain actions (IRSES, COFUND) were not fully available at the time of writing.

Other relevant activities to be implemented in 2013

Contribution to the implementation of the Commission Proposals for:

- an EP and Council Regulation establishing Horizon 2020 - the Framework Programme for Research and Innovation (2014-2020);
- a Council Decision establishing the Specific Programme Implementing Horizon 2020;
- a Regulation of the EP and the Council laying down the rules for the participation and dissemination in Horizon 2020.

4.3 DEVELOPING CULTURAL COOPERATION AND ENHANCING THE COMPETITIVENESS OF THE AUDIOVISUAL INDUSTRY IN EUROPE

An EU policy for cultural diversity

Union action under the European agenda for Culture (see 3.1) will continue in 2013 to include policy cooperation aiming for instance at the effective organisation of dialogue on cultural issues at European level (see result indicator 3), as well as better mainstreaming of the cultural dimension in other Union policies with a view to contributing to growth, employment and cultural diversity (see result indicator 5). At the international level, the Union plays a similar role of partner in the preservation and promotion of cultural diversity (see impact indicator 21) as well as the development of dialogue between peoples and cultures (see result indicators 10, 11 and 12).

In 2013, DG Education and Culture will further implement the Europe 2020 agenda in following-up the implications of the recent Commission Communication on the promotion of **cultural and creative sectors** for growth and jobs in the EU³⁰. DG EAC will continue to collaborate actively with other Commission services in order to foster at EU level the right environment for Cultural and Creative sectors to flourish. These contribute indeed to territorial development (see result indicator 4), innovation and job creation - e.g. European Capitals of Culture, translation of fiction, EU Prizes, etc. DG EAC will inter alia fully participate in the running of the "licensing Europe" stakeholder dialogue on copyright as well as in the in-depth inter-service review of the copyright framework.

Union action in this area will also continue in 2013 to take the form of financial support granted under the **Culture Programme 2007-2013**. The Programme co-funds trans-national cultural cooperation projects across all (non-audiovisual) cultural sectors. These activities will again take the form of festivals, master classes, international exhibitions, artistic tours, literary translations, conferences, projects involving cultural operators from different Member states, etc. The Programme will also provide funding to cultural bodies of European interest for their operating costs. Work in 2013 will confirm what the mid-term evaluation of the Culture Programme evidenced. The programme will continue to play a unique role in stimulating at EU level cross-border cooperation between cultural operators (contributing to Youth on the Move), promoting peer learning, artists mobility (see result indicator 6), circulation of works (see result indicator 7), contributing to equal opportunities (see result indicator 9), fostering the professionalisation and internationalisation of the sector (see result indicators 1 and 2), and helping the international careers of thousands of artists/cultural professionals as well as increasing the access of European citizens to non-national European works (see result indicator 8). Since its launch in 2007, millions of citizens have been reached directly and indirectly through the projects funded. The programme contributes to the development of content which is essential for growth and jobs (New Skills and Jobs flagship initiative), and stimulates innovation (Innovation Union agenda). So as to allow the continuation and improvement of this action after the end of the programme, DG EAC in 2013 will focus on finalising arrangements for the implementation of the new legal basis for the programme "Creative Europe" 2014-2020, including its strand dedicated to culture.³¹

³⁰ COM(2012) 537 of 26.9.2012.

³¹ COM(2011) 785 of 23.11.2011.

Another milestone in 2013 will be the discussions on the proposal made by the Commission in 2012 for a decision of the European Parliament and of the Council on **the European Capitals of Culture for the years 2020 to 2033**. The European Capitals of Culture (ECoC), which were created in 1985, have become a highly visible deliverable of the EU. Their aim is to promote cultural diversity and exchanges, as well as the long-term development of cities (see result indicator 4). As indeed the results of the ex-post evaluation of the 2010 Capitals of Culture confirmed ECoC stimulates investments in cultural and other infrastructure that would otherwise not have taken place. Cultural activities continue beyond the title year and can also have long-term positive impacts related to economic, social, tourism and urban development objectives. The leverage effect in some Capitals has been estimated to generate up to 8 euros in return per each euro invested and the title helps to generate between € 15 and 100 million investment in the cultural programmes of the cities. In 2013, this DG will prepare for Commission Recommendations for the European Capital of Culture 2017 and 2018.

ABB ACTIVITY 15.04: DEVELOPING CULTURAL COOPERATION IN EUROPE		
SPECIFIC OBJECTIVE 1: Create a supportive environment for artistic creation and cultural works/operators with a view to boosting the sector's contribution to creating jobs and economic growth		
<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
1. Information made available more systematically to artists and cultural professionals to foster their cross-border mobility within the EU (information on the administrative, legal, regulatory, fiscal etc rules applying to artists and cultural workers.	2011: The report on Information Standards for the Mobility of Artists and Cultural Professionals, produced as foreseen in the Work-Plan for Culture 2011-2014 by a Commission-convened expert group, was made available to the targeted policy makers in the EU.	As foreseen in the Work-Plan for Culture 2011-2014, the Commission will share good practice in managing information on the administrative, legal, regulatory, fiscal etc rules applying to mobile artists and cultural professionals, e.g. in organising thematic seminars until 2014.
2. Improvement of national systems and procedures affecting the mobility of artists and cultural workers	2012: As foreseen in the Work-Plan for Culture 2011-2014, the Open Method of Coordination working group set up in 2011 to assess mobility support programmes, identify barriers faced in particular by small-scale cultural operators and disseminate good practices, concluded its mandate in 2012 by adopting a <u>report</u> proposing five key principles to policy makers. It is too early to say how many Member States have improved their approach to artists mobility as a result, but a few have found it useful to translate the report in their national language.	As foreseen in the Work Plan for Culture 2011-2014, the Commission will facilitate the improvement of national systems and procedures affecting the mobility of artists and cultural workers, e.g. by setting two new Open Method of Coordination Working Groups as from 2013 on the following topics: Promotion of creative partnerships and artists' residencies.

<p>3. Increased availability and better quality of statistical data in the cultural field for policy makers at EU and national levels).</p>	<p>In 2012, as a result of a two year work, the ESSNet on Culture (Member State statistical services working together with Eurostat) produced its final <u>report</u>, including a set of recommendations to enhance the comparability of statistical data on culture in the EU. It is too early to analyse its impact on national statistical systems.</p>	<p>2013 onwards: have more comparable statistics on the cultural and creative sector produced, e.g. on cultural employment.</p>
<p>4. Contribution to regional development</p> <p>Positive cultural, social and economic benefits from the European Capital of Culture initiative for every Capital as measured through annual evaluations.</p>	<p>In 2012, a <u>policy handbook</u> was produced by the Member States experts group on Cultural and creative industries, on "How to strategically use the EU support programmes, including structural funds, to foster the potential of culture for local, regional and national development and the spill-over effects on the wider economy". Several EU regions are using this report to prepare their negotiation position to benefit from the structural funds.</p> <p>The evaluation for the 2011 Capitals confirmed that this action can efficiently contribute to the long-term regeneration of cities and their regions.</p>	<p>As foreseen in the Work Plan for Culture 2011-2014, the Commission will call for the optimisation of the contribution of Cultural and creative industries to regional development, e.g.:</p> <p>by setting two new working groups of Member States experts as from 2013 on the following topics : export and financial engineering for Cultural and creative industries .</p> <p>Confirmed positive benefits from every European Capital of Culture as measured through the next annual evaluation.</p>
<p>5. Incorporation of cultural aspects in Union action</p>	<p>The cooperation with other DGs has focused on the preparation of the 2012 Commission Communication on promoting cultural and creative sectors for growth and jobs in the EU, the new MFF, the new generation of EU instruments including Structural Funds and the incorporation of criteria related to cultural diversity in all Commission actions having an impact on the cultural sector</p>	<p>By 2013: contribution to the implementation of the Innovation Union (in collaboration notably with DG Regional Policy and DG Employment, Social affairs and inclusion)</p> <p>By 2013: Contribution to the implementation of the Digital Agenda (in collaboration with other DGs notably Internal Market and Services and Information Society and Media)</p> <p>By 2013: Contribution to the Package on the Modernisation of State Aid (in collaboration with DG Competition)</p> <p>By 2013: contribution to the "Licensing Europe" stakeholder dialogue on copyright and to the review of the EU copyright framework (in collaboration with DG Internal Market and DG Communications Networks)</p> <p>By 2014: Contribution to the Implementation of the Strategy on Intellectual Property Rights (in collaboration with DG Internal Market and Services)</p> <p>By 2014: Contribution to the</p>

		Implementation of the strategy on the future of VAT (in collaboration with DG Taxation and Customs Union)
<i>Policy outputs to be delivered in 2013 and beyond</i>		
<i>Expenditure-related outputs to be delivered in 2013</i>		
<i>Other relevant activities to be implemented in 2013</i>		
<p>Open Method of Coordination expert groups on cultural and creative industries, and skills and mobility.</p> <p>All the OMC working groups foreseen in the 2011-2014 Work Plan for Culture should be convened three times a year.</p>		

SPECIFIC OBJECTIVE 2:

Support European cultural cooperation by promoting intercultural artistic creation, new professional pathways for artists, increasing the circulation of cultural works throughout Europe as well as the audiences for non-national European works, with a view to promoting cultural diversity, enhancing intercultural dialogue, and promoting a sense of European citizenship

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
6. Transnational mobility of artists and cultural workers √	<p>The number of artists/cultural workers who were mobile as a result of the funding was estimated to be 19,423 in 2010.</p> <p>Next result data available in 2014/2015 as a result of the incorporation of this indicator in the application forms for the future Programme.</p>	<p>About 20,000 artists/cultural workers mobile each year as a result of the funding.</p> <p>Clear European added value from the funding under the Culture Programme to support these activities as measured by the final evaluation in 2014.</p>
7. Circulation of cultural works √	<p>On the basis of 2012 funding applications, several thousands of works circulated thanks to EU support to date.</p> <p>In the first semester of 2012 with the support of the Culture Programme: 531 books were translated (which makes a total of over 2,500 over the period 2007-2012), including 10 written by winners of the EU literature prize.</p> <p>Next data available mid-2013.</p> <p>24 books were translated into certain key dominant languages (EN, FR, DE) (24 in 2011, 25 in 2010). Translations into EN: 14 in 2012, 7 in 2011 (9 in 2010).</p> <p>Next results available mid-2013.</p>	<p>Clear European added value from the funding under the Culture Programme to support these activities as measured by the final evaluation in 2014.</p> <p>At least 500 books translated each year as a result of the funding.</p> <p>Increase in translations of books from less dominant to dominant languages funded by the Culture Programme in order to achieve a more even balance by 2013.</p>
8. Citizens to be reached by European cultural cooperation initiatives √	<p>The mid-term evaluation of the Culture Programme indicated that hundreds of thousands of citizens were reached through the projects during the first three years.</p> <p>The travelling exhibition of the EU's contemporary architecture prize will last until early 2013. It is expected to attract some thousand visitors.</p>	<p>Clear European added value for citizens from the funding under the Culture Programme as measured by the final evaluation in 2014.</p> <p>Constant number of citizens reached each year through the Programme.</p>
	<p>The 2012 edition of the European Border Breakers Award reached again this year hundreds of thousands of</p>	<p>Constant audience reached by each edition of the European Border Breakers Award through broadcasting on public radio</p>

	<p>citizens through TV broadcasts, millions of listeners through broadcasts on public radio stations and 1 million people through the internet.</p>	<p>stations and through the internet.</p>
	<p>The EU prize of cultural heritage reached some 14,000 people between 2008 and 2010 through award ceremonies and 53,016 visits have been made to their website. (*)</p> <p>European Heritage Days: in 2010 an estimated 22,630 sites were opened up to the public and some 25 million people reached.(*) An Irish study found that there was a ten-fold return of the investment as a result of the event in 2008.</p> <p>(*) (Source: final reports; next data available end 2013.)</p> <p>The meta-evaluation which was completed in 2011 in view of the renewal of the European Capitals of Culture beyond 2019 has clearly shown European added value.</p>	<p>Some 17,000 people between 2008 and 2012 (data available in 2013) expected to be reached through award ceremonies of the EU prize for cultural heritage and about 50,000 visits to their website.</p> <p>Around 20,000 sites opened to the public and more than 20 million people reached thanks to each edition of the European Heritage Days</p> <p>Clear European added value from the European Capitals of Culture initiative as measured by the annual evaluations.</p>
<p>9. Culture programme contribution to equal opportunities, i.e.:</p> <ul style="list-style-type: none"> - Fight against discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation; - contribution to intercultural dialogue; - contributes to combating social exclusion <p>↑ √</p>	<p>Under the Culture programme the following rates for funded projects related to these themes were reached in 2012 :</p> <ul style="list-style-type: none"> - over target: 233 out of 338 accepted projects (69%) in 2011 contributed to intercultural dialogue (83% in 2011) - 113 out of 338 accepted projects (33%) contributed to combating social exclusion (29.2% in 2011). <p>The mid-term evaluation estimated that 23% of cooperation projects have specifically aimed to promote equality between men and women and an estimated 51% of projects reported that they had specifically promoted opportunities for the disadvantaged (over target).</p>	<p>At least 1/3 of projects contributing to these themes each year</p>
<p>Policy outputs to be delivered in 2013 and beyond</p>		
<p> </p>		
<p>Expenditure-related outputs to be delivered in 2013</p>		
<p>Culture programme: approximately 10 grants for multiannual and 110 cooperation projects (respectively 10 and 108 in 2011), 65 operating grants and 115 literary translation projects (51 and 111 in 2011).</p>		
<p>2 Melina Mercouri Prizes for the 2014 European Capitals of Culture (ECOC): Umeå (Sweden) and Riga (Latvia)</p>		

2013: Marseille (France) and Kosice (Slovakia), 2012: Guimares (Portugal) and Maribor (Slovenia)

Prizes respectively for Cultural Heritage, for Architecture, for Contemporary Literature and for Pop Music

A grant to the Council of Europe for organising the European Heritage Days

Other relevant activities to be implemented in 2013

As foreseen in the Work-Plan for Culture 2011-2014, an OMC expert group will reflect upon policy and good practice in the field of cultural diversity and inter-cultural dialogue.

Implementation of a pilot project on the economy of cultural diversity which will test innovative approaches to deal with cultural content for innovation and digital sharing and distribution.

Preparation for the implementation of the Commission Proposal for a Regulation of the European Parliament and the Council on a support programme for the cultural and creative sectors, "Creative Europe" 2014-2020, especially as regards the field of culture, in view of its adoption by ordinary legislative procedure.

SPECIFIC OBJECTIVE 3:

**Promote the systematic integration of the cultural dimension
as a vital element of the EU's international relations in all external and development policies and programmes,
with a view to enriching political dialogue and cultural exchanges with 3rd countries**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
10. Number of candidate countries or potential candidates integrated into the Culture programme √	2012: all candidate countries or potential candidates participating fully in the Culture programme (Iceland, Turkey, Croatia, Serbia, the former Yugoslav Republic of Macedonia, Montenegro Bosnia and Herzegovina and Albania).	By 2020: Participation of all the candidate countries and potential candidates in the Creative Europe programme, including Kosovo (subject to the prior conclusion of a framework agreement establishing the general principles of its participation in the EU programmes).
11. Strengthening of the cultural dimension in EU Neighbourhood Policy (ENP), including Union for the Mediterranean and Eastern Partnership	Eastern Partnership: positive progress in the context of people-to-people contacts -Platform 4. (2012: one Eastern Partnership expert seminar on cultural policy). South Mediterranean: political tensions in the region mean that progress on a new culture strategy (pending since 2010) continues to be blocked. (2012: one internal seminar)	2013 onwards: continue the cultural policy dialogue with Eastern Partners in the framework of Platform 4 and the implementation of the Eastern Partnership Culture Programme. Two key events to be organised: a high level conference on culture and a seminar on the implementation of the 2005 UNESCO Convention (Ukraine). 2013: launch of the Media and Culture for the Development in the Mediterranean region and of the "Regional Private Sector Development Programme (cultural and creative industries)". 2013 onwards: Promotion of dialogue on cultural policies with Southern Mediterranean Partners
12. Strengthening of the role of culture in external relations and development policies	Pursued implementation of the ACP Cultures+ Programme launched in 2011 2012: call for €14.8 million out of a total of 30 (€ 8.3 million in 2011)	By 2013, the main EU development policy instruments, including national indicative programmes, thematic and regional programmes, address culture in one or several of its aspects i.e. cultural industries, cultural heritage, people-to-people contacts, civil society.
	2010-2011: UN General Assembly recognised culture's contribution to human development at the Millennium Development Goals Review Summit in 2010 and in 2011 adopted resolution on 'Culture and Development' calling for taking into account culture in the achievement of MDGs. In line with the Work Plan for Culture	2015: The reviewed UN Millennium Development Goals recognise culture's contribution to human development.

	<p>2011-2014, the expert group on culture and external relations with a particular focus on China adopted a report.</p> <p>EP resolution on culture and external relations proposed a preparatory action in this area.</p>	<p>2013: DG EAC implements a preparatory action to advance strategic reflection on the place of culture in EU external relations.</p>
<p><i>Policy outputs to be delivered in 2013 and beyond</i></p>		
<p><u>Proposal for a Council Decision on the position to be taken by the European Union within the Committee on Cultural Cooperation set up by the Free Trade Agreement between the European Union and its Member States, of the one part, and the Republic of Korea, of the other part</u>, as regards the renewal of the entitlement to co-productions pursuant to Article 5 of the EU-Korea Protocol on Cultural Cooperation (October 2013)</p> <p>The proposal concerns the renewal of the entitlement for co-productions to benefit from respective schemes for the promotion of local/regional cultural content..</p> <p><u>Proposal for Council Decisions on the signing and conclusion, on behalf of the European Union, of the Agreement on Cultural Cooperation between the EU and its Member States, of the one part, and Colombia and Peru, of the other part</u> (3rd Quarter 2013)</p> <p>The objective is for the EU to sign and conclude the international agreement strengthening cultural cooperation negotiated with Colombia and Peru, so that ratification procedures can be launched with a view to its entry into force and implementation.</p>		
<p><i>Expenditure-related outputs to be delivered in 2013</i></p>		
<p>15 grants for special actions with third countries co-funded by Culture Programme (16 in 2010)</p>		
<p><i>Other relevant activities to be implemented in 2013</i></p>		
<p>n/a</p>		

An EU policy for audiovisual competitiveness

In 2013, DG Education and Culture will propose a Commission Proposal for a **Council Recommendation on the challenges and opportunities for the European film industry in the digital era**. This initiative will recommend a number of actions in order to enable the EU film industry to take full advantage of digital technologies (see result indicator 2) and new market developments through the active involvement of all relevant actors. Another related priority for DG Education and Culture will be the follow-up of the Communication on cultural and creative sectors for creative growth in the EU mentioned above.

In the field of **Media Literacy**, further progress is also planned for 2013. Studies on the way of measuring media literacy levels carried out since 2009 will allow the Commission to fulfil the obligation to report on such levels (see result indicator 7). The Commission will in particular pursue the debate launched in 2012 on the inclusion of *media* literacy in the compulsory education curriculum (see 4.1). Furthermore, based on the expert report issued in 2012 on the situation of **film literacy** throughout Europe, DG EAC will consider initiatives in formal and informal education settings, including possible actions under the future MEDIA strand of the framework "Creative Europe" programme 2014-2020 (see below).

On the funding side, the **MEDIA 2007 Programme (2007-2013)** will remain in 2013 the main Union instrument in the audiovisual domain (e.g. about 300 new films supported every year representing 50% of European films displayed on screen). It will continue to support non-national European audiovisual works (see result indicator 1), both upstream (training and development) and downstream (cross-border distribution, promotion and exhibition) of the production process. Furthermore, more recent actions will continue to focus on the impact of digital technologies in this field, with a special attention to the digital transition of cinemas in Europe (see result indicator 2). The MEDIA Programme will pursue its support to the network of 44 information offices (the MEDIA Desks and Antennae) throughout Europe. The added value of EU action measured through its overall leverage effect is indeed very significant. One euro invested from the MEDIA 2007 programme triggers the generation of € 6 from private financing sources, culminating in a multiplier of 14 in the funding of cinema network. As confirmed by its interim evaluation, the MEDIA 2007 Programme is achieving its main objective to improve the competitiveness of the European film industry and contributes substantially to the promotion of cultural diversity in Europe (see result indicator 3). Films supported by MEDIA have above-average success in A-rated festivals (e.g. 8 out of 12 "Palme d'Or" between 2000 and 2012 were MEDIA supported films). Backed by these evaluation results, this EU programme will aim in 2013 at bringing the same added value to national interventions and demonstrating a similar impact in the reduction of imbalances between European countries of high and low audiovisual production capacity (see result indicator 4).

In addition, since 2010, the **MEDIA Production Guarantee Fund** aims at facilitating access to financing for European audiovisual production companies. The Commission estimates that, thanks to the leveraging effect of the MEDIA Production Guarantee Fund, more than approximately €30 million (revised estimates) will be freed up for loans to film producers as long as progress can be made in 2013 in identifying new projects (see result indicator 2).

Moreover in a global context of tough global competition in the audiovisual market, the **MEDIA Mundus programme** (2011-2013) will continue in 2013 to offer the consumer a larger choice by bringing more culturally diverse products to European and international markets (see result indicator 5) and by creating new business opportunities. It will keep on

supporting cultural and commercial sustainable cooperation between professionals of the audiovisual industry from the EU and from third countries (see result indicator 6).

So as to allow the continuation and improvement of these actions beyond 2013, DG EAC will focus on finalising discussions as well as on arrangements for the implementation of the new legal basis for the integrated programme "Creative Europe" 2014-2020, including its strand dedicated to the audiovisual sector and on facilitating access to finance for SMEs active in the cultural and creative sector.³²

SPECIFIC OBJECTIVE 4:		
To develop the competitiveness of the European cinematographic and audiovisual industry through the continued development of a Union strategy and financial support in the audiovisual sector		
<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
<p>1. Extended circulation of non-national European films</p> <p>↔</p>	<p>In 2010, 38% of European non-national films were programmed by Europa Cinemas Network against 7-8% across Europe in 2007 (5% in 1990)</p> <p>In 2012:</p> <ul style="list-style-type: none"> • 2,123 Europa Cinema <u>screens</u> supported (2011: 2,112; 2010: 2,081; 2009: 1,680) • 390 European <u>films</u> supported for distribution outside of country of origin (total in 2011: 391; 2010: 324; 2009: 374) • 11 <u>video-on-demand</u> platforms supported with quality European catalogues (13 in 2011, 12 in 2010). 	<p>To increase the circulation of non-national European films by the end of 2013 in comparison to 2007:</p> <ul style="list-style-type: none"> • by pursuing support to the Europa Cinema Network and extend the number of screens showing a substantial proportion of non-national European films • by increasing the support to European films distributed outside of their own territory • by supporting a higher number video-on-demand platforms with quality European catalogues
<p>2. Strengthened competitiveness of the European audiovisual sector in the digital area</p> <p>↑</p>	<p>1. In 2011, 57 cinema theatres (125 screens) across Europe have benefited from a support.</p> <p>In 2012, 70 projects are recommended for digitisation of 156 screens.</p>	<p>1. To provide a specific support for the digitisation of cinema theatres screening a substantial rate of non-national European audiovisual works (indicative number of 100 interventions per year between 2011 and 2013).</p>

³² COM(2011)785 of 23.11.2011.

	<p>2. The MEDIA Production Guarantee Fund launched in December 2010 facilitates access to bank credits, thus improving the competitiveness of the sector as long as new projects can be identified and co-funded at national level which was not always the case in 2012 due to the economic crisis.</p> <p>28 projects, covering in total 8 participating countries were supported so far.</p>	<p>2. To pursue efforts in view of increasing industry competitiveness by facilitating access to private sources of finance for producers as well as by extending the geographical coverage of MEDIA Guarantee Fund.</p> <p>To feed lessons learnt from the implementation of Guarantee Fund in 2012 into the implementation of Cultural and Creative Sector Guarantee Facility 2014-2020.</p>
<p>3. Degree of success of the promotion of European cultural and linguistic diversity in cinema</p> <p>↔</p>	<p>1. 98 out of 105 EU regions are covered by the MEDIA Programme.</p> <p>2. 98 festivals showing over 70 % of European films supported in 2012 (98 in 2011 and 2010; 96 in 2009) providing opportunities for non-commercial films to be seen.</p> <p>3. Films supported by MEDIA have above-average success in A-rated festivals (8 out of 12 Palmes d'Or between 2000 and 2012 were MEDIA supported films)</p>	<p>1. To maintain wide geographic coverage and increase linguistic diversity of supported films</p> <p>2. To maintain throughout the current MEDIA 2007 programme support for festivals.</p>
<p>4. Reduction of imbalances between countries of high and low audiovisual production capacity</p> <p>↔</p>	<p>The interim evaluation of MEDIA 2007 demonstrated that the programme had some impact in the reduction of those imbalances, although the current system of positive discrimination seems insufficient to fully achieve this objective.</p> <p>Support for the films originating from the new Member States was stable in 2011 in comparison to 2009 (10% of supported films compared with a current market share of 5.4%).</p>	<p>To revise, if need be, the current positive discrimination system based on the findings of the final evaluation of the MEDIA 2007 Programme.</p>
<p><i>Policy outputs to be delivered in 2013 and beyond</i></p>		
<p><u>Proposal for a Council Recommendation on challenges and opportunities for the European film industry in the digital era (postponed to the 1st Quarter 2013)</u></p> <p>To recommend a number of actions and orientations in order to enable the EU film industry to take full advantage of digital technologies and new market developments.</p>		
<p><i>Expenditure-related outputs to be delivered in 2013</i></p>		
<p>Calls for proposals (managed by EACEA) covering:</p> <p>1. Training scheme (80 training activities for audiovisual professional (80 in 2010); 1620 audiovisual sector professionals trained) (unchanged)</p> <p>2. Development scheme (265 companies receiving development support (259 in 2011, 265 in 2010); 490 films, TV projects and interactive works supported in the development phase) (468 in 2011, 450 in 2010)</p>		

3. TV broadcasting and i2i (110 companies and projects) (134 in 2011, 150 in 2010); 70 TV projects supported) (

4. Distribution and exhibition of films (270 distribution companies supported; 1,300 distribution campaigns supported (1,287 in 2011, 1,170 in 2010); 400 films distributed outside their country of origin (324 in 2010); 864 cinemas/ 2,123 screens supported for showing European films (857/2108 in 2011; 831/1,081 in 2010)); 20 sales agents supported (unchanged)

5. Promotion (53 market access events and co-production forums for European professionals (unchanged); 98 festivals showing over 70 % of European films supported) (unchanged)

6. Digital distribution (15 video-on-demand platforms with European quality catalogues (13 in 2011, 16 in 2010); 2 Digital Cinema Distribution projects) (unchanged)

7. Pilot Projects (5 projects) (7 in 2011, 5 in 2010)

8. Digitisation of cinemas – 150 screens Other actions:

Access to finance for SMEs through MEDIA Guarantee Fund (€2 million)

Support to 44 MEDIA Desks and Antennae in all MEDIA Programme countries (approximately € 3.85 million)

Managed by the Commission: Participation of the EU to the European Audiovisual Observatory (approximately € 0.25 million)

Total budget for 2013: € 118.8 million

Other relevant activities to be implemented in 2013

Preparation for the implementation of the Commission Proposal for a Regulation of the European Parliament and the Council on a support programme for the cultural and creative sectors, "Creative Europe" 2014-2020, especially as regards the audiovisual sector in Europe, in view of its adoption by ordinary legislative procedure.

SPECIFIC OBJECTIVE 5:

To strengthen artistic and industrial cooperation between audiovisual professionals of third countries and those of the European Union; to improve the promotion and the circulation of audiovisual works of third countries within European markets and, reciprocally, of European audiovisual works in third country markets.

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
5. Geographic coverage of the audiovisual projects implemented under MEDIA Mundus √	The target to ensure an adequate geographical coverage of the selected projects taking into account the economic size and potential of various regions in the world has been achieved in 2012 (e.g. involved partners from Argentina, Canada, the United States, Hong Kong, India, Japan, Russia, South Africa and the United Arab Emirates).	To ensure an adequate geographical coverage taking into account the economic size and potential of various regions in the world.
6. Sustainable international cooperation through the audiovisual projects funded under MEDIA Mundus	Projects implemented under the MEDIA International Preparatory Action since 2008 and MEDIA Mundus since 2011 favour enhanced international cooperation in the audiovisual field. Projects lead to the emergence of sustainable networks between European and third countries' professionals.	To favour throughout the duration of the Programme (2011-2013) the creation of sustainable networks between professionals from the EU and from third countries. Networks established are expected to be consolidated and further enlarged under the MEDIA Mundus Programme.

Policy outputs to be delivered in 2013 and beyond

Expenditure-related outputs to be delivered in 2013

To support a maximum number of 30 projects (36 in 2011 for a budget of 4.94 million, 35 in 2012 for a budget of 5.05 million)
To delegate the MEDIA Mundus programme management to the Executive agency EACEA (first quarter of 2013)

Other relevant activities to be implemented in 2013

Preparation for the implementation of the Regulation of the European Parliament and the Council on a support programme for the cultural and creative sectors, "Creative Europe" 2014-2020, especially as regards the cooperation with third countries in the audiovisual sector, in view of its adoption by ordinary legislative procedure.

SPECIFIC OBJECTIVE 6:**To assess media literacy levels in cooperation with the Member States and EEA countries**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
7. Assessment of media literacy levels in cooperation with Member States according to the related objective of the future Creative Europe programme	2009-2011: Study on Testing and Refining Criteria to Assess Media Literacy Levels in Europe, with a tool to measure media literacy levels 2012: conclusions from Media Literacy conference	Launching a comprehensive assessment exercise in cooperation with stakeholders Getting commitment of Member States in cooperating in the media literacy assessment exercise
<i>Policy outputs to be delivered in 2013 and beyond</i>		
<i>Expenditure-related outputs to be delivered in 2013</i>		
n/a		
<i>Other relevant activities to be implemented in 2013</i>		
Preparation for the implementation of the Regulation of the European Parliament and the Council on a support programme for the cultural and creative sectors, "Creative Europe" 2014-2020, especially as regards the actions relevant for increased media and film literacy in participating countries.		

4.4 ENCOURAGING AND PROMOTING COOPERATION IN THE FIELD OF YOUTH AND SPORT

In 2013, this DG will follow-up the Commission communication adopted in 2012 (EU Youth report) on the lessons drawn from the implementation of the aforementioned EU Youth strategy (see 3.1) during its first 3 year cycle, according to the adjustments of its objectives for the next 3-year cycle until 2015. Based on this triennial report, the **result indicators** of DG Education and Culture have been revised in this Management Plan so as to be more sustainably measurable. The Open Method of Coordination will equally be pursued in 2013 in this field (see result indicator 5). In addition the structural dialogue between young people and EU and national decision-makers will be pursued (see result indicator 6).

DG Education and Culture will furthermore promote the opportunities for cross-border learning mobility (see result indicators 1 and 2) and employability (see result indicator 3). The Commission will continue to work actively with Member States, in particular on the basis of the 2012 Youth guarantee and Traineeship recommendations. It will contribute to the 2012 **Youth Opportunity Initiative** by supporting placements of volunteers (see result indicator 2).

In order to develop the EU flagship initiative 'Youth on the Move', DG Education and Culture will in particular finalise a concrete proposal to be adopted in 2013 by the Commission for a **Council recommendation concerning the Youth on the Move (YoM) card**, as announced in the flagship initiative. This 2012-13 Commission Work Programme initiative aims to support the increase of mobile young people in Europe, for labour, learning or volunteering purposes, by providing them the information, support and discounts they need when coming into another country. The objective of the card will be to make easier for mobile youth to find the right information and facilities during their stay abroad. It is anticipated that this card would not replace but build on existing cards and services which already provide young people with benefits (discounts, access to information, networking opportunities, etc) in various fields (travel, culture, goods, accommodation, etc). Existing cards and information providers meeting the EU quality criteria could be granted a YoM label. This would bring European value in developing a wider coverage of cards across Europe and a number of pan-European discounts. The YoM label could also add features using new technologies (e.g. to link cards to mobile devices), so as to provide on-line training, professional support or practical information when going abroad. This could raise the use of cards.

In 2013, DG Education and Culture will also contribute to the **European Year of Citizens**. A specific focus will be given to political participation of young people (see result indicator 7) and the implementation of the democratic principles of the Treaty - Title II TEU - (see result indicator 9), serving as a run up to the European elections in 2014.

The **Youth in Action programme** will remain in 2013 a pivotal instrument to deliver the Youth strategy and the Youth on the Move flagship initiative. The programme's added value will continue to relate to its effectiveness as regards its two main objectives: the enhancement of the human resources in Europe through a particular support to non-formal learning experiences with a European dimension (see result indicators 1, 2 and 3) and the development of the active citizenship (including European citizenship) of young people (see result indicator 6, 7 and 9). Youthpass certificates (non-formal learning outcomes certificate) will continue to be delivered in the framework of the programme documenting better the improved skills hence increasing the employability of young people (see result indicator 3). The wide geographical coverage of the programme will remain an asset (see result indicator 4), as in many countries

no such programmes of mobility exist (see result indicator 8). Backed by evaluation results, the programme will confirm its performance in 2013. The possibilities to exchange best practices or to complement at national/regional level the 'seed money' of Youth in Action generate a strong multiplying effect which justifies an action at European level. In addition, the programme ensures due consideration of youth issues within EU policy-making (see result indicators 5 and 10) and helps bringing the European Union closer to young people. In terms of efficiency, organisation of transnational youth mobility schemes at European level allows economies of scale. The mid-term evaluation and a 2011 beneficiary survey largely confirmed its sustainable impact afterwards e.g. on continued work for NGOs (see result indicators 11 and 12) and increased mobility for participants. The activities supported would likely not find funding elsewhere. They actively target young people with fewer opportunities, a unique feature compared to other programmes. They are considered relevant by the participating young people and other stakeholders, comparing positively with youth programmes organised in Member States. So as to allow the continuation and improvement of this action after the end of the programme, DG EAC in 2013 will focus on finalising arrangements for the implementation of the new legal basis for the **single programme "Erasmus for all" 2014-2020**, which will also cover non-formal learning and will increase the already existing focus on employability.³³

ABB ACTIVITY 15.05: ENCOURAGING AND PROMOTING COOPERATION IN THE FIELD OF YOUTH AND SPORTS		
SPECIFIC OBJECTIVE 1: In the context of 'Youth on the Move', promote the mobility of young people with a view to improving their employability and their European citizenship through non formal learning activities		
<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
1. Number of young people benefiting from mobility opportunities in the area of non-formal learning, notably through the Youth in Action programme	2011: around 74,000 young people having made an experience of learning mobility through Youth in Action (increase by 7% compared to 2010). 2012: data available end 2013 Since 2007, more than with fewer opportunities people or youth workers participated in projects supported by this Programme.	By 2013, 30% increase (comp. levels 2008) of young people who have made an experience of learning mobility through the Youth in Action Programme Attention is given to the participation of young people with fewer opportunities

³³ COM(2011)788 of 23.11.2011.

<p>2. Number of young volunteers experiencing cross-border mobility, through the Youth in Action programme and through national schemes</p>	<p>2011: 7,600 young volunteers take part in European Voluntary Service (increase by 10% compared to 2010).</p> <p>2012: data available end 2013</p>	<p>By 2013, 10,000 young volunteers take part in European Voluntary Service</p> <p>By 2012 (data available in 2013), one fifth of Member States provide opportunities for cross-border volunteering as part of their Civic Service schemes</p>
<p>3. Number of young people improving skills and employability through learning mobility - via the Youth in Action programme and the EU Youth Strategy: Investing and Empowering</p>	<p>2011: Survey on the impact of the Youth in Action Programme (March 2011) showing that 67% of participants feel that their job chances have increased thanks to the project experience. (61% in 2010).</p> <p>2007-2011: more than 130,000 Youthpass delivered (in the framework of the Youth in Action programme documenting the skills gained hence increasing employability).</p>	<p>By 2013, 75% of young people who state that their job chances have increased through their participation in a Youth in Action programme project.</p> <p>By 2013, Youthpass is widely used as instrument to validate and recognise skills acquired during experiences of non-formal learning mobility</p>
<p>4. Number of candidate countries or potential candidates integrated into the Youth in Action programme</p>	<p>2011: 3 candidate countries participating fully in Youth in Action (Iceland, Turkey and Croatia).</p> <p>2012: resumption of preparatory measures for the former Yugoslav Republic of Macedonia</p> <p>2012: increased opportunities for neighbouring countries to participate in Youth in Action, thanks to the opening of an Eastern Partnership Youth Window for 2012 and 2013.</p>	<p>2014 : the former Yugoslav Republic of Macedonia to become full participant in Erasmus for All</p>
<p><i>Policy outputs to be delivered in 2013 and beyond</i></p>		
<p>NOTE: Outputs for specific objective 1 and 2 were grouped under the latter. See below.</p>		
<p><i>Expenditure-related outputs to be delivered in 2013</i></p>		
<p>NOTE: Outputs for specific objective 1 and 2 were grouped under the latter. See below.</p>		
<p><i>Other relevant activities to be implemented in 2013</i></p>		
<p>NOTE: Activities for specific objective 1 and 2 were grouped under the latter. See below.</p>		

SPECIFIC OBJECTIVE 2:

Promote the potential and well-being of all young people by developing their skills, creating more opportunities and encouraging their participation in democratic life

<i>Result Indicators³⁴</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
<p>Impact of the EU Youth strategy on national youth policy</p> <p><u>5. New indicator:</u> Member States having a National Youth strategy</p>	<p>22 Member States have a National youth Strategy (i.e. cross-sectoral approach specifically related to Youth issues) or equivalent (e.g. Youth Action Plan)</p> <p>Source : EU Youth report 2012 - next edition 2015.</p>	<p>By 2018, all Member States having a National Youth strategy.</p>
<p>Participation of young people</p> <p><u>6. New indicator:</u> Member States developing mechanisms for dialogue with youth</p> <p>√</p> <p><u>7. New indicator:</u> Sustained number of young participants actively engaged in social or political issues</p> <p>↑</p>	<p>All Member States have undertaken concrete measures or policy initiatives to develop mechanisms for dialogue with Youth and youth participation on Youth national policies</p> <p>78% of participants in projects supported by the Youth in Action programme (77% in 2010) report that they are now better prepared to participate actively in social or political issues</p> <p>(Source: survey March 2011)</p> <p>An estimated 45.000 young people directly participated to the second cycle of Structured Dialogue on Youth Participation (mid 2011-2012).</p>	<p>By 2018, all Member States have strengthened such mechanisms</p> <p>By 2013 80% of participants</p> <p>We aim at an increased or at least sustained number of participants</p>
<p>Young volunteering</p> <p><u>8. New indicator:</u> Member States developing measures to promote the Mobility of Young volunteers</p>	<p>22 Member States have undertaken concrete measures or policy initiatives to create more opportunities for the Mobility of</p>	<p>By 2018, all Member States have strengthened such measures</p>

³⁴ Results indicators for this specific objective were **reduced and revisited as from 2013** following the availability of the 2012 EU Youth Report, so as to be more measurable and sustainable over time. Considering the triennial periodicity of this Report, it will be possible as from now to update related data every three years. For other fields of action of the EU Youth Strategy, measures taken in Member States were meanwhile assessed in 2012 as part of progress reporting on the EU Youth Strategy.

	Young volunteers Source : EU Youth report 2012 – next edition 2015.	
9. Percentage of participants in the European Voluntary Service (EVS) stating the value of the programme for a better sense of common values towards other young people and society √	Over target: 91% of young participants in the Programme (as a proxy for the EVS) state that they have become aware of common values (e.g. human rights, democracy, peace, tolerance, gender equality etc.) Source: survey March 2011	By 2013, 75 % of the participants
Support to youth work and youth support systems <u>10. New indicator:</u> Member States having a strategy to acknowledge and reinforce the role of youth work	Member States developed strategies to acknowledge and reinforce the role of youth work in line with the EU Youth Strategy and the Council resolution on Youth work (2010) Source : EU Youth report 2012 – next edition 2015	By 2018, all Member States having a strategy to acknowledge and reinforce the role of youth work.
11. Sustained number of the Youth in Action programme promoters involved in young people's development ↔	2011: nearly 25,000 promoters active in the field of youth (NGOs, public bodies, informal groups) have taken part in a project supported under Youth in Action (25,000 in 2010).	By 2013, 30,000 promoters involved in Youth in Action
12. Increased organisational capacity of the Youth in Action programme promoters √ ↑	Over target: In 2011, 90% of the Youth in Action programme promoters state that the project increased their organisational capacity (89% in 2010).	By 2013, at least 80 % of the promoters

Policy outputs to be delivered in 2013 and beyond

Initiative from the Commission Work Programme 2012/13:

Council Recommendation on the 'Youth on the Move' Card (1st Quarter 2013)

The Youth on the Move (YoM) card, an action of the Youth on the Move flagship initiative, aims to support the increase of mobile young people in Europe, for labour, learning or volunteering purposes, by providing them the information, support and discounts they need when coming into another country. The objective of the card will be to make easier for mobile youth to find the right information and facilities during their stay abroad. It is anticipated that this card would not replace but build on existing cards and services which already provide young people with benefits (discounts, access to information, networking opportunities, etc) in various fields (travel, culture, goods, accommodation, etc). Existing cards and information providers meeting the EU quality criteria could be granted a YoM label. This would bring European value in developing a wider coverage of cards across Europe and a number of pan-European discounts. The YoM label could also add features using new technologies (e.g. to link cards to mobile devices), so as to provide on-line training, professional support or practical information when going abroad. This could raise the use of cards.

Expenditure-related outputs to be delivered in 2013

Youth in Action programme in 2013: financial support to 90 European youth organisations; 50,000 young people involved in youth exchanges, 10,000 volunteers involved in the European Voluntary Service, 550 projects involving the mobility of youth workers (by means of the standard activities supported since 2007 and the publication of a specific call for proposals supporting the mobility of youth workers)

Partnership activities with the Council of Europe in the field of youth to be continued in 2013

Operating Grant for the European Youth Forum (YFJ) to be pursued in 2013

Grants to be attributed to Member States holding the Presidency to organise EU Youth Conferences in the context of Structured Dialogue with youth.

Other relevant activities to be implemented in 2013

Preparation for the implementation of the Commission Proposal for a decision of the European Parliament and the Council on the "Erasmus for all" Programme (2014-2020), particularly as regards youth, in view of its adoption by ordinary procedure.

Completion of the revamping of the European Youth Portal by adding inter-active features to support Structured Dialogue online, to facilitate networking among volunteering organisations and prospective volunteers and to further promote youth participation in the form of e.g. opinion-sharing, blogs etc through online tools.

A EU Youth Week will be organised in 2013.

DEVELOPING THE EUROPEAN DIMENSION IN SPORT

In its 2011 Communication *Developing the European Dimension in Sport*³⁵, the Commission announced a number of initiatives, which DG EAC will continue to prepare (see result indicator 1). In 2013, as a contribution to the challenge of an ageing EU society, this DG will put forward a draft **Council Recommendation on Health-Enhancing Physical Activity** to further develop a monitoring process based on commonly agreed standards, developed in cooperation with the World Health Organisation.

Moreover, the DG will contribute to implementing further the 2011 Council Resolution on a **European Union Work Plan for Sport for 2011-2014** (see 3.1). It will continue to support the six expert groups set up in 2011 in the fields of 1) anti-doping; 2) good governance in sport; 3) education and training in sport; 4) sport, health and participation; 5) sport statistics; 6) sustainable financing of sport. The Commission (DG EAC) shall adopt, before the end of 2013, a report on the implementation and relevance of the Work Plan as a basis for future work (see result indicator 1).

The DG will participate, on behalf of the EU and along negotiating directives adopted by the Council on the basis of a Commission proposal, in the preparation of an international **Convention of the Council of Europe to combat the manipulation of sports results**. The European Union will participate in the negotiations with the objective of ensuring that the provisions of the future Convention are aligned with EU policies in the areas of sport, online gambling and fight against corruption.

The objectives of the Treaty in the area of sport will also be pursued in 2011 in making the best of the **lessons learnt from the 2009-2011 Preparatory Actions** in the field of sport. These have contributed to identifying future policy actions and testing the reliability of suitable networks which thus serving as a basis for future EU incentive measures in the field of sport. According to evaluation findings, the transnational projects funded demonstrated EU added value, in particular through addressing issues with a cross-border element, developing the European dimension in sport, strengthening networks and kick-starting co-operation between organisations working on sport around Europe (see result indicator 2).

So as to allow the continuation and improvement of these actions in the context of the future multiannual financial framework, DG EAC in 2013 will focus on finalising arrangements for the implementation of the new legal basis for the **single programme "Erasmus for all" 2014-2020**, including its sport chapter.³⁶ This will provide European added value through the dissemination of best practices and the development of comparable data to underpin evidence-based policy making. In view of the specific organisational characteristics of the sport sector, the sport chapter will target categories of stakeholders who are not addressed by existing EU programmes, and in particular sport organisations active at grassroots level. Increasing the duration of these activities in the future will increase their impact in terms of mainstreaming results into policy-making and will encourage network partners to spread responsibilities more evenly across Member States. A larger budget will enable critical mass to be reached and funding to be spread more effectively across a wider number of EU-relevant themes.

³⁵ COM(2011)12 of 18.01.2011

³⁶ COM(2011)788 of 23.11.2011

SPECIFIC OBJECTIVE 3:

**Develop the European dimension in Sport
by strengthening the societal role, the economic dimension, and the governance of sport in the EU**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
1. Implementation of the 31 actions foreseen in the 2011 Communication and support to the implementation of the EU Work Plan for sport 2011-2014.	24 actions foreseen in the Communication "Developing the European dimension in Sport" are in course of implementation (vs. 19 in 2011). For the record, the objective was achieved as regards the implementation of the 53 actions of the Action Plan "Pierre de Coubertin" accompanying the 2007 White Paper on Sport: 98% of the actions were implemented by 2011 (target: 90%).	End 2014: 90% of the actions foreseen in the Communication "Developing the European dimension in Sport" implemented and report on implementation of EU Work Plan drafted.
2. EU sport networks active in the three areas of the 2011 Communication (societal, economic and organisational) in all Member States √	Over target: 2009-2011 Preparatory Actions 42 networks (of which 14 in the fields of equal opportunities and/or social inclusion) involved 325 partners from 26 Member States (and 3 third countries) 2012 Preparatory Action: 21 new networks being created EU networks presented their achievements at the EU Sport Forum 2012.	2009-2013: overall at least 30 new functioning sport networks created through preparatory actions covering all three areas and including at least 300 partners from all Member States. 30% of projects should cover equal opportunities and/or social inclusion
3. EU party to the Convention of the Council of Europe to combat the manipulation of sports results (to be adopted)	2012: 18 EU Member States have signed or stated their intention to sign the future Convention	Stronger international legal framework against the manipulation of sports results by adopting Convention of the Council of Europe by end of 2014. The Convention is compliant with the EU <i>acquis</i> and the policy in the area of sport and includes a monitoring mechanism to ensure follow-up in an effective way.

Policy outputs to be delivered in 2013 and beyond

Council Recommendation on Health-Enhancing Physical Activity (HEPA) (March 2013)

The Commission will propose a Council Recommendation on Health-Enhancing Physical Activity to further develop commonly agreed standards and indicators, based upon which a monitoring process can be developed, possibly in cooperation with the WHO. This initiative, which was announced in the Commission Communication "Developing the European Dimension in Sport" (COM(2011)12), is based on Article 165 TFEU. It will build on the 2008 EU Physical Activity Guidelines requested by Member States' Sport Ministers under the previous Treaty.

Report on the implementation and relevance of the EU work plan which will serve as a basis for preparation of the next Council Work plan for Sport during the first half of 2014

Expenditure-related outputs to be delivered in 2013

- Final reports from the third wave of Preparatory Actions, launched in 2011 (12 projects)
- Preparatory actions and EU sport events expected to receive budget allocation in 2013 budget for grant to be attributed to transnational projects

Other relevant activities to be implemented in 2013

Preparation for the implementation of the Commission Proposal for a decision of the European Parliament and the Council on the "Erasmus for all" Programme (2014-2020), particularly as regards sport, in view of its adoption by ordinary procedure

4.5 CENTRAL LIBRARY OF THE COMMISSION

SPECIFIC OBJECTIVE :		
To conserve and develop collections in either print or electronic format on all subjects relating to European integration and to make them available to staff of the European Commission and other EU institutions, as well as to citizens.		
<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
1. Acquisition of new relevant material relating to European integration	20,000 new relevant records catalogued in the first semester (same figure as in 2012).	Within the limits of the budget available, ensuring a steady annual increase of publications with a view to building collections on all subjects relating to European integration
2. Extension of the offer of online resources	1,900 specialist periodicals available on-line (same figure as in 2011); 100,000 online articles downloaded (90,000 in 2011). 2,500 searches per day in the ECLAS online catalogue. A to Z list of selected e-journals and e-books launched. Virtual reference collection and thematic information portals updated on a regular basis. E-resources user group launched on the Commission social network "Yammer".	Improving online and onsite access to information resources on a continuous basis.
3. Improved services provided to users in the reading rooms	Library space redesigned and range of direct-access collections in the reading rooms reviewed and updated.	
4. Active collaboration with the Publications Office and with libraries across EU institutions (EUROLIB)	Ongoing cooperation with OP on cataloguing and thesaurus interoperability. Increased cooperation in contract management and preservation of EU collections with EUROLIB libraries.	Improving continuously cooperation with the Publications Office and with libraries of other EU institutions
5. Regular consultation of users	Permanent users survey available both online and in the reading rooms to rate each service offered. Representative panel of users consulted.	Identifying and responding to the information needs of users
7. Regular information and training to users	All training requests from Commission staff on using library resources in Brussels and in Luxembourg satisfied; E-newsletter on the services offered by the Central Library sent to all Commission staff twice a year; ; new websites on MyIntraComm and on EUROPA regularly updated; a number of information stands set up.	Building awareness on the services offered.

Policy outputs to be delivered in 2013 and beyond

Confirm the institutional role of the Central Library of the Commission as a top reference service within the EU institutions and the external research community on all subjects relating to European integration and EU policies.

Expenditure-related outputs to be delivered in 2013

5,000 orders of books and 3,000 subscriptions to newspapers and specialist periodicals.

Other relevant activities to be implemented in 2013

Following the closure of many libraries in Commission DGs, to ensure continuity of service for the users of these libraries as well as preservation and availability of the collections concerned.

To satisfy all requests for visits, loans, bibliographic information, copies of documents and technical assistance for questions relating to the use of the Library Management System.