

**HEADING 1A: Competitiveness for growth and jobs****The Union Programme for Education, Training, Youth and Sport (Erasmus+)**

Lead DG: EAC

**I. Overview*****What the programme is about?***

**Erasmus+** is the **EU's flagship programme** to support and strengthen education, training, youth and sport in Europe. For over three decades, Erasmus+ and its predecessors have been **offering opportunities to young people, students and adults to study, train, gain work experience, and volunteer abroad, in Europe or beyond**. At the same time the programme promotes the understanding of European values and awareness, in particular solidarity and tolerance. What started as a modest mobility scheme for higher education students back in 1987 – with only 3 200 students in its first year – has developed into one of the most successful EU programmes, with a well-known brand name that projects a positive image of the Union, well beyond its borders.

Erasmus+ is aimed at increasing the quality and relevance of qualifications and skills, at improving employability, as well as at supporting the modernisation of education and training, youth and sport systems.

With a budget of EUR 16.2 billion for the 2014-2020 period, the programme helps participants to build resilience, adapt to the changing environment, seize new opportunities and make the most of their talents, reducing the perception of differences. Two-thirds of its budget is dedicated to award grant that allow more than 4 million people to study, train, work or volunteer abroad in the 2014-2020 period (compared to 2.7 million over the period 2007-2013).

In order to achieve its objectives, the Erasmus+ programme implements the following actions:

- In the field of Education and Training, and Youth:
  - Key action 1: Learning mobility of individuals;
  - Key action 2: Cooperation for innovation and exchange of good practices;
  - Key action 3: Support for policy reform;
- Jean Monnet activities promoting excellence in teaching and research in the field of European Union studies:
  - Jean Monnet actions
  - Operating grants to designated institutions
- Sport activities supporting collaborative partnerships, not-for-profit European sport events, initiatives strengthening the evidence base for policy-making in sport and the dialogue with relevant European stakeholders.

According to the annual report Erasmus + 2017, the programme has enabled almost 3 million mobilities since 2014, broaden their awareness of Europe and its values, and increasing young people opportunities in the labour market.

***EU added value of the programme***

Education and training are a key driver for innovation, competitiveness and resilience in the global economy in times of rapid technological progress and changes in the world of work.

Within this context, the EU added value of the programme is uncontested. No other programmes funding mobility and transnational cooperation offer comparable scale and scope, efficiency, coverage in terms of sectors and countries as Erasmus+. The stakeholders consulted strongly underlined the EU added value of Erasmus as compared to similar national schemes.

The main positive achievements and effects of the programme encompass the unique combination of actions targeted at the individual, organisation and system levels in education and training, youth and sport, the support for key competences, basic and transversal skills development, active citizenship, increased employability or career development, but also increased opportunities for networking and mutual learning for organisations involved. The programme is perceived as sufficiently flexible to allow for adaptation to emerging policy challenges, while its integrated architecture and management modes are considered appropriate and fit for purpose.

The Erasmus+ mid-term evaluation found that in absence of the programme, learners and staff mobility, as well as European cooperation in the sectors covered by the programme would be substantially reduced. Erasmus+ contributes to social cohesion in the Union. The current programme supports more disadvantaged young people than its predecessors – 11.5 % of the total number of participants and up to one third in the Youth strand. The programme is also actively building positive attitudes towards the European Union and is contributing to the development of European identity across all sectors funded, while improving knowledge and understanding of the EU through the Jean Monnet strand. The mid-term evaluation found that a positive association between participation in the programme and the feeling of belonging to the EU across all sectors and all forms of participations.

In the area of **education and training**, the programme has broadly supported the mobility of learners and teachers in all sectors. It promoted quality and inclusive education, training and lifelong learning. It also increased the opportunities for all to develop key competences, to tackle skills gaps and mismatches. Erasmus reinforced the internationalisation of the participating institutions.

For example, in **higher education**, in the last three decades, the programme contributed to achieve major progress in harmonising university degree structures and increasing the compatibility of higher education systems. In school education, the programme strengthened the profile of the teaching professions, promoted competence-oriented teaching and learning, and reinforced leadership in education. It also provided the necessary tools and approaches for strong quality assurance systems. For vocational education and training the programme supported the set-up and implementation of internationalisation strategies for VET providers, increasing the quality of VET and the access to training and qualifications for all. The programme also supported high quality learning opportunities for adults for upskilling and reskilling, helping them to progress towards higher qualifications and helping their educators to improve their teaching methods.

The Erasmus+ fosters exchanges, quality and innovation in the field of **youth**. It supports young people, notably those with fewer opportunities, to increase their skills, intercultural awareness and active citizenship by taking part in activities outside formal education. The programme builds capacity of youth organisations providing them with tools and networking opportunities in Europe and beyond, improving the quality of youth work. Erasmus+ enables youth workers to increase their knowledge and skills and enhance their capacity to support young people in informal and non-formal learning settings.

Erasmus+ promotes the European dimension of **sport**. It promoted skills and innovative practices development in sport, and contributed to foster key aspects such as the integrity of sport, good governance, anti-doping. The particular focus on grassroots sport has proven its high potential to encourage social inclusion and to foster equal opportunities, as well as to fight discrimination and intolerance.

EU action on the ground is complementing the policy reforms in the Member States and supports important steps ahead in areas such as the automatic mutual recognition of qualifications, modernisation of education systems. Transparency of qualifications and skills for both learners and workers, and academic recognition throughout Europe has improved as well.

The Erasmus+ supports the delivery of the Skills Agenda for Europe and its key actions, including by opening up new opportunities and increasing the transparency of qualifications and skills for both learners and workers throughout Europe. Practical examples include the European Qualifications Framework, which makes qualifications easier to understand and compare across countries, and the Europass platform to allow people to better showcase their skills and facilitate recognition.

As a key motor of the Skills Agenda, Erasmus+ contributes directly to the political priorities of the European Social Pillar, notably the first principle: *‘Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market’*.

Erasmus+ funded activities contribute to the achievement of the ambitious policy objectives stated under the 2020 Strategic Framework for Education and Training Cooperation, the European Pillar of Social Rights, the Key Competences for Lifelong Learning, the next EU Youth strategy 2019-2027, but also the Digital Education Action Plan, the Upskilling Pathways, and the Automatic Mutual Recognition Council Conclusions. Erasmus+ is also a key element in the implementation process towards a European Education Area by 2025, which reflects the Commission’s ambition to enable all young people to receive the best education and training, and find jobs across the continent, and ensuring that equal opportunities go hand in hand with top performance.

### Implementation mode

The Directorate-General for Education and Culture (DG EAC), in cooperation with DG Employment Social Affairs and Inclusion (DG EMPL) for parts of the programme which concern skills and qualifications policy, adult learning and vocational education and training, is responsible for the running of the Erasmus+ Programme.

The following implementation modes are used:

- **Decentralised implementation (indirect management)**: under this mode, implementation is entrusted to **National Agencies** in the Member States, which implement around three quarters of the annual budget in the agreed Annual Work Programme <sup>(1)</sup>. This qualitative approach enables Erasmus+ to remain driven by consistent objectives and goals at EU level, while remaining as close as possible to its beneficiaries, adapting continuously to new needs and to the diversity of national education, training and youth systems.
- **Centralised implementation (direct management)**: parts of the programme directly managed at EU level, where projects are allocated across Europe based on excellence, are implemented through the **Education Audiovisual and Culture Executive Agency (EACEA)**.
- **Indirect management through the European Investment Fund**: this mode enables the Erasmus+ Student Loan Guarantee.

## II. Programme Implementation Update

<sup>(1)</sup> Tasks of National Agencies include, inter alia, project selection, support and life-cycle administration, monitoring and evaluation, guidance and information services, collaboration through programme-wide networks, enhancing visibility, dissemination and exploitation of the results at local and national level.

**Implementation Status (2017 -2019)**

As in previous years, while maintaining a high level of continuity, the Programme demonstrated its flexibility in addressing specific policy priorities through different actions. In particular, a crosscutting priority in 2019 was to ensure that the Erasmus+ programme was an important instrument for **inclusion**. The programme also highlighted the **key role of formal and non-formal education** in the development of the values and attitudes underlying **active citizenship**, in line with the Paris Declaration, the Council Recommendation on Common values, Inclusive Education, and the European Dimension of Teaching.

In the field of **higher education**, the **European Universities Initiative** was kick-started with the selection of the first 17 European Universities. This initiative has an ambitious mandate to trigger unprecedented levels of institutionalised cooperation making it systemic, structural and sustainable. As such, it aims to enhance the quality and attractiveness of European higher education and boost cooperation between institutions, their students and staff. The selection of European Universities includes a broad range of higher education institutions from across the EU, ranging from universities of applied sciences, technical and fine arts to comprehensive and research-intensive universities. Further, a record 163 new capacity-building projects in higher education, 51 new Erasmus Mundus joint masters, and around 55,000 new short term, academic credit mobilities were selected in 2019.

With regards to **international cooperation**, the Erasmus+ programme continued to support EU's cooperation with other regions of the world, with a particular focus on the stabilisation and further development of the European Neighbourhood region (Western Balkans, Eastern Partnership and Southern Mediterranean). It also represents a major channel for EU-Africa cooperation under the Africa-Europe Alliance. In practice, the international dimension of Erasmus+ facilitates international cooperation and removes barriers to mobility, fostering university partnerships to increase the relevance and quality of education, as well as support to civil society, active citizenship and youth exchanges.

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

In addition to **mobility of school education staff**, the Erasmus+ programme continued to promote mobility of pupils through the specific Erasmus+ format '**school exchange partnerships**', which confirmed its attractiveness with 20 % increase of the number of projects selected. The programme also supported policy priorities in school education such as strengthening the profiles of the teaching profession and tackling early school leaving.

The **School Education Gateway** has continued aiming at establishing itself as Europe's main online platform for school education, with key elements such as: expert articles and interviews, highlights of European projects, research publications, Erasmus+ Tools for Schools and the **Teacher Academy**. This academy helps to empower teachers with three new Massive Open Online Courses (MOOC) and a monthly webinar series to develop their practice with today's more diverse classrooms and challenges and to develop innovative pedagogies in supporting key competence development.

In the field of **adult education**, the Erasmus+ programme continued to support policy priorities such as the supply of high quality learning opportunities and the development of the competences of educators, with a budgetary increase for both mobility and strategic partnerships actions in 2019. DG EAC together with the National Agencies accentuated the promotion of opportunities in adult education within the Erasmus+ programme with the aim of increasing the demand.

In 2019, the collaborative platform **EPALE** (Electronic Platform for Adult Learning in Europe) has developed further the discussion and exchange of good practice between stakeholders involved in areas such as basic skills, outreach and guidance as well as innovative teaching methods. The number of registered EPALE users reached 61,000 by the end of December 2019 after a period of continued growth.

Across education and training, Erasmus+ has supported the implementation of the European instruments, such as the **European Qualifications Framework** and **Europass**, making skills and qualifications more transparent and easier to understand, and thus helping people move throughout Europe.

In the field of **vocational education and training** (VET), Erasmus+ continues to support policy priorities such as work-based learning, further strengthening key competences in vocational education and training and developing sustainable partnerships to establish and/or further develop skills competitions through Erasmus+. In 2019, the programme put particular emphasis on **ErasmusPro**, the long-term mobility of learners. Further, a new action was introduced to support the creation of transnational and national **networks and partnerships of VET providers**. Targeting both initial and continuing VET providers, the networks are to foster policy reflection at a European level, and promote awareness and implementation of European VET policies at national and regional levels.

The **Erasmus+ programme** continued to support the **youth** sector by promoting quality youth work, by stimulating young people's empowerment, by developing structured cooperation between different youth organisations to build or strengthen partnerships and by promoting entrepreneurship education, social entrepreneurship and not-for-profit activities among young people. Specific attention continued to be paid to young people with fewer opportunities and with a disadvantaged background. Also, considering that youth work and non-formal learning activities can significantly contribute to address the needs of refugees, asylum seekers and migrants and/or increase awareness about this issue within local communities, particular attention was given to support youth mobility projects involving or focussing on the refugees/asylum seekers and migrants.

2019 has been the **30th anniversary of the Jean Monnet Activities (JMA)**. The JMA under Erasmus+ continue to stimulate teaching and research on the European Union and fostering dialogue between academics, decision-makers and civil society actors not only throughout the EU, but also around the world. Being the major programme at European level supporting studies on the European integration process and EU policies, its outputs will remain a meaningful contribution to the reflections on the future of Europe.

In 2019, in the **Sport** chapter, priority was given to grassroots sport, increased participation in sport and awareness of the importance of health-enhancing physical activity in line with the Tartu call for a healthy lifestyle. The Sport chapter continued to support initiatives that tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination. It also promoted and supported good governance in sport and dual careers of athletes, and voluntary activities in sport, together with social inclusion, including refugees and migrants.

### Key achievements

**European Universities:** The €85 million-worth first Erasmus+ pilot call closed on 28 February 2019 with 48 eligible applications received, from more than 300 higher education institutions of all types from all parts of Europe, including all Member States. The results were published on 26 June: 17 European Universities were selected and will be awarded up to €5 million each.

**European Student Card Initiative:** Erasmus+ funded projects to deliver technical development to support the European Student Card Initiative, such as the **Erasmus without Paper Network**, which connects universities' information systems, and the **Erasmus+ Mobile App**, the one-stop-shop for students. The Erasmus+ Mobile App has been downloaded more than 73,000 times while more than 1,900 universities are involved in the testing of *Erasmus Without Paper*, with a 30 % increase observed between August and December 2019.

**Erasmus+ Digital Opportunity Traineeships (DOT) initiative:** Over 9,000 students from a variety of study fields undertook an Erasmus+ traineeship abroad to acquire forward-looking digital skills, 3,000 more than the target set at the start of the initiative.

The **eTwinning** community has continued to grow with some 125,000 new members registered in 2019, which represents a significant increase by more than 21 % in comparison to 2018 and contributes to an overall number of 764,000 registrants since inception. Hence, a new record was achieved for connecting teachers and classrooms across Europe, to step up support to teachers and foster exchanges.

In March, the '**eTwinning School**' Label was awarded for the second time, to 1,004 schools. Together with the first 1,211 recipients of this new label, these schools are recognised as leaders in areas such as digital practice, eSafety practice, innovative and creative approaches to pedagogy, promoting continuous professional development of staff, promoting collaborative learning practices with staff and students. The idea is also to help these schools to develop into a network, and to reach out to schools with less experience in eTwinning.

The **School Education Gateway** – now with over 70,000 registered users (an increase of 20,000 in one year) – also incorporates the European **Toolkit for Schools**, bringing together examples of policies and practice to support the development of inclusive schools. It is underpinned by the Whole School Approach, which recognises that schools are part of broader communities that need to work together to support all learners. For example, DG EAC offered peer counselling support to Cyprus on the topic of integrating newly arrived migrant students into schools, and supports the Toolkit Project to ensure portability of recognition decisions on migrant's qualifications.

The **Role Models** initiative, aiming to create a pool of positive role models to promote social inclusion, prevent exclusion and radicalization as well as encourage active citizenship and commitment to the European values was further implemented by Erasmus+ National agencies (NAs) in the participating Erasmus+ programme countries, either by the agencies themselves or in cooperation with local partners.

The **Western Balkans** and **Africa** were the two regions selected in which to pilot a new **vocational education and training** mobility scheme. A 2019 call for proposals selected one project for the Western Balkans and two for Africa, designed to involve training organisations from all regions of the continent. EAC is also supporting the empowerment of alumni in these two same regions: 2019 saw the first activities of the Western Balkan Student and Alumni association and the setting up of an African Student and Alumni Forum.

The 2019 edition of the **European Youth Week**, which involved some 120,000 young people across Europe and was held just before the European elections, focused, under the theme 'Democracy and me' on youth participation in decision-making and young people's participation in society. It saw an unprecedented involvement of other Commission DGs and became for the first time a real corporate initiative. It also provided a valuable opportunity for the first meeting of the EU Youth Strategy platform.

This **30th anniversary of the Jean Monnet Activities** was an opportunity to increase the visibility and impact of the achievements, to celebrate the success of the programme and to prepare stakeholders for the next extension of the actions beyond higher education institutions. As the key event of the 30 year anniversary, a high-level conference was organised, focusing on the history and the future of Jean Monnet Activities and their contribution to EU studies. The event attracted 7,000 views on the Facebook live with a very active #JeanMonnet30: 121 tweets from 51 different accounts and 910 engagements in Twitter. The total Facebook reach of the day has been of 89,000 people.

The annual call for proposals for Jean Monnet grants in the 30-years celebration year saw a new record number of 1,315 applications. 284 proposals were selected, supporting 217 universities, organisations and associations in 45 countries worldwide. They will implement EU studies-related activities during three years through 92 Modules, 74 Chairs, 29 Centers of Excellence, 10 ‘Supports-to-Associations’, 21 networks and 58 specific projects. The budget available for this call for proposals was €18.2 million.

In April 2019, the Commission awarded for the second time the **Altiero Spinelli Prize** for Outreach in the framework of the European Youth Week in the House of European History. Six Prizes were awarded to innovative projects which contributed to enhance young people’s understanding of the European project and their participation in its democratic processes. The third edition of the Altiero Spinelli Prize was launched in July 2019. A pilot project for a new award, the **Jan Amos Comenius Prize** to recognise high quality innovative and inspiring teaching about the European Union in secondary schools was launched.

For five years **the European Week of Sport** has tackled the inactivity crisis by encouraging Europeans to embrace a healthy and active lifestyle. The 2019 edition saw a new record with the staggering participation of over 14.6 million citizens in more than 23,000 events in 42 countries and regions in Europe. The European Week of Sport embraced for the second time Western Balkans and Eastern Partnership countries and regions.

In 2019, the **#Beinclusive EU sport awards** once again recognised sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face challenging social circumstances. The three #Beinclusive winners were announced at a special awards ceremony on 21 November 2019 in Brussels. The **#Beactive awards** support projects and individuals dedicated to promoting sport and physical activity across Europe. On 18 October 2019, #BeActive nominees, ambassadors and supporters gathered in Budapest to recognise outstanding commitments to the #BeActive campaign.

Two pilot projects in the field of **social inclusion of refugees** and the monitoring and coaching, through sports, of youngsters at risk of radicalisation are being implemented as a continuation of actions started in previous years.

Furthermore, a preparatory action also held in previous years continues to be implemented, namely the **Exchanges and Mobility in sport**. It includes a new lot of cooperation with Africa. The pilot projects and preparatory action were implemented throughout 2019.

#### **Evaluations/Studies conducted**

In 2019, the results of two new **Erasmus+ Impact studies** were communicated and disseminated: Erasmus+ makes students more successful in their personal and professional lives, and Erasmus+ helps universities to become more innovative.

In the field of Youth, two studies were launched and finalized in 2019: one on the landscape of youth representation in the EU and one on removing obstacles to cross-border solidarity activities. Furthermore, the results of the **Eurobarometer survey ‘How do we build a stronger, more united Europe? The views of young people’** was released in April 2019, showing that young people consider that protecting the environment and fighting climate change, along with education and training; and fighting poverty and social inequalities should be the top priorities for the EU in the years to come.

Beyond sectorial studies, the **Education and Training Monitor** on a yearly basis offers a comprehensive report on progress in education and training in Europe. With its international comparison and country analysis, the Monitor fuels the debate on priority themes for education and training and informs national education reform debates. The Monitor presents progress against mainly, but not only the quantitative indicators on education and training adopted under ET 2020 (‘EU benchmarks’). The country profiles of the Monitor also feed in the analytical work under the European Semester process. The 8<sup>th</sup> Education and Training Monitor, with a specific thematic focus on teachers and teaching careers, was published on 26 September 2019. The ninth edition, scheduled for publication in late 2020, will have ‘teaching and learning in a digital age’ as its lead theme.

#### **Forthcoming implementation**

The Erasmus+ programme will maintain a close relationship with the overall strategic framework for European cooperation in education and training in 2020, as well as reinforce synergies with other related EU programmes and policy areas.

As in previous years, the Programme will keep directly addressing, through different actions, specific policy priorities, in link with the recommendations from the Gothenburg Summit, of November 2017, followed up by the 2017 December Council conclusions to work **towards a European Education Area by 2025**: where learning mobility would be the norm, where universities can cooperate seamlessly across borders, where it is normal to speak two languages in addition to the mother tongue, where higher education and school leaving diplomas are automatically and mutually recognized and where Europe would become a continent of excellence in education and research.

In 2020, the pilot activity on European Universities will be reinforced. The selected projects will increase the performance, attractiveness and competitiveness of **higher education** institutions on a European scale. Another important novelty will be the inclusion of a new action on Centers of Vocational Excellence aimed at establishing world-class reference points for both initial as well as continuing training in specific sectors.

In **school Education**, the priority will be given to reinforcing the development of key competences, strengthening the profile of the teaching professions, promoting a comprehensive approach to language teaching and learning, increasing the levels of achievement and interest in science, technology, engineering, and mathematics (STEM), tackling early school leaving and disadvantage, developing high quality early childhood education and care systems, building capacity for promoting and facilitating recognition of learning periods abroad, and developing strong quality assurance systems.

In **Vocational Education and Training (VET)**, the priority will be given to developing partnerships supporting the setting up and implementation of internationalisation strategies for VET providers, aiming at promoting work-based learning in all its forms, increasing the quality in VET via feedback loops, enhancing access to training and qualifications for all, and developing sustainable partnerships to establish and/or further develop national, regional and sectoral skills competitions organisations.

In the **adult education** field, the priority will be given to improving and extending the supply of high quality learning opportunities for adults, supporting the setting up of and access to upskilling pathways, increasing learning demand and take-up, extending and developing the competences of educators, and developing mechanisms to monitor the effectiveness and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.

In the field of **youth**, the program will continue supporting mobility projects for young people and youth workers, cooperation projects for innovation and exchange of good practices and actions in support of policy reform, in line with the aims of the EU Youth Strategy 2019-2027 of engaging, connecting and empowering young people.

**Jean Monnet activities** continue to bring important contributions to the reflections on the future of Europe by promoting excellence in teaching and research in the field of studies on European Integration, in Europe and worldwide.

In the field of **sport**, the program will continue to support actions towards a systemic impact on the organisation and good governance of sport in Europe, at improving the level of participation in sport and physical activity and at ensuring the integrity and credibility of sport in Europe through the promotion of its common values.

From the point of view of technical management, further efforts will be made to optimise, stabilise and improve the performance and user-friendliness of the **IT tools** supporting the implementation of the Programme, in particular those tools that are used by the beneficiaries of the Programme. These efforts will be carried out with a view to facilitate the access to the programme, notably for new entrants and small entities applying for funding.

#### Outlook for the 2021-2027 period

As part of the ‘Investing in People’ chapter of the EU’s long-term budget proposal, the Commission presented its proposal for the new Erasmus programme for 2021-27 on 2 May 2018, proposing a doubling of the budget, and making it possible to triple the number of participants. This was underpinned by an impact assessment, which drew on the findings of the mid-term evaluation of the current Erasmus+ programme and on a broad public consultation, as well as feedback received in the context of the 30 years of Erasmus events held throughout 2017.

The future programme will maintain the current basic architecture as an integrated programme that is based on the principle of lifelong learning and whose beneficiaries include school pupils, higher education students, trainees, teachers, trainers, youth workers, sports coaches, and also learners in vocational education and training and adult learning staff.

The aim of the new programme is to be more inclusive and accessible to people from all social backgrounds. The Youth Participation Activities will provide accessible opportunities for young people to prepare for and engage in civic, economic, social, cultural and political decision-making the **DiscoverEU initiative** will give young people opportunities to discover Europe’s cultural heritage and diversity, while the successful Jean Monnet actions will be extended beyond higher education, mainly secondary education, making it possible to reach younger generations with European studies education.

### III. Programme key facts and performance framework

#### 1. Financial programming

Legal Basis	Period of application	Reference Amount (EUR million)
Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing ‘Erasmus+’: the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC	2014 – 2020	14 774,5

	Financial Programming (EUR million)							
	2014	2015	2016	2017	2018	2019	2020	Total Programme
Administrative support	10,4	11,0	10,4	11,7	11,9	12,4	12,4	80,2
Operational appropriations	1 525,0	1 574,1	1 699,2	2 032,9	2 276,8	2 747,1	2 846,9	14 702,0
Executive Agency	23,4	23,0	25,1	25,6	25,8	27,0	26,1	175,9
<b>Total</b>	<b>1 558,8</b>	<b>1 608,1</b>	<b>1 734,7</b>	<b>2 070,2</b>	<b>2 314,5</b>	<b>2 786,4</b>	<b>2 885,4</b>	<b>14 958,1</b>
<i>Erasmus+ – Contribution from external instruments – operational appropriations (Heading 4)*</i>	231,9	223,5	247,4	259,8	224,0	256,7	233,7	1 677,1
<i>Erasmus+ – Contribution from external instruments to Executive Agency (Heading 4)*</i>	6,0	5,5	5,4	5,9	5,5	5,1	4,9	38,2

<i>Total contribution from external instruments (Heading 4)*</i>	237,8	229,0	252,9	265,6	229,4	261,8	238,6	1 715,3
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## 2. Implementation rates

	2019				2020			
	CA	Impl. Rate	PA	Impl. Rate	CA	Impl. Rate	PA	Impl. Rate
Voted appropriations	2 786,425	100,00 %	2 609,317	99,72 %	2 885,368	25,34 %	2 732,717	2,15 %
Authorised appropriations (*)	3 267,016	93,66 %	3 215,023	88,85 %	3 170,659	27,42 %	3 163,435	4,64 %

(\*) Authorised appropriations include voted appropriations, appropriations originating from assigned revenues (internal and external) as well as carried-over and reconstituted appropriations; the execution rate is calculated on 15 April 2020

## 3. Performance information

### Programme performance

From its onset, the Erasmus+ programme has built on the experience of previous programmes and has developed its own agility to adapt to new priorities. Along the years, the programme has demonstrated an outstanding track record not only in terms of numbers, delivering constantly up to or above expectations across fields and actions, but also in terms of social impact. Over the last three decades, **10 million people** have participated in what, for many of them, turned out to be life changing experiences under Erasmus+ and its predecessors. After a learning exchange abroad, young people, adults, youth workers and teachers say they feel more prepared to take on new challenges, have better career prospects, and are more aware of the benefits the EU brings to their daily lives.

With the capacity to **fully absorption of funds** and an **error rate below 2 %**, the programme is well placed to upscale further in the next Multiannual Financial Framework. Harmonized reporting tools, analytics and business intelligence support the stirring of the programme in tight collaboration by the different stakeholders, and in particular the Education and Culture Executive Agency and the 60 National Authorities, present in the 27 Member States and 7 Partner Countries.

### General objectives

**General Objective 1:** The Programme shall contribute to the achievement of the objectives of the Europe 2020 strategy, including the headline education target; the objectives of the strategic framework for European cooperation in education and training (‘ET 2020’), including the corresponding benchmarks; the sustainable development of partner countries in the field of higher education; the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018); the objective of developing the European dimension in sport, in particular grassroots sport, in line with the Union work plan for sport; and the promotion of European values in accordance with Article 2 of the Treaty on European Union.

<b>Indicator 1:</b> Percentage of 18-24 year-olds with only lower-secondary education who are not enrolled in education or training								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
11.9 %	11.7 %	11.4 %	10.8 %	10.6 %	10.4 %	10.2 %	10.0 %	10.0 %
	Actual results							
	11.2 %	11.0 %	10.7 %	10.6 %	10.5 %	10.3 %		

Source: Eurostat latest data available: [http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020\\_40&plugin=1](http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020_40&plugin=1)

<b>Indicator 2:</b> Percentage 30-34 year-olds with completed tertiary or equivalent education								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
37.1 %			39.0 %		39.5 %		≥ 40 %	≥ 40 %
	Actual results							
	37.9 %	38.7 %	39.1 %	39.9 %	40.7 %	41.6 %		

Source: Eurostat latest data available: [http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020\\_41&plugin=1](http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020_41&plugin=1)

<b>Indicator 3:</b> Percentage of higher education graduates who have had a period of higher education-related study or training (including work placements) abroad								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020

2.9 %		8.0 %		17.0 %			20.0 %	20.0 %
	Actual results							
		8.0 %	10.7 %					

Comment: Results 2016: 7.6 % Credit Mobility and 3.1 % Degree mobility. The data collection is based on Commission Regulation 912/2013. The first full data transmission on learning mobility of tertiary graduates (degree and credit mobility) was scheduled under this Regulation for November 2017 and published in 2018), referring to the academic year 2015/16. In 2018 data on credit mobility were published for the first time and included in the new estimates for the academic year 2015/16. Graduates which are credit mobile during their studies include graduates who participated in the Erasmus+ EU programme.

Source: The data collection needed for the indicator is under development through the European Statistical System. This work is coordinated by Eurostat.

Unit of measure: Baseline: EU graduates qualified in a country other than the country in which they achieved their upper secondary diploma (degree mobility only).

**Indicator 4:** Percentage of 18-34 year-olds with an initial vocational education and training qualification who have had an initial vocational education and training-related study or training period (including work placements) abroad

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2011	Milestones foreseen							2020
2-3 %				4 %			6 %	6 %
	Actual results							
	3 %							

Comment: Estimate on available data for annual participation in VET mobility under the Leonardo Da Vinci programme and from certain countries (SWD SEC(2011) 670 on the development of benchmarks on education and training for employability and on learning mobility). When the IVET mobility indicator was adopted there was no European harmonised data source that could provide data for the indicator. Eurostat set up a Task Force and a pilot data collection on learning mobility via household surveys. However, the results had low reliability for some countries. Based on the pilot data collection and discussions with Member State authorities, the Commission has drawn the conclusion that it was worth exploring the use of administrative data and review the feasibility of using such data for the benchmark on IVET mobility. The results of the feasibility study to be published in the end of 2019 should clarify whether administrative data are a reliable source for the benchmark. Weighted average for 16 EU MSs where data are available through a Eurostat pilot collection (BE, BG, EE, ES, IT, LV, LT, HU, NL, AT, PL, PT, RO, SI, SK, SE). The final results can only be provided when all the projects have been finalised.

**Indicator 5:** Number of staff supported by the Programme, by country and by sector

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
HE 46	49		50				70	70
	Actual results							
	43	45	46	55	65	75		
2013	Milestones foreseen							2020
VET 9	23		11				15	15
	Actual results							
	20	17	18	18	20	22		
2013	Milestones foreseen							2020
Schools 13	21		15				20	20
	Actual results							
	18	18	21	29	36	49		
2013	Milestones foreseen							2020
Adult 2	6		3				5	5
	Actual results							
	5	4	4	6	8	12		
2013	Milestones foreseen							2020
Youth 16	21	21	22	23	24	25	26	26
	Actual results							
	34	31	29	32	33	39		

Comment: Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 preliminary results calculated for awarded projects in a given call year. Figures updated to EU 28. In line with DG EAC Strategic Plan 2016-2020. The increasing trend of actual



results mirrors the increasing trend of the annual budget available over the programme period.

Source: Detailed breakdown can be found in the Erasmus+ Annual Report.

Unit of measure: In thousand

Indicator 6: Number of participants with special needs or fewer opportunities								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
Total 8	15			15			40	40
	Actual results							
	19	22	24	30	32	15		
2013	Milestones foreseen							2020
Youth 18.7	47			22			37	37
	Actual results							
	26	31	37	42	41	14		

Methodology: Calculation method has been improved in 2019 and is now based on realised mobility periods. All EU28 past values recalculated. Comment: Calculation method has been improved in 2019 and is now based on realised mobility periods. All EU28 past values have been recalculated. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 preliminary results calculated for awarded projects in a given call year.

Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 preliminary results calculated for awarded projects in a given call year.

Availability of Data: Mobility periods are ongoing for 2018, final values will be updated once all projects will be closed. 2019 results are provisional.

Source: Detailed breakdown can be found in the Erasmus+ Annual Report.

Unit of measure: In thousand

Indicator 7: Number and type of organisations and projects, by country and by action								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2014	Milestones foreseen							2020
National Agencies Projects: 11/Organisations: 32	11 994							
	Actual results							
	18/68	18/66	19/72	21/79	22/89	23/102		
2014	Milestones foreseen							2020
EACEA Projects: 0.8/Organisations: 4	11 994.0							
	Actual results							
	0.7/2.2	0.9/4	1.1/5.6	1.0/4.4	1.3/5.5	1.4/6.0		

Methodology: Projects/Organisations

Comment: Number of participants in EU33

Availability of Data: The final figures can only be provided when selections will be finalised.

Source: EACEA data

Unit of measure: Actions managed by National Agencies or EACEA respectively (In thousand)

### Specific objectives

**Specific Objective 1:** to improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;

Indicator 1: Percentage of participants declaring that they have increased their key competences								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2012	Milestones foreseen							2020
75 %			77 %				80 %	80 %
	Actual results							
	94 %	94 %	94 %	94 %	95 %	95 %		

Comment: The actual results are based on EU28. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 final figures can only be provided when projects are finalised. Data is extracted from completed participant surveys.

Unit of measure: Youth percentage

<b>Indicator 2: The number of pupils, students and trainees participating in the Programme, by country, sector, action and gender</b>								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
HE 260	236	239	248	270	319	356	412	412
	Actual results							
	234	236	250	290	316	336		
2013	Milestones foreseen							2020
VET 41	78	78	80	87	99	121	131	131
	Actual results							
	90	96	105	127	137	154		

Comment: Detailed breakdown can be found in the Erasmus+ Annual Report. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 preliminary results calculated for awarded projects in a given call year. Including Erasmus+ specific objective to improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work

Unit of measure: In thousand

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Individual Mobility of Staff (HE – VET – Schools – Adult)	15 02 01 01	127 947	293.2
Students Mobility HE	15 02 01 01	356 074	741.0
Students Mobility VET	15 02 01 01	130 391	376.0
Erasmus Mundus Joint Masters	15 02 01 01	5 300	122.0
Masters (Student loan guarantee facility)	15 02 01 01	1 200	3.0
Operating grants for National Agencies	15 02 01 01	58	95.5
<b>Total</b>			<b>1630.7</b>

Outputs		Number of outputs foreseen (F) and produced (P) <sup>(2)</sup>						
		2014	2015	2016	2017	2018	2019	2020
Individual Mobility of Staff (HE,VET,Schools,Adult)	F	71 541	72 474	76 326	90 191	97 876	113 654	127 947
	P	85 971	84 191	89 518	106 007	127 430	158 291	
Students Mobility HE	F	223 857	224 286	236 207	239 142	280 781	309 060	356 074
	P	233 967	239 474	255 551	289 889	313 333	336 495	
Students Mobility VET	F	77 554	77 650	81 777	87 227	99 328	121 200	130 391
	P	89 882	95 799	104 524	126 511	136 835	153 624	
Erasmus Mundus Joint Masters	F	1 608	2 800	3 400	4 000	4 600	5 300	5 300
	P	2072	2 289	2 466	2 876	3 183	3 755	
Masters (Student loan guarantee facility)	F	10 964	12 764	20 890	19 426	19 426	19 000	1 200
	P	0*	3 440	6 569	7 081	3 000 <sup>(3)</sup>	450	
Operating grants for National Agencies	F	55	55	55	55	55	55	58
	P	55	55	56	57	58	58	

\*The Facility has been established as from 2015

**Specific Objective 2:** to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other

<sup>(2)</sup> Result indicator: the final figures can only be provided when all projects will be finalised.

<sup>(3)</sup> Based on a close monitoring of the Student Loan Guarantee Facility uptake, the budget and targets are adapted along the year. The target of 19,000 loans relates to a commitment of €50 million at the start of the 2018 budgetary exercise. This amount was subsequently downsized to €18 million as part of the Erasmus+ Work Programme 2018 (estimated target of 7,081 loans). In practice, €8 million have been committed, corresponding to approximately 3,000 loans.

stakeholders;

**Indicator 1: The number of users of Euroguidance**

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
Hits on Euro-guidance 2 921 925				5 000 000			10 000 000	10 000 000
	Actual results							
	3 561 668	5 000 000	2 983 273					
2013	Milestones foreseen							2020
Participants in Euro guidance seminars/workshops 11 411	7 643			10 000			100 000	100 000
	Actual results							
	31 832	30 463						

Methodology:

Comment: Baseline according to 2013 final reports.

Source: 2015 According to Erasmus+ annual report. 2016 Cf. Euroguidance Synthesis report.

Unit of measure: Hits on Euro guidance website & Participants in Euro guidance seminars/workshops or Participants in Euro guidance seminars/workshops respectively

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Strategic partnerships (School, HE, VET, Adult)	15 02 01 01	4 515	645.6
Knowledge alliances / Sector Skills Alliances / European Universities	15 02 01 01	72	120.0
Web platforms	15 02 01 01	2	16.8
<b>Total</b>			<b>782.4</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Strategic partnerships (School, HE, VET, Adult) <sup>(4)</sup>	F	1 739	1 780	1 863	3 026	3 545	3 916	4 515
	P	1 321	1 465	1 867	2 292	3 034	4 224	
Knowledge alliances / Sector Skills Alliances <sup>(5)</sup> / European Universities	F	13	20	42	48	48	42	72
	P	14	15	35	36	48	46	
Web platforms	F	4	4	4	4	4	4	4
	P	4	4	4	4	4	4	

**Specific Objective 3:** to promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;

**Indicator 1: Percentage of participants who have received a certificate, diploma or other kind of formal recognition of their participation in the Programme**

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
HE 100 %		100 %		100 %			100 %	100 %
	Actual results							
	100 %	100 %	100 %	100 %	100 %	100 %		

<sup>(4)</sup> The number of strategic partnerships is lower than foreseen in 2014 and 2015 because the average grant size is higher than foreseen. Measures are being taken to reduce the average grant size in coming years.

<sup>(5)</sup> The number of Knowledge Alliances/Sector Skills Alliances is lower than foreseen in 2015 and 2016 because the average grant size is higher than estimated.

2013	Milestones foreseen							2020
VET 65 %		68 %		70 %			75 %	75 %
	Actual results							
	71 %	74 %	73 %	76 %	80 %	87 %		

Comment: Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020.

Availability of Data: Result indicator: the final results can only be provided when all the formal recognitions have been delivered (year N=3).

Source: Data is extracted from completed participant surveys.

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Support for policy reform	15 02 01 01	n/a	67.7
<b>Total</b>			<b>67.7</b>

**Specific Objective 4:** to enhance the international dimension of education and training, in particular through cooperation between Union and partner-country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the Union’s external action, including its development objectives, through the promotion of mobility and cooperation between the Union and partner-country higher education institutions and targeted capacity-building in partner countries;

**Indicator 1:** The number of partner country higher education institutions involved in mobility and cooperation actions

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
1 000	0	1 000	1 100		1 200		1 300	1 300
	Actual results							
	1	902	1 049	893	910	1 096		

Comment: International actions were only launched at the end of 2014. These figures come from the numbers of non EU HEIs having participated in Erasmus Mundus (EM) and Tempus from 2009 to 2013. Figures reported centralised actions only.

Source: 2015 According to Erasmus+ annual report.

**Indicator 2:** The number of higher education students receiving support to study in a partner country, as well as the number of students from a partner country coming to study in a Programme country

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
Going to a partner country HE students and staff going to a partner country (in 1 000)	0.0	3.8	4.0	4.3	3.6	3.0	3.9	3.9
	Actual results							
	0.0	9.0	13.0	16.0	18.0	22.0		
2013	Milestones foreseen							2020
Coming from a partner institution HE students and staff coming from a partner country (in 1 000)	0	15	16	17	14	15	15	15
	Actual results							
	0	19	23	25	28	33		

Comment: The increasing trend of actual results mirrors the increasing trend of the annual budget available over the programme period.

Unit of measure: In thousand

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million

International Student and Staff Mobility	Heading 4 <sup>(6)</sup>	32 300	107.0
Degree Mobility	Heading 4 <sup>(7)</sup>	232	20.9
International HE Capacity Building	Heading 4 <sup>(8)</sup>	141	105.9
<b>Total</b>			<b>233.8</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014*	2015	2016	2017	2018	2019	2020
International Student and Staff Mobility (credit mobility) <sup>(9)</sup>	F	14 363	15 718	17 906	30 000 <sup>(10)</sup>	30 000	30 000	32 300
	P	0	28 167	36 136	40 918	46 016	55 071	
Degree mobility	F	228	228	280	279	228	238	232
	P	0	518	423	350	400	418	
International HE Capacity Building	F	135	139	159	168	136	143	141
	P	0	138	147	149	150	163	

\* Implementation of the actions delayed for the subsequent year due to the late adoption of the legal basis of the external instruments.

**Specific Objective 5:** to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness;

**Indicator 1:** Percentage of participants in long-term mobility declaring that they have increased their language skills

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2010	Milestones foreseen							2020
HE 94 %		95 %		96 %	96 %		98 %	98 %
	Actual results							
	98 %	98 %	97 %	97 %	97 %	95 %		
2010	Milestones foreseen							2020
VET 81 %				87 %	87 %		90 %	90 %
	Actual results							
	97 %	96 %	96 %	96 %	96 %	96 %		

Comment: In order to compare data, 'long-term' mobility is considered here as from 2 months and over across all sectors. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020.

Source: Data is extracted from completed participant surveys.

**Specific Objective 6:** to promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide

**Indicator 1:** Number of students receiving training through Jean Monnet activities

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2007	Milestones foreseen							2023
120 000	215 000	235 000	260 000	285 000	31 000	335 000	360 000	360 000
	Actual results							
	246 000	267 000	286 000	307 000	311 000	359 000		

Comment: A high number of applications have been received and selected compared to the previous years. The increasing trend of actual results mirrors the increasing trend of the annual budget available over the programme period.

### Expenditure related outputs

<sup>(6)</sup> Contribution to Erasmus+ coming from the external instruments under heading 4, budget lines 19 05 20; 21 02 20; 22 04 20; 22 02 04 02

<sup>(7)</sup> Contribution to Erasmus+ coming from the external instruments under heading 4, budget lines 19 05 20; 21 02 20; 22 04 20

<sup>(8)</sup> Contribution to Erasmus+ coming from the external instruments under heading 4, budget lines 19 05 20; 21 02 20; 22 04 20; 22 02 04 02

<sup>(9)</sup> Number of mobilities based on call year

<sup>(10)</sup> The original annual forecasts were low at around 16,000 individuals per year. The contracts signed in the second semester 2015 indicated a much higher number of individuals who would be supported with the funds available. Each of the contracts awarded are 26 months long, and the mobility activities are spread over 4 academic semesters, with the majority of the participants mobile in year n+1, and the first semester of year n+2. Hence, the produced numbers for 2016, relating to the signed 2015 contracts are still low (~16,000) but from 2017 onwards, participants from 2 overlapping call years (2015 and 2016 contracts, active in 2017) will undertake mobility. Consequently, 30 000 mobilities per year on average are expected.

Outputs	Budget line	Budget 2020	
		Number	EUR million
Jean Monnet activities	15 02 02	360	47.1
<b>Total</b>			<b>47.1</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Jean Monnet activities (in 1000)	F	215	235	260	285	310	335	360
	P	246	267	286	307	311	359	

**Specific Objective 7:** to improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;

Indicator 1: Percentage of participants declaring that they have increased their key competences								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2012	Milestones foreseen							2020
75 %			77 %				80 %	80 %
	Actual results							
	94 %	94 %	94 %	94 %	95 %	95 %		

Comment: The actual results are based on EU28. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 final figures can only be provided when projects are finalised. Data is extracted from completed participant surveys.  
Unit of measure: Youth percentage

Indicator 2: Percentage of participants in voluntary activities declaring that they have increased their language skills								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2010	Milestones foreseen							2020
87 %		90 %		92 %			95 %	95 %
	Actual results							
	97 %	97 %	96 %	96 %	95 %			

Comment: The actual results are based on EU28. Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020. Actual results – EU28 final figures can only be provided when projects are finalised. Data is extracted from completed participant surveys.

Indicator 3: The number of young people engaged in mobility actions supported by the Programme, by country, action and gender								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2012	Milestones foreseen							2020
59	69	70	70	77	92	107	124	124
	Actual results							
	84	92	102	111	103	113		

Comment: The decrease in results observed in 2017 and 2018 is due to the transfer of funds for the volunteering activities to the new spending programme – European Solidarity Corps. The new regulation was adopted in October 2018.  
Source: 2015 According to Erasmus+ annual report.  
Unit of measure: Youth in thousand

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Participants in Youth Exchanges	15 02 01 02	109 600	72.4
Participants in European Voluntary Service projects*	15 02 01 02	0	0
Youth workers participating	15 02 01 02	26 300	19.4
<b>Total</b>			<b>91.8</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Participants in Youth Exchanges	F	62 400	62 700	62 800	67 900	80 900	94 300	109 600
	P	77 058	78 217	86 500	92 354	96 556	105 576	
Participants in European Voluntary Service projects	F	7 100	7 200	7 200	12 000	4 500	0	0
	P	6 834	7 883	8 840	10 117	8 504	0	
Youth workers participating	F	21 000	21 300	21 600	22 700	23 800	25 000	26 300
	P	33 709	31 496	29 178	31 878	32 910	38 748	

**Specific Objective 8:** to foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;

**Indicator 1:** The number of users of the Eurodesk network

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
140 000	140 000	140 000	140 000	140 000	140 000	140 000	140 000	140 000
	Actual results							
	258 500	266 000	338 381	338 116	339 000			

Comment: This figure has significantly increased because of the European Solidarity Corps kick off which generated a lot of interest and enquiries across the network. In 2018, the Eurodesk network answered over 339,000 enquiries, had over 430,000 social media followers and received 12.1 million website visits. Over 3,600 trainings were held by Eurodesk for around 36,000 participants to further enhance knowledge of youth workers from all over Europe.

Unit of measure: Information enquiries answered through Euro desk network

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Strategic partnerships	15 02 01 02	2 780	61.0
Web Platforms	15 02 01 02	1	0.7
<b>Total</b>			<b>61.7</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Strategic partnerships <sup>(1)</sup>	F	1 160	1 420	1 800	2 040	2 280	2 530	2 780
	P	1 677	2 016	2 027	2 568	2 019	3 857	
Web Platforms	F	1	1	1	1	1	1	1
	P	1	1	1	1	1	1	

**Specific Objective 9:** to complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;

**Indicator 1:** Percentage of participants who have received a certificate ‘for example a Youthpass’, diploma or other kind of formal recognition of their participation in the Programme

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2010	Milestones foreseen							2020
26 %		35 %		45 %			65 %	65 %
	Actual results							
	77 %	78 %	81 %	82 %	86 %	86 %		

Comment: Milestones foreseen – In line with DG EAC Strategic Plan 2016-2020.

Source: Data is extracted from completed participant surveys.

<sup>(1)</sup> Including Trans-National Cooperation activities.

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Structured Dialogue projects	15 02 01 02	169	5.9
Operating grants to European Youth NGOs	15 02 01 02	75	3.2
Support to Euro desk	15 02 01 02	36	1.9
European Youth Forum	15 02 01 02	1	2.2
Others	15 02 01 02	20	6.8
<b>Total</b>			<b>20.0</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Structured Dialogue projects	F	150	153	157	160	163	166	169
	P	166	220	234	282	300	272 <sup>(12)</sup>	
Operating grants to European Youth NGOs	F	66	68	69	71	72	73	75
	P	60	70	77	88	90	85	
Support to Euro desk	F	35	35	35	35	35	35	36
	P	35	35	35	35	35	35	
European Youth Forum	F	1	1	1	1	1	1	1
	P	1	1	1	1	1	1	
Others	F	20	20	20	20	20	20	20
	P	20	20	20	20	20	20	

**Specific Objective 10:** to enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in complementarity with the Union’s external action, in particular through the promotion of mobility and cooperation between the Union and partner-country stakeholders and international organisations and through targeted capacity-building in partner countries.

**Indicator 1:** The number of youth organisations from both Programme countries and partner countries involved in international mobility and cooperation actions

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2011	Milestones foreseen							2020
5 300	5 500		5 600		5 800		6 000	6 000
	Actual results							
	9 179	6 179	7 371	8 198	5 648	5 936		

Source: 2015 According to Erasmus+ annual report.

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Capacity building projects	15 02 01 02	83	13.7
<b>Total</b>			<b>13.7</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Capacity building projects	F	82	95	103	65	70	79	83
	P	60	61	56	82	93	121	

**Specific Objective 11:** to tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination;

<sup>(12)</sup> Temporary figure – Selection process not finalised yet.



Indicator 1: Percentage of participants who have used the results of cross-border projects to combat threats to sport								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2009-2013	Milestones foreseen							2020
0 %	7 %			50 %			75 %	75 %
	Actual results							
	55 %	60 %	65 %	70 %	70 %	75 %		

Narrative: New EU action, no baseline available.

Comment: In line with DG EAC Strategic Plan 2016-2020.

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Sport activities – cross-border projects to combat threats to sport	15 02 03	46	9.8
<b>Total</b>			<b>9.8</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Sport activities – cross-border projects to combat threats to sport	F	8	8	12	40	42	42	46
	P	6	6	13	27	12 <sup>(13)</sup>	26 <sup>(14)</sup>	

**Specific Objective 12:** to promote and support good governance in sport and dual careers of athletes;

**Indicator 1:** Percentage of participants who have used the results of cross-border projects to improve good governance and dual careers

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2009-2013	Milestones foreseen							2020
0 %	9 %			50 %			75 %	75 %
	Actual results							
	40 %	35 %	45 %	55 %	65 %	70 %		

Narrative: New EU action, no baseline available.

Comment: In line with DG EAC Strategic Plan 2016-2020.

**Expenditure related outputs**

Outputs	Budget line	Budget 2020	
		Number	EUR million
Sport activities – cross-border projects to improve good governance and dual careers	15 02 03	82	16.3
<b>Total</b>			<b>16.3</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Sport activities – cross-border projects to improve good governance and dual careers	F	14	16	23	39	40	70	82
	P	4	12	5	46	65	72	

**Specific Objective 13:** to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.

**Indicator 1:** Percentage of participants who have used the results of cross-border projects to enhance social inclusion, equal opportunities and participation rates

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
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<sup>(13)</sup> Priority given to projects promoting health enhancing physical activity in line with commitment No1 of the [Tartu Call for a Healthy Lifestyle](#).

<sup>(14)</sup> Due to low number of applications received. The topics are specific and of scientific/research nature.

2009-2013	Milestones foreseen							2020
0 %				50 %			75 %	75 %
	Actual results							
	35 %	45 %	55 %	65 %	70 %	75 %		

Narrative: New EU action, no baseline available.

Comment: In line with DG EAC Strategic Plan 2016-2020.

Availability of Data: Result indicator: the final results can only be provided when all the projects will be finalised.

Indicator 2: Size of membership of sport organisations applying for, and taking part in, the Programme, by country								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2009-2013	Milestones foreseen							2020
0 %				30 %			50 %	50 %
	Actual results							
	25 %	25 %	27 %	30 %	35 %	40 %		

Narrative: New EU action, no baseline available.

Availability of Data: Result indicator: the final results can only be provided when all the projects will be finalised.

Unit of measure: Size of membership of sport organisations (Percentage of small grassroots less than 1 000 members in the projects)

#### Expenditure related outputs

Outputs	Budget line	Budget 2020	
		Number	EUR million
Sport activities – cross-border projects to enhance social inclusion	15 02 03	200	39.0
<b>Total</b>			<b>39.0</b>

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Sport activities – cross-border projects to enhance social inclusion	F	21	24	35	168	175	168	200
	P	26	30	117	120	177	162	

#### 4. Contribution to Europe 2020 Strategy and mainstreaming of policies

##### Contribution to Europe 2020 headline targets

##### Table Contribution to Europe 2020 headline targets

The share of early school leavers should be under 10 % and at least 40 % of the younger generation should have a tertiary degree
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##### Contribution to mainstreaming of climate action

##### Justification

Europe’s future will be built by young people. This is why they need to be empowered to develop the capacities and skills to help tackle climate change. Erasmus+ is offering young people the chance to join training and field projects on **environment, energy and climate change** as to respond to the important focus on getting the right skills and competences for the labour market of the future, especially in the growing sector of green jobs. This support can cover a wide range of activities, from training youth workers and young people, to connecting citizens to discuss topics such as economic developments and climate change; to Erasmus+ capacity building projects; and Sector Skills Alliances for implementing new strategic approaches with regard to i.e. agricultural sustainability, management of natural resources and climate action. The Commission is proposing, with a double of funding for the Erasmus programme 2021-2027, a focus on promoting forward-looking study fields, giving more attention to study fields such as **renewable energy, climate change, environmental engineering, artificial intelligence or design**.

Erasmus+ has funded over 4 000 projects addressing environment and climate change in the period 2014-2018.

##### Gender mainstreaming

Equality between men and women is a broad EU objective, and is explicitly stated in the Erasmus+ programme. Erasmus+ aims at promoting equity and inclusion by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as dissocial obstacles caused by discrimination on basis of gender. The participation to date shows excellent gender balance for the participants.

In addition, Erasmus+ supports projects dealing with the issue of gender equality; e.g. focusing on changing mentalities through reflection and the exchange of best practices, sensitising children to gender and diversity, developing new and innovative methods to break down barriers for young girls in science and technology education, etc.

Erasmus+ has funded over 2,300 projects addressing gender equality in the period 2014-2018.

In the field of **Sport**, in addition to the regular activities, the programme contributed to cooperation with the Council of Europe, the United Nations Office on Drugs and Crime (UNODC), the World Health Organisation and the National Football Information Points (NFIP) network, with dedicated projects to tackle key issues such as gender equality, match-fixing and violence in sport.

## **5. Programme contribution to the Sustainable Development Goals**

### ***SDG 1 End poverty in all its forms everywhere***

Through its activities to achieve social inclusion through education, Erasmus+ contributes to achieving Goal 1 of the SDGs, in particular its target of reducing at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

### ***SDG 3 Ensure healthy lives and promote well-being for all at all ages***

Through its education and training and sport activities, Erasmus+ promotes healthy habits and well-being, particularly among the youth, hence contributing to SDG 3, notably to its target on reducing by one third premature mortality from non-communicable diseases through prevention and treatment and promotes mental health and well-being. The **Tartu Call for a healthy life style** sets out a roadmap for promoting healthy lifestyles in Europe, particular among children.

### ***SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***

Much like the Sustainable Development Goal 4, the EU Strategic Framework for European Cooperation in Education and Training (ET 2020) is designed to support Member States in ensuring inclusive and equitable quality education and in promoting life-long learning opportunities for all, from early childhood education and schools through to higher education, vocational education and training and adult learning. The ET 2020 priorities, adopted by Council and Commission in November 2015, have a direct influence on the Erasmus+ Work Programmes, as Erasmus+ provides funding to support initiatives such as social inclusion through education and training, addressing early school-leaving and underachievement in reading, mathematics and science; fostering employability of graduates and adult participation in learning, and enhancing democratic citizenship, social, civic and intercultural competences and the common EU values.

On the international scene, the EU has an active policy for cooperation in education and training with third countries by promoting peer-to-peer learning and comparison with education systems worldwide. In particular, the EU's Erasmus+ mobility and inter-university cooperation programme is an invaluable instrument for establishing lasting academic and cultural ties, also promoting the EU in partner countries. Overall Erasmus+ funding for third countries will support around 200,000 mobility exchanges of university students and staff, 1,000 capacity building in higher education projects and around 27,000 scholarships and teaching staff within Erasmus Mundus Joint Master Degrees, primarily for partner countries across the world. Support is also provided to higher education in Africa through the Joint Africa-EU Strategy.

### ***SDG 5 Achieve gender equality and empower all women and girls***

The Erasmus+ Programme aims at removing social obstacles for participation in it for people facing discrimination because of gender, among other reasons. Strategic partnerships in the field of Youth give priority to projects that promote the empowerment of all young people, with a special focus on access to rights, autonomy and participation. The promotion of gender equality and equal opportunities is a specific objective in the field of sport.

### ***SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all***

All the actions of the Erasmus+ Programme contribute to increase the employability of the young people that participate in it, as shown by several studies. This is achieved through a combination of several outcomes, e.g. the acquisition of new skills, increased autonomy, increased knowledge of foreign languages, etc. The emphasis on inclusion aims to ensure that all can reap these benefits irrespective of disadvantage.

### ***SDG 10 Reduce inequality within and among countries***

In general, the Erasmus+ Programme aims at promoting equity and inclusion by facilitating access to it to participants with disadvantaged backgrounds and fewer opportunities compared to their peers. More specifically in the field of Youth, an Inclusion and Diversity Strategy has been designed as a common framework to support the participation and inclusion of young people with fewer opportunities.

*SDG 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*

One of the aims as regards students, trainees, apprentices, young people and volunteers participating in any of the mobility activities supported under Erasmus+ is a more active participation in society.

**6. Information about financial instrument(s) and trust fund(s) financed by the Programme**

Launched in **2015**, the Erasmus+ Master Loan Scheme is a guarantee facility established under the Erasmus+ programme. Its objective is to incentivise commercial and retail banks, promotional banks, student loan bodies and other financial intermediaries, such as higher education institutions, to extend loans on favourable terms to mobile students pursuing a full higher education degree (Masters' programme) in a country which is neither their country of residence nor the country in which they obtained their qualification granting access to the Master's programme. The incentive is provided through effective portfolio credit risk transfer (via a guarantee or a counter-guarantee) by the **European Investment Fund** on behalf of the Commission, through a delegation agreement.

The scheme is designed to support postgraduate students and protect them from student hardship with social safeguards including:

- No need for collateral from students or parents, ensuring equality of access;
- Favourable, better than market interest rates;
- Pay-back terms that allow graduates up to two years to find work before beginning repayment.

Building on the achievements and lessons learned from the Master Loan Scheme, it is intended for the future InvestEU investment programme to support (under its window on 'Social Investment and Skills') a broad range of individual and institutional loan schemes targeting skills development including but going beyond the field of tertiary education.