



29/02/2016

Strategic Plan 2016-2020

DG EDUCATION AND CULTURE

*The current Commission's term of office runs until 31 October 2019. New political orientations provided by the incoming Commission for the subsequent period will be appropriately reflected in the strategic planning process.

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PART 1. Strategic vision for 2016-2020

A. Mission statement

We strive for an inclusive society based on cross-border and inter-cultural cooperation in education, research, youth, culture and sport.

We support young people, students, teachers, researchers and artists by creating opportunities to improve their skills, mobility and to take advantage of jobs and growth.

Our flagship programmes are Erasmus+, Marie Skłodowska-Curie and Creative Europe.

Under the leadership of Commissioner Navracsics, these policy areas will play an essential role to reach the objectives of the Juncker Commission over 2016-2020, not only through specific initiatives but also through the following **contributions to cross-policy initiatives** and flagship EU programmes:

Under Commission's general objective 1 "A New Boost for Jobs, Growth and Investment", as regards competitiveness (general objective 1-A):

- **A New Boost for Jobs, Growth and Investment**, the revised Europe 2020 strategy and the Investment Plan for Europe presented by the Juncker Commission, as part of the project team steered by the Vice-President for Jobs, Growth, Investment and Competitiveness, notably for aspects related to the modernisation of education and its infrastructure, research and knowledge dissemination in the digital economy, integration of education, research and innovation, culture as a catalyst of innovation and contributor to Jobs and Growth, in particular through SMEs and by helping Europe's culture sectors to reach out to new audiences;
- the **European Semester** of economic policy coordination and a Deeper and Fairer Economic and Monetary Union, as part of the project team steered by the Vice-President for the Euro and Social Dialogue. The European Semester should be the vehicle for pursuing the modernisation of education systems, including with a view to progressing towards the targets of the Europe 2020 strategy in the field of education and addressing performance gaps in education systems as part of the work on macro-economic imbalances; in this context non-formal and informal learning should be taken more into account in helping youth people in their transition to adulthood and into the labour market.
- the **Connected Single Market**, in building the digital economy and promoting e-society regarding education, innovation, culture, youth and sport aspects. DG EAC contribution focuses particularly on removing restrictions to facilitate access and dissemination notably for intercultural and educational purposes, while preserving the fair remuneration of the creators of content. For that purpose, the DG will aim to foster digital skills that allow citizens to exploit all the benefits of the e-society, use of ICT and open resources for teaching and learning, the innovations of the European Institute of Innovation and Technology in the area of ICT, the role of copyright in preserving Europe's cultural diversity together with a tax framework that supports the role of culture as a public good;
- promoting the **modernisation of European education** with the mobility of individuals, the cooperation of institutions and policy-makers, through Erasmus+ and reinforcing the "**knowledge triangle**" between education, business and research;

Under Commission's general objective 1 "A New Boost for Jobs, Growth and Investment", as regards social inclusiveness (general objective 1-B):

- pursue the work in the fields of education, youth policy and sport in view of tackling the unacceptably high level of **youth unemployment and exclusion**, and of fostering **social integration** and democratic change;
- promoting **culture as a catalyst for tolerance, active citizenship, social inclusion, and innovation**, particularly among the young, using the Creative Europe programme to best effect;
- contributing to make the EU a **Stronger Global Actor** in developing the role of people-to-people contacts and multi-faceted diplomacy (education, youth, sport, culture) in the EU's external relations, including in cases of regional crises, and in participating in the **European Agenda on Migration**; while promoting our **cultural diversity** in particular in the context of a reasonable and balanced Free trade Agreement with the US.

Under Commission's general objective 11, the DG will further develop the corporate services to the benefit of the entire Commission particularly the digital modernisation of the **Central Library** and the dissemination role of the **Traineeships office**.

B. Operating context

This section presents how DG EAC operates and is organised to deliver on its priorities. The Europe 2020 strategy, the priorities of the Commission, as well as the Multi-annual Financial Framework 2014-2020 give DG EAC the strategic guidance for future work. DG EAC achieves its goals through the implementation of dedicated programmes (Erasmus+, Creative Europe, Marie Skłodowska Curie), through policy support work and through exploitation of synergies between all strands.

1. Support competences for the EU: from policy coordination to popular programmes

In the areas of education, culture, youth and sport, in line with **Treaty provisions**, competence rests with Member States. The European Union can bring added value by supporting Member States in their modernisation efforts, through the fostering of policy cooperation, the open method of coordination and by maximising the impact of its financial instruments.

- According to the Treaty on the Functioning of the European Union (Articles 165 and 166 TFEU and Article 180), Union action shall be aimed in particular at developing the **European dimension in education**, encouraging mobility and distance education, promoting cooperation between educational establishments, developing exchanges of information and experience on education systems of the Member States, at stimulating the training and mobility of researchers in the Union.
- According to the Treaty on the Functioning of the European Union (Article 179), Union shall have the objective of strengthening its scientific and technological bases by achieving a **European research area** in which researchers, scientific knowledge and technology circulate freely, and encouraging it to become more competitive, including in its industry, while promoting all the research activities deemed necessary.
- According to 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".
- In the specific field of sport, Article 165 TFEU stipulates that Union action shall be aimed at developing the **European dimension in sport** and the promotion of European sporting issues.
- On the basis of Article 167 TFEU, the essential added value of the action at EU level lies in promoting a greater awareness of a **European heritage** and of the **diversity of cultures** in Europe and worldwide, throughout intercultural dialogue and supporting transnational mobility of artists/cultural professional and of their works.

The **Programmes 2014-2020** - Erasmus+ (education, youth and sport), Marie Skłodowska-Curie actions (researchers' mobility), the European Institute of Innovation and Technology and Creative Europe (culture) - provide support to individuals, organisations and policy reform and give the EU a channel to reach out and make a difference where this matters most to Europeans. EU programmes focus on objectives that cannot be efficiently realised by Member States acting alone, in particular when addressing issues with a cross-border dimension. Most activities would likely not find funding elsewhere. The added value of these EU programmes resides also in the guarantee that all Member States and future Member States can participate in and benefit from mobility, exchanges of experience, transfer of good practices or policy support. They enable continent-wide competition to select the best proposals, thereby raising levels of excellence and providing visibility for leading innovation. Additional EU funding and leverage of other resources in the context of wider and more flexible programmes over 2016-2020 will go to the projects with the best European added value or will facilitate in a very cost-effective way a better access to finance for students or small cultural and creative businesses. The programmes aim at triggering policy change and systemic impact. Certain actions funded by the EU inspire the creation or the reform of similar schemes at national or regional levels in setting generally higher standards. Another cross-cutting objective over 2016-2020 is to better exploit and mainstream results further into policies, so as to develop tighter links between financial programmes and political priorities.

Policy-wise, cooperation at European level has an added value compared to purely national action by the fact that **Open Method of Coordination** accelerates policy learning on themes of common concern at European level. The EU promotes the engagement of other stakeholders – business, regional and local authorities, civil and social partners – in transnational organised dialogue, partnerships or networks, as well as through innovative instruments pooling together public and private resources. European cooperation in these areas takes the form of joint analysis, mutual learning, voluntary monitoring and reporting, peer-to-peer exchanges and the development of shared tools such as quality frameworks, self-assessment tools, policy handbooks and recommendations.

2. Cross-policy intervention logic: from control to influence

The design of EU policies is a joint responsibility of the European Parliament and the Council and their impact depends on actions taken by Member States' authorities and other players at national, regional or local level. The 1st **general objective** of the Commission "**A New Boost for Jobs, Growth and Investment**" guides DG Education and Culture¹ in implementing EU level intervention in the fields of education, research, youth, sport and culture:

A New Boost for Jobs, Growth and Investment:

General objective 1 – A, as regards competitiveness aspects, to foster a favourable and sustainable environment for jobs, growth, and investment in the EU;

General objective 1 - B, as regards social inclusiveness aspects, based on European values.

They relate to the political framework described above and in annex 1 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 by the Treaty. The performance of education systems, youth and sport organisations and cultural institutions depend above all on external factors and long-term actions at national, regional and local levels. The degree of influence that DG Education and Culture exerts varies considerably across actions. The intervention logic of the programmes works on the basis of multiplayer effect through different "diameters" of influence via (1) individual or institutional beneficiaries (2) intermediary organisations to (3) citizens at large. The **EU intervention logic** ranges from:

- relatively **direct control** of funded projects (e.g. individual mobility grants, institutional partnerships, web platforms, European Capitals of culture, sport networks, etc.) or guaranteed loans (e.g. Erasmus+ Student Loans or Cultural and Creative Sectors Guarantee Facilities, which address sub-optimal investment situations), followed-up by a dissemination effect (e.g. EU funded education materials, knowledge and innovation communities, cultural prizes, etc.) or more widely a spill-over effect on behaviours of individuals or organisations through non EU-funded similar activities (e.g. general mobility, youth volunteering, cultural exchanges, etc.);
- to areas where the EU can have a **progressive influence** on the priorities and working methods of organisations or Member States (e.g. Open Method of Coordination, Country Specific Recommendations, dissemination of best practices, Education and Training Monitor² and benchmarks, European Institute of Innovation and Technology's (EIT) Knowledge and Innovation Communities (KICs), etc.);

¹ As a DG with a multi-faceted portfolio, DG EAC contributes to general objective no 11 (see section 4) and to various extents under a majority of other general objectives of the Commission, which are not retained as General Objectives for DG EAC as such: no 2 - Connected Digital Single Market; no 4 - Deeper and Fairer Internal Market with a Strengthened Industrial Base; no 5 - Deeper and Fairer Economic and Monetary Union; no 8 - Towards a New Policy on Migration; no 9 - Stronger Global Actor; no 10 - A Union of Democratic Change.

² The Education and Training Monitor charts the evolution of Europe's education and training systems and Member States' progress towards the Europe 2020 and ET 2020 targets.

- up to a more **remote contribution** for instance to individual competences (e.g. basic skills, multilingualism, employability of students, etc.), societal changes (e.g. participation rates in education, non-formal learning, enhancing physical activity, non-discriminatory integration and social life especially for young people, awareness of the European heritage etc.), the quality of services delivered in Europe (e.g. quality and attractiveness of education, access to culture from other Member States, access to funding for students or cultural and creative businesses, etc.), EU competitiveness (e.g. number of researchers, innovation capacity, cultural and creative industries), or the international arena (e.g. institution building in third countries, international protection of culture, fair international sport competition, etc.).

More specific information on the intervention logic can be found in section C under each activity.

3. Management modes: from direct to indirect

In order to implement such numerous and varied activities, in the 2014-2020 generation of programmes, DG EAC uses **four different implementation modes**, including three forms of externalisation - according to the terminology applied as of 2013 (see annex 1 for each specific objective):

Direct management through two EU Executive Agencies: the Education Audiovisual and Culture Executive Agency (EACEA) and the Research Executive Agency (REA), mainly for those parts of programmes where projects are allocated across Europe based on excellence (about **42%** of the overall budget supervised by the DG). DG EAC's responsibility is assumed through the Steering Committee of each Executive Agency. In compliance with the relevant Acts of Delegation, the actions implemented through the Executive Agencies contribute significantly to the objectives of the DG.

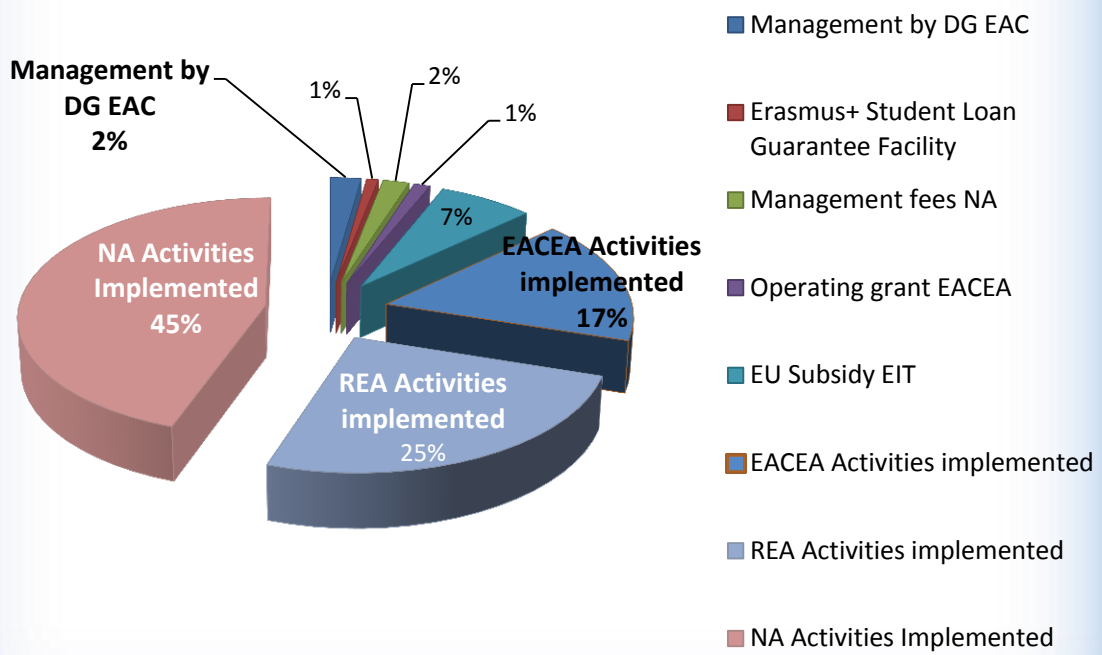
Indirect management through National Agencies (NAs) appointed and supervised by the National Authorities (NAUs) of the participating countries to the Erasmus+ programme. This implementation mode is mainly used for mass mobility actions, partnerships, and certain cooperation projects. The actions implemented through NAs represent a stable share of about **45%** of the overall budget supervised by the DG. National agencies are equipped to manage the large volume of actions of relatively low amounts that require proximity to the beneficiaries. DG EAC retains full responsibility for these parts of the programmes.

Indirect management through other bodies: the EIT and the European Investment Fund (EIF) for the Erasmus+ Student Loan Guarantee Facility or Cultural and Creative Sectors Guarantee Facilities represent together more than **11%** of the budget.

The remaining actions are implemented by **DG EAC under direct management**. This represents no more than **2%** of the budget³. These remaining actions consist mainly of administrative expenditure (Library of the Commission, Commission trainees, studies, external communication, IT systems, etc.), policy support, politically sensitive and new actions, pilot projects and preparatory actions.

³ Excluding since 2014 operating subsidies to agencies (NAs, EACEA, ETF, Cedefop, and EIT) which represent almost six times this amount.

Management Mode - Commitment Appropriations (CA)



C. Strategy

For each strand of general objective 1 of the Commission to which DG Education and Culture contributes, this section presents thereafter **policy strategy** and **EU funding** which will be deployed until 2020. These are backed by indicators (annex 1) and evaluation results which justify pursuing or reorienting activities. The section begins with **cross-cutting challenges** and **multi-annual framework** which apply to all objectives.

General objectives - accompanied by related *impact indicators* - are long-term goals expressed in terms of ultimate impact on society as a whole. These are set at Commission-level. It should be noted that the impact indicators – the most important defined at Commission-level (see indicators 1, 2 and 8) - give only indications for societal changes that the European Union aims to contribute to, together with Member States and other partners and stakeholders, despite limited influence of one level taken alone.

Specific objectives defined by DG EAC for each general objective per policy area are accompanied in annex with *result indicators*, most of which mirror those set by the legal bases of the 2014-2020 programmes. Result indicators measure the direct effect of the EU actions on the target population. 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 beneficiaries.

1. Cross-Objective Challenges and Framework

(a) Cross-objective challenges

The economic and financial crisis has had a profound impact on society. Unemployment has reached unacceptably high levels in many parts of Europe, particularly among Europe's youth. The recovery is translating only gradually into job creation. Although the unemployment rate has gradually receded since mid-2013, it remains above pre-crisis levels and large divergences of **economic prospects** remain across Member States, generations or between high and low skilled people.

The **youth unemployment** rate in the EU increased by about 50% since the financial crisis hit, making youth one of the groups that have been worst affected by the crisis. The employment prospects of young people who do not complete compulsory education or complete only secondary education are even more challenging. About 60% of early school leavers are subsequently either inactive or unemployed, illustrating how educational poverty has long-term and serious repercussions⁴.

Meanwhile CEDEFOP forecasts show that by 2025, 36% of employed people in the EU will have a high qualification and 48% a medium one⁵. As President Juncker stated, "*we live in a Union with a 29th state of unemployed people, many of them young people who feel side-lined. Until this situation has changed, this 29th state must be our number one concern.*" (Commissioner Navracsics's mission letter)

In terms of **basic skills** (see impact indicator 5), the average performance of young Europeans is not only lagging behind other industrialised countries in several areas (according to the PISA surveys), but also the performance of adults appears worryingly low (according to the first Adult Skill Survey⁶) while the measured level of foreign language competences is far from satisfactory. Individuals' performance still heavily depends on their socio-economic background.

These trends come in addition to structural challenges pre-dating the crisis. Although Europe has strong assets, many cross-cutting challenges have to be tackled in the fields of education, research

⁴ Education and Training Monitor, 2015

⁵ <http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts/detailed-data.aspx>

⁶ OECD Skills Outlook 2013: First Results from the Survey of Adult Skills: <http://www.oecd.org/site/piaac/>

and culture. All these sectors are exposed to increasing **digitalisation and international competition** driven by more and more globalised economies and societies. New developments are rapidly expanding the opportunities of learning online or outside formal education systems and beyond Europe. Similar challenges affect research and culture. The internationalisation of education, research and culture, either because individuals are more mobile or because foreign providers open branches and offer services in other countries (physically and/or online), has brought further challenges as well as opportunities.

While locally and nationally rooted, education, youth participation, sport and culture are perceived by EU citizens as a key component of our shared **European identity and values**. They contribute to individuals' capacities for development, creativity and innovation, as well as to the social cohesion, dynamism and attractiveness of our societies based on a common European heritage. These sectors are confronted with similar challenges: a fragmentation across languages, actors and countries, funding shortages which often call for new funding models and a profound transformation resulting from the spread of new technologies, demographic trends and migratory flows. They have also become more recently the direct targets of violent attacks against European values. These trends challenge established organisations, business models and ways of thinking, but they also offer unprecedented opportunities to innovate and to adapt political, cultural and education systems to new societal demands, with new job and business opportunities (general objective 1-A) and new forms of civic and political participation (general objective 1-B).

(b) Multiannual and cross-objective framework

While focusing on the policy priorities of the **legislature 2014-2019**, DG Education and Culture will roll out the **programmes 2014-2020**.

1. Multiannual and cross-objective policy framework

The high-level political impetus for European cooperation in the remit of DG Education and Culture is provided by the (to-be-reviewed) **Europe 2020** strategy.⁷ This overarching EU agenda keeps the peer-pressure towards headline targets, while looking beyond 2020 and giving a new focus especially on a better implementation, more closely with Member States. "*We must continue to insist that the necessary structural reforms, which in the medium term, will help to boost European economic growth, are put in place*" (President Juncker). In order to overcome Europe's structural weaknesses that have been exposed further by the recent economic and international crises, the Europe 2020 strategy maintains five measurable EU headline targets for 2020 that steer the process for education (see Commission-level impact indicators 1 and 2), employment, the fight against poverty, research and innovation (see Commission-level impact indicator 8), climate change and energy.⁸ The Europe 2020 strategy is carried out through the European Semester for the coordination of the economic policies of the EU Member States

All policy areas in the remit of DG Education and Culture contribute simultaneously to the two general objectives: Jobs and Growth/competitiveness (1-A); Jobs and Growth/social inclusiveness (1-B).

Education is crucial to the personal and professional fulfilment of all citizens and to sustainable economic prosperity and employability (see impact indicator 3), in particular when fostering creativity and innovation (general objective 1-A), whilst promoting democratic values, social cohesion, active citizenship, European heritage, intercultural dialogue and the fight against discrimination (general objective 1-B). With the support of DG EAC, policy dialogue about how to modernise education systems will be pursued within the **strategic framework for European**

⁷ COM(2010)2020 of 03 October 2010.

⁸ Eurostat news release 38/2015 of 2 March 2015: <http://ec.europa.eu/eurostat/web/europe-2020-indicators/europe-2020-strategy>

cooperation in education and training ('ET 2020')⁹. ET 2020 sets out priority areas for co-operation under each of the four long-term strategic objectives, three of which contribute to general objective 1-A and the other one to general objective 1-B: *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*). At the end of each 3-year cycle, ET 2020 provides for the adoption of priority areas for European Cooperation.¹⁰ "*Political prioritisation as the basis for a better, more focused Union will only work if it is done in partnership between the Union institutions and the Member States, in line with the Community method*", reminded President Juncker in his political guidelines. This is why the 2015 Joint Report by the Council and the Commission has set 6 priority areas for 2015-2020 only after a thorough mid-term stocktaking of the Strategic Framework ET 2020 (including Bologna and Copenhagen processes) undertaken as early as 2014.

The independent **evaluation of ET 2020** has found that cooperation at European level has an added value compared to purely national action by the fact that ET 2020 accelerates policy learning on themes of common concern at European level, e.g. those identified in the European Semester, with an increased volume and scale of learning, exposing policy-makers to much more (good) practice compared to what Member States would be able to organise without the existence of ET 2020. In addition ET 2020 equips national policy-makers in education and training with concrete tools (see section B), which could not be developed at the same scale in a national context. Meanwhile Member States apply ET 2020 mutual learning lessons and tools, when and to the degree they find it useful.

Similarly, under the **EU Youth strategy (2010-2018)**, the European Union contributes to the delivery of coordinated policies in favour of youth in order to create more and equal opportunities in education and the labour market (objective general 1-A) and to promote the active citizenship, social inclusion and solidarity for all young people (objective general 1-B). This Strategy was endorsed by the Council in 2009. Through the Open Method of Coordination (see section B), 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). In this frame, the EU Joint Youth Report 2015¹¹ has set three main priorities for cooperation from 2016 to 2018, around the following lines: 1) increased social inclusion of young people ; 2) stronger youth participation in democratic and civic life and 3) easier transition of young people into adulthood, in particular their integration in the labour market. The cooperation framework is currently implemented via EU Work plans for Youth, the latest one covering 2016-2018.¹²

The policy based on the **European Agenda for Culture**¹³ seeks to ensure equally that culture and creativity can make their full contribution to driving economic growth, job creation and innovation (general objective 1-A), but also fostering personal development and social cohesion (general objective 1-B). It sets out three strategic objectives: cultural diversity and intercultural dialogue; culture as a catalyst for creativity and innovation; and culture in international relations. Based on these overarching priorities, the **EU Work Plan for Culture 2015-2018**, adopted by the Council in 2014, focuses on four key priorities where acting at EU level can deliver a clear added value.¹⁴

⁹ This framework for cooperative exchange covers all sectors and levels of education and training. It is monitored through a set of EU level benchmarks.

¹⁰ OJ C 119/2 of 28 May 2009

¹¹ [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(01)&from=EN)

¹² The EU Work Plan for Youth 2016-2018 lists actions to implement the main priorities of the EU Youth cooperation: [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42015Y1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42015Y1215(01)&from=EN)

¹³ The **European Agenda for culture**, the first policy framework for culture at EU level, was proposed by the European Commission in 2007, following a wide consultation with the cultural sector, and endorsed by the Council of Ministers and the European Council.

¹⁴ COM(2014)535 of 25 August 2014.

According to the more recent **European Union Work Plan for Sport (2014-2017)**¹⁵, the focus of EU actions remains on three pillars, i.e. a) the societal, educational and health-enhancing roles of sport, which have a great potential to directly reach out to and impact on EU citizens, b) the sector's potential to generate Jobs and Growth as well as spill-over effects for Europe's economy and c) the need to tackle threats to sport, such as match-fixing and doping. Whereas the second one contributes mainly to objective general 1-A, the other two contribute essentially to general objective 1-B.

2. Multiannual and cross-objective financial framework

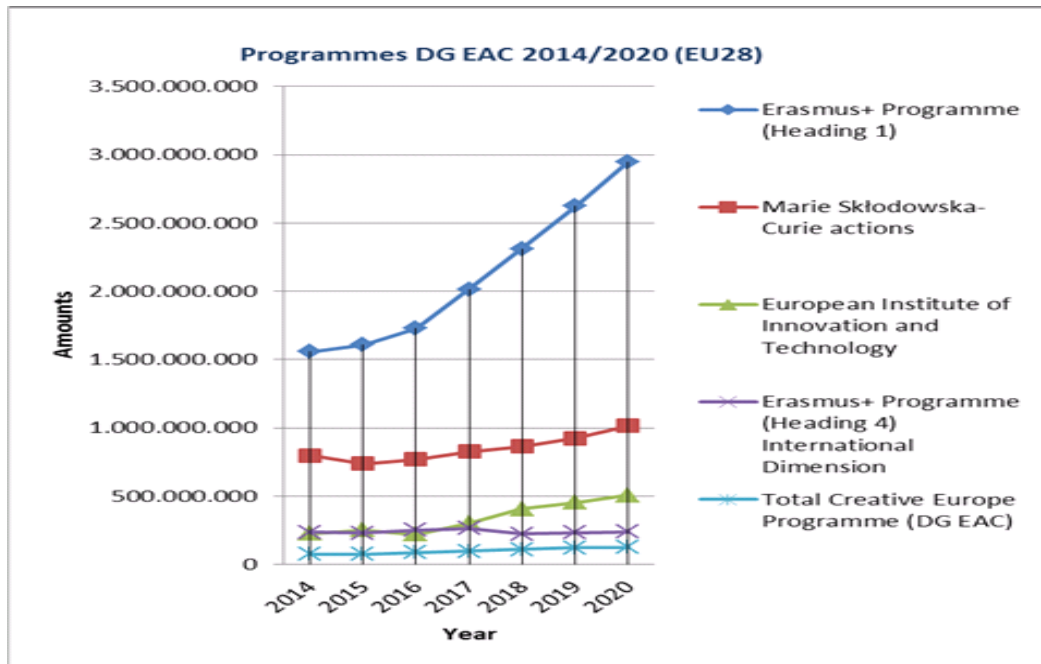
Through the programmes for the period 2014-2020 in the areas of education, research, youth and culture, DG EAC will continue more intensively to foster mobility, as well as cross-border cooperation and policy development¹⁶. The programmes implemented by this DG serve both Europe's recovery from the economic crisis and its longer term growth, employment (general objective 1-A), and social cohesion (general objective 1-B), by encouraging the **mobility** of people or the dissemination of their works or innovations. The programmes will continue to encourage the development of top-level skills for learners, researchers or cultural providers able to match the requirements of the labour market conditions. Increasing the mobility capacity across fragmented labour markets has indeed an evidenced impact on the structural employment rates in an area where the movement of capital is easier than the movement of people (see impact indicator 6). Since 2007, through the predecessor programmes of Erasmus +, Horizon 2020, and Creative Europe, this DG has managed the mobility of more than 3 million learners, teachers, researchers, young people, youth workers and artists.

More widely, this DG will further help Member States to raise the effectiveness of investments made in human capital, research and innovation (see Commission-level impact indicator 8) as well as creativity (see impact indicator 13). Those are indeed an investment in the future rather than a cost, to which programmes for the period 2014-2020 including European Structural and Investment Funds will contribute with **increasing budgets** in the areas of education, training, human resources underpinning research and innovation, youth and sport, as well as in relation to the cultural and creative sectors. Inspired by the results of previous evaluations, the further integration of the preceding programmes improves cost-effectiveness and ensures that activities in certain areas gain the critical mass necessary to provide long lasting impact. More opportunities have been foreseen for policy support and for cross-sector projects. The profile of the Programmes in the remit of the DG will rise¹⁷ as follows (in million Euros):

¹⁵ The Council Resolution of May 1014 on the European Union Work Plan for Sport (2014-2017) sets out the areas of cooperation among Member States and with the Commission: Integrity of sport, in particular anti-doping, the fight against match-fixing, protection of minors, good governance and gender equality; the economic dimension of sport, in particular sustainable financing of sport, the legacy of major sport events, economic benefits of sport and innovation; sport and society, in particular health enhancing physical activity, volunteering, employment in sport as well as education and training in sport.

¹⁶ Erasmus + (Regulation (EU) No 1288/2013) ; Creative Europe (Regulation (EU) No 1295/2013) ; EIT (Regulation (EC) No 294/2008); European Capitals of Culture (Decision No 1419/1999/EC); European Heritage Label (Decision No 1194/2011/EU).

¹⁷ Since the previous Management Plan, the MFF allocations concerning DG EAC have been modified to take into account the handover of the MEDIA Sub-programme of the Creative Europe Programme as from 1st January 2015 and the EIT financial contribution to the EFSI adopted in May 2015.



Furthermore, DG EAC will remain actively involved in the implementation of new priorities, especially in the context of the **€ 315 billion Investment Plan for Europe**.¹⁸ Although based on a principle of non-pre-allocation, the *European Fund for Strategic Investments* allows investments in education and culture. In his political guidelines, President Juncker announced that "*a significant amount should be channelled towards projects that can help get the younger generation back to work in decent jobs, further complementing the efforts already started with the Youth Guarantee Scheme[...]*".

The **European Structural and Investment Funds** are of strategic importance for the development of education and training policy at national and regional levels. They are the main EU financial instruments to support the implementation of country-specific recommendations. Together with Cohesion Policy DGs, DG EAC will actively contribute over the programming period to the implementation of the renewed Operational Programmes of each Member State and monitor the proper allocation for education and culture at country level. As the funding for education and initial training can represent in particular a significant percentage of the total budget of the European Social Fund (ESF), it will be crucial to assess whether Member States apply their spending priorities in line with DG EAC's assessment of the education and training components.

In the battle against unemployment and exclusion, the biggest risks European youth is facing as strongly identified by President Juncker in his priorities, DG EAC's programmes are a key part of the solution. First signs show that DG EAC's programmes have a **visible and increasing impact on jobs and growth**, in particular on employability and social inclusiveness (see section D - key performance indicators).

These programmes have also the **necessary flexibility** to modulate the emphasis on adjusted political priorities in line with unforeseen circumstances. Particularly Erasmus+ and Creative Europe, have the unique feature that they can address economic needs (general objective 1-A) and at the same time promote an inclusive society and common European values (general objective 1-B). As such, they can meet new challenges and help for instance in the **fight against radicalisation** and with the **integration of migrants** in European societies.

¹⁸ COM(2015)10 and 11 of 13 January 2015. The Regulation establishing a European Fund for Strategic Investments (EFSI) entered into force in July 2015. The idea behind EFSI is to use public money as a catalyst to stimulate private investment where it is most needed in supporting strategic projects which would not receive financing otherwise, in areas such as research and innovation.

The high levels of demand for these programmes which are close to the citizens confirm that **higher budgets could usefully be absorbed**. There is a significant excess demand for EU level action in these areas and many high-quality projects cannot be awarded because of lack of funds. The impact of these programmes could be even higher: every additional budget of € 1 billion for Erasmus+ would, for example, allow 500,000 more young people to benefit from the programme. This increase would also result in more cooperation between education and the world of work, to the benefit first and foremost of apprenticeships. Recent migration flows include a high share of school-age children. If additional budget would be allocated for this purpose, EU response could focus more on social and integration issues. An additional budget for Marie Skłodowska-Curie actions would similarly translate in a higher number of high-quality fellowships granted to excellent young researchers, tackling societal and economic problems faced by the society.

The instruments are in place to absorb additional funding effectively **at low marginal costs**. In particular, the hybrid design of Erasmus+ combining the benefits of direct (EU steering) and indirect (local adjustment) management modes enable to absorb more funds while containing administrative costs. The **mid-term review of the Multiannual Financial Framework 2014-2020** should seriously consider this opportunity for higher investment in human capital while solving the structural shortage of payment appropriations. The implementation of the programmes 2014-2020 follows indeed the pace of establishment of appropriate instruments for tasks entrusted to other entities and the decision of the budgetary authority on a sufficient amount of payment appropriations.

In terms of efficiency, **simplifications** introduced since 2014 will continue to benefit to all players (e.g. lump sums, online applications). Over 60% of Erasmus+ budget is implemented through unit costs, providing grant beneficiaries with greater predictability, reducing overheads for the contracting authority and placing more emphasis on the quality of achievement. Reporting requirements have been partly simplified (e.g. no certification or financial statement to be provided by beneficiaries). Erasmus+ is also easier to access for applicants, although efforts are being deployed to improve that aspect. A major effort has been made as well to simplify the Framework Programme for Research and Innovation, notably by reducing administrative burden for participants. More specifically, the Marie Skłodowska-Curie actions have been streamlined with a reduced set of actions (from 8 to 4) and common rules in comparison to the previous programming period. As a result from the FP7 Marie Curie actions Interim Evaluation, funding has been simplified by applying a unit cost approach for all Marie Skłodowska-Curie actions. Lastly, the network of *Creative Europe* Desks established in 2014 to provide assistance to potential applicants on both MEDIA (DG for Communication Networks, Content and Technology) and Culture (DG Education and Culture) sub-programmes as well as on the Creative Europe Financial Facility (jointly managed) will be further developed in order to exploit synergies and increase efficiency.¹⁹

To reach larger audiences and to make 2014-2020 programmes more accessible for new potential beneficiaries will remain **communication** priorities for DG EAC in the coming years. Attention will continue to be put on how European cooperation has a concrete and positive impact on citizens who are most directly concerned by DG EAC activities such as students, teachers, researchers, artists, youth workers, sportspersons, etc. The DG will enhance the use of social media to involve audiences concerned more actively and to increase the use of relevant websites. Online dialogues with citizens will continue to help promote programmes, considering their value to connect with people and encourage engagement with EU programmes.

Secondly, as from 2015 a new focus is given to the exploitation and **valorisation of the programme results** through good practice examples of projects available on the single Web platform, VALOR.²⁰ To mainstream them further into policies, programme results are being progressively disseminated

¹⁹ Since 2015, cross-department cooperation has been laid down in a Memorandum of Understanding concluded between DG EAC and the DG for Communication Networks, Content and Technology setting out the operational modalities of co-operation, paying attention to the overall consistency and efficiency in the management and implementation of the integrated Creative Europe programme.

²⁰ <http://ec.europa.eu/programmes/erasmus-plus/projects/>

towards all stakeholders through this dissemination platform with a higher quality. Opening up more public data for reuse is indeed one of the priorities of the Juncker Commission to be tackled under the *Digital Single Market* initiative. For instance, all teaching materials produced within the funded Erasmus+ projects should be made available free of charge. EU funded EAC platforms (e.g. the *School Education Gateway*, *EPALE...*) will support the work of VALOR at sector level.

2. JOBS AND GROWTH / COMPETITIVENESS (General objective 1-A)

General objective 1-A

Under the overarching Commission objective of "A New Boost for Jobs, Growth and Investment", EU level intervention aims at competitiveness through education, innovation, youth, culture and sport

(a) Challenges for Jobs and Growth / competitiveness

An overarching objective of the EU is to ensure that the single market including its digital component is completed with free movement of persons, free movement of their ideas and works and due remuneration of their authors. Investment in education, research and culture as well as the recognition of learning outcomes across Member States have to be improved **to enhance the potential for learning and labour mobility**, hence jobs and growth. Currently, around 10% of EU graduates study or train abroad with the support of Erasmus or other public and private means, of whom around half receive an Erasmus grant. However the EU target for overall student mobility is at least 20% by the end of the decade.²¹ Despite the important steps forward taken in the last decade, with increased efforts to raise skills levels, bottlenecks still exist that hamper mobility in its different aspects: from country to country, across labour market sectors and across the different sectors of education.

The current high unemployment rate, especially among **young people**, coexists with 2 million job vacancies²² and with skill shortages in key areas. 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 enable them to work longer so as to relieve the strain of demographic ageing. In particular, school systems in several European countries face massive retirement waves and problems of teacher shortages. The transition between school and work is increasingly complex and individualised for young people, as shown by steady rates of young people who are not engaged in any form of employment, education or training (NEETs) in the EU. This generates negative consequences, not only for individuals but also for the society. In a Eurofound study published in 2012, the economic cost of not integrating NEETs was estimated at over €150 billion, or 1.2% of GDP, in 2011 figures.²³

Too many people do not have the **competences needed** to succeed in the labour market. The skills and competences gained in upper secondary education are seen as the minimum credentials for successful labour market entry and as the foundation for lifelong learning. Yet more than 1 in 10 of 18 to 24 year-olds leave education and training without completing an upper secondary programme (see Commission-level impact indicator 1). 60% of them are subsequently either inactive or unemployed. A need for reinforcement in the recognition of the non-formal learning is extremely relevant in this case. A high proportion of young people in particular are under-employed in their first jobs.²⁴ Due to rapid economic and technological changes, individuals go through several transitions within their lifetime, in their country of origin or abroad, including going from work back to school or

²¹ IP/14/821 of 10.7.2014 based on latest available data from Eurostat for 2011-2012.

²² EURES, January 2014.

²³ Some countries, such as Bulgaria, Cyprus, Greece, Hungary, Ireland, Italy, Latvia and Poland paid 2% or more of their GDP. <http://www.eurofound.europa.eu/publications/report/2012/labour-market-social-policies/neets-young-people-not-in-employment-education-or-training-characteristics-costs-and-policy>

²⁴ From 33% of 18-25 year old Irish people who would be overqualified for their jobs to 10% in Slovenia, according to a 2015 study by STYLE (Strategic Transitions for Youth Labour in Europe).

combining school and learning simultaneously, which places a higher demand on transversal skills. Meanwhile jobs occupied by highly-qualified people are expected to rise by 2025 in the EU (to around 44% of all jobs), while those held by low-skilled workers will decline to 11%.

Whereas 90% of jobs are estimated to need **digital skills** in the future, a high percentage of students do not use IT in class rooms and too many teachers do not possess sufficient skills to use IT-supported teaching tools²⁵. "*By creating a connected digital single market, we can generate up to € 250 billion of additional growth in Europe in the course of the mandate of the next Commission, thereby creating hundreds of thousands of new jobs, notably for younger job-seekers, and a vibrant knowledge-based society*", stated President Juncker.

When it comes to **tertiary education**, 28.5% of Europeans aged 25-64 had a university degree in 2013 (27% in 2011; 42% in the US, 46% in Japan. Concerning young people, 37.9% of 30-34 year olds in the EU had a university degree, indicating good progress towards the EU higher education attainment target²⁶ (see Commission-level impact indicator 2). With more and more young people entering higher education, the quality of their qualifications, and the relevance of the skills acquired, matter more than ever before for more fluid job markets and a cohesive and engaged society (see section 3 under general objective 1-B). In addition, as the 2015 Bologna Implementation report shows, in many countries fewer than 7 out of 10 students finish their higher education programme, with completion rates as low as 30-50% in some countries. The report also finds that funding and knowledge of languages are considered the biggest barriers to student mobility (see result indicators 25 and 39).

Based on the 2013 single **innovation** indicator, a comparison with some non-EU countries shows that the EU is more or less even with the United States on innovation output but that Switzerland and Japan have a clear performance lead over the EU.²⁷ Higher education is not sufficiently connected to research and innovation in Europe. Although Member States have introduced reforms to improve their higher education institutions and develop incentives for researchers, progress towards an innovation society is still uneven across Europe, with significant differences between countries. Overall, the cooperation between science and technology, education and the private sectors generally remains weak in Europe resulting in an untapped potential of growth. Today only 45 % of skilled human resources for research and innovation work in the business sector, which is much lower than in Europe's main economic competitors, e.g. 62 % in China, 74 % in Japan and 78 % in the United States²⁸.

The same applies to gender equality and to the efforts to attract students and **researchers** from outside Europe. Currently around 20 % of the doctoral candidates in the Union are citizens of third countries, whereas about 35 % in the United States come from abroad. In comparison, 34 % of Marie Skłodowska-Curie doctoral candidates in the Union are of non EU-28 nationality. In addition, demographic factors mean that a disproportionate number of researchers will reach retirement age in the next few years. This, combined with the need for many more high-quality research jobs as the research intensity of the European economy increases (see Commission-level impact indicator 8 and impact indicator 9), will be one of the main challenges facing European education, research and innovation systems in the years ahead in terms of jobs and growth. It will also be important to enhance the mobility of European researchers, as it currently remains at too modest a level: in 2010, only 8 % of European doctoral candidates were trained in another Member State, whereas the target is 20 % by 2030. To speed up remedies, action beyond national borders is required at EU level and Union funding is crucial to create incentives for structural reforms.

Last but not least, the **cultural and creative sectors** as well as sport²⁹ should not be underestimated as a significant source of jobs and growth. The cultural and creative sectors in the EU account for 4.5

²⁵ SWD (2013) 343 of 25.09.2013 and main findings and implications of ICILS survey for education policies in Europe, November 2014: http://ec.europa.eu/education/library/study/2014/ec-icils_en.pdf

²⁶ 40% of 30-34 year olds holding a higher education degree. However, only twelve countries have so far met their own national targets for higher education – Education and Training Monitor, 2015.

²⁷ COM(2013)624 of 13 September 2013; SWD(2013)325.

²⁸ ERA Facts and figures 2014

²⁹ 2012 study on sport's contribution to economic growth and employment in the EU

% of GDP and 3.8 % of total employment ([see impact indicator 13](#)). Meanwhile the cultural participation has fallen in Europe since 2007³⁰ ([see impact indicator 12](#)).

While the share of **sport**-related value added in the EU is 1.7 % and 2.1 % in employment, about 60% of Europeans are not physically active enough ([see impact indicator 11](#)). The social and economic costs of physical inactivity should be tackled. Estimated at more than €80 billion annually, the extra costs could be avoided if on average all Europeans exercised for 20 minutes per day.³¹ Through networking and with Erasmus+ support, the Commission has started to convey this message to the educational and youth sectors (see section 3 under general objective 1-B).

(b) Strategy for General objective 1-A

(i) Education and innovation Strategy for Jobs and Growth / competitiveness

1. Europe 2020 Agenda for Jobs and Growth / competitiveness

Against the background of these challenges, the Europe 2020 Strategy puts emphasis on the contribution of education to the Union's competitiveness and skills/jobs match. The on-going review of the Europe 2020 Strategy is taking into consideration the **economic case for education**. Strengthening human capital is a critical factor for jobs and growth. A large amount of recent empirical evidence confirms the crucial role of education for individual and societal prosperity. When a large share of the population lacks basic skills, its long term economic growth is severely compromised. For every 25-point improvement in education scores per-capita in the PISA survey (see section C.3), economic growth is nearly half a percentage point of GDP higher.³²

As mentioned above, progress towards these strategic objectives through peer-pressure is measured until 2020 against a two-fold **headline target** ([see impact indicators 1 and 2](#)):

- 1) to reduce the number of early school leavers³³ to below 10% of 18-24 year olds by 2020 (reduced from 17% in 2002 to about 11.1% in 2014);
- 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 24% in 2002 to almost 38% in 2014).

All Member States except the UK have set their own **national targets** in their National Reform Programmes to contribute to these European targets by 2020. While a number of Member States have set ambitious goals, others need to take a more ambitious approach. 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 rate of around 37% at EU level in 2020. However current trends are more positive and suggest that it would be possible to reach the headline target by 2020, if peer-pressure and present efforts are sustained. On early school leaving, results appear encouraging. The 2012 EU Youth report shows indeed that young people who lose their job return to education in higher number than before.

Since 2011, the Commission and the Council during the European Semester have repeatedly raised Member States' awareness of the fact that, in order to ensure sustainable growth, expenditure in education should be given priority also in times of severe budgetary restrictions. Delayed or only partly implemented reforms entail significant risks for the Jobs and Growth outlook. The European

³⁰ Special Eurobarometer 399 on cultural access and participation, 2013 (IP/13/1023)

³¹ Study on The Economic Cost of Physical Inactivity in Europe, June 2015

³² The economic case for education" – Analytical Report for the European Commission prepared by the European Expert Network on Economics of Education (EENEE), 2014 (www.eenee.de). If every EU Member State achieved an improvement of 25 points in its PISA score (which is what for ex. Germany and Poland achieved over the last decade), the GDP of the whole EU would increase by between 4% and 6% by 2090; such 6% increase would correspond to 35 trillion Euro.

³³ Persons aged 18-24 who had at most lower secondary education and were currently not in further education or training) in the EU28.

Semester leads to the Council issuing **country-specific recommendations** (CSRs) to Member States most concerned with targeted guidance for improving education, taking account of the bottlenecks identified in their National Reform Programmes. Following President Juncker's approach to concentrate on the most urgent priorities, fewer and more focused country specific recommendations in the area of education have been issued since 2015 and should result in better implementation of actions to be taken within a year.³⁴ Nevertheless this narrower focus should not weaken the wider, medium term reform process in Member States. A challenge for the new Commission is to work towards an improved implementation of the CSRs. Particular attention will be paid to strengthening the multilateral nature of economic governance, engaging a broader range of actors at national level and deepening country-specific knowledge within the Commission. In respect of all three aspects DG EAC, as a member of the project team for the European Semester, has an important contribution to make. DG EAC will follow-up CSR closely and in liaison with other relevant Commission departments, and support their implementation through the tools available under ET2020 (see section 2 below).

Assessing countries' education policies will become even more important in the new economic governance of the Euro area. DG EAC will need to be in a position to provide much more specific-country policy advice over the coming years. The DG will explore new ways to increase the **efficiency of education budgets**. With the help of the established indicators and benchmarks for education, DG EAC can offer criteria for how to target new investment on countries and areas where they have the greatest added-value.

2. Strategic Framework - Education and Training 2020 for Jobs and Growth / competitiveness

The new ET 2020 priorities and improved working methods established in the 2015 Joint Report³⁵ will further sharpen this contribution to the EU's priority of boosting **jobs, growth and investment**. To be effective in these areas, Europe's education systems must be modernised. Commissioner Navracsics' mission letter states that *"The European Semester should be the vehicle for pursuing the modernisation of education systems"*. ET 2020 is the instrument to bring this into practice in providing assistance to clusters of Member States facing issues identified in the CSRs (through peer learning/review/counselling, in-depths analysis through the annual Education and Training Monitor). In addition, ET 2020 will contribute to other major Commission priorities, such as the package on promoting integration and employability in the labour market (longer term unemployed), especially its skills and qualifications dimension, the migration agenda and the security agenda (see under general objective 1-B).

In adopting the draft ET 2020 Joint Report proposed in 2015 by the Commission³⁶, the Council has endorsed **six new priority areas** for Education and Training 2020 (ET 2020), down from 13 during the previous work cycle³⁷ including as far as general objective Jobs and Growth / competitiveness is concerned: *1. Relevant and high-quality skills and competences for employability, innovation, active citizenship; 2.[see under general objective 1-B]; 3. Open and innovative education and training, including by fully embracing the digital era; 4. Strong support for educators; 5. Transparency and recognition of skills and qualifications; and 6. Sustainable investment, performance and efficiency of education and training systems.*

The priorities of ET 2020 have been complemented since 2011 by a number of important Commission Communications and subsequent Council Conclusions regarding Higher Education,

³⁴ When applied, the proposals made in 2015 by the Commission for a new set of Integrated Guidelines for issuing CSRs should reflect the importance of education as a driver to achieve the objectives of the Europe 2020 Strategy within the European Semester and call on Member States to make the necessary investments in education, while improving their efficiency and effectiveness.

³⁵ When adopting in November 2015 the Commission proposal (COM(2015)408 of 26 August 2015) for the Joint Report on the implementation of ET2020,.

³⁶ COM(2015)408 of 26 August 2015.

³⁷ http://ec.europa.eu/education/news/2015/0901-et2020-new-priorities_en.htm

*Rethinking Education*³⁸ and *Opening up Education*, which will also steer the education and training work beyond 2016 towards Jobs and Growth. See sections below.

3. Key competences and transversal skills for Jobs and Growth / competitiveness

Outlining the challenges for building the necessary skills for the 21st century, *Rethinking Education* focuses on reinforcing and refocusing the development of transversal skills (such as critical thinking, problem-solving, and collaboration) in Europe, whilst not neglecting the important foundation of basic skills. The Communication makes a strong call for increased **support to teaching profession** with a view to increasing skill levels and learning outcomes (see impact indicator 3) as well as education completion rates. Developing creativity and transversal skills such as entrepreneurship is important not only for business creation but also for raising the employability of young people. In his political guidelines, President Juncker stated that "jobs, growth and investment will only return to Europe if [...] we promote a climate of entrepreneurship". EU-level actions on **entrepreneurship education** will build on country mapping, the *Erasmus+* Key Action 3 policy experimentation and the efforts of the EIT's knowledge triangle integration.

Specifically in relation to **digital competences**, and in line with the objectives of the *Digital Single Market*³⁹ and the *Agenda for Skills*, the 2013 Communication on *Opening up Education* has set priorities to use the potential of technology in education and announced an initiative with 23 actions whose implementation will continue in the forthcoming years. The Commission estimates that there will be 825,000 unfilled vacancies for ICT professionals by 2020 in Europe, mainly due to a lack of adequate skills. Basic digital competences are more and more considered as part of basic skills for all learners and excellence for high skilled students in ICT should be further promoted. As developed via the ET 2020 Working Group on Digital and Online Learning, particular attention will be devoted to enhancing adoption of Open Educational Resources (OER) and Open Practices beyond early-adopters institutions and practitioners. For that purpose the Commission will support the development of these new learning resources, the revision of business models of education institutions; the increase in the opportunities for teachers to improve their digital competences allowing for the adoption of innovative teaching practices; the validation of skills and competences acquired online and the transparency of copyrights in digital content. "*Modernising copyright rules in the light of the digital revolution [...] should go hand-in-hand with efforts to boost digital skills [...] and to facilitate the creation of innovative start-ups.*" (President Juncker's political guidelines).

Language competences have also an evidenced positive impact on employability and competitiveness, and contribute to growth and better jobs (see under general objective 1-B).

4. Higher Education, international cooperation and innovation for Jobs and Growth / competitiveness

The *Commission Agenda for modernising Europe's higher education systems*⁴⁰ has provided the strategic EU-level policy agenda for the higher education sector for the last four years. In line with specific objectives 1.1 to 1.4, the modernisation Agenda identifies not only the need to increase graduate numbers (see Commission-level impact indicator 2), but also to enhance the quality and relevance of higher education (see impact indicator 3), promote mobility (see impact indicator 6) and trans-national cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. A review of the modernisation agenda at the start of the planned period will ensure it is adapted to help Member States to build effective higher education systems and institutions with improved capacity in research, innovation and skills. This is necessary to ensure they can respond to new challenges such as globalisation and the impact

³⁸ COM(2012)669; SWD(2012)371 to 377.

³⁹ COM(2015) 192; SWD(2015) 100 of 6 May 2015

⁴⁰ COM(2011)567 final.

of new technologies, and the quest for high quality graduates with strong discipline-based knowledge and holistic skills that equip them to contribute to growth and jobs, and to society and civic life.

Against a background of global competition, **cooperation with Partner countries** contributes to promoting the attractiveness of the EU as a top quality study and research destination (see impact indicator 9), fostering international mobility and cooperation (see impact indicator 6). International dialogue, comparison and competition remain key drivers for enhancing quality in the fields of research, education and training. It offers opportunities for exchanges of best practice, both in Europe and beyond. European policy developments are indeed generating interest for mutual learning well beyond the EU. "To put Europe on the map as a favourite destination for talent" (President Juncker), international cooperation in higher education is developed under specific objective 1.4 along the strategic lines of the 2013 Commission communication on *European higher education in the World*.⁴¹ It is implemented through the dialogue with Member States under the Open Method of Coordination (see section B) and with the support of the international strand of the Erasmus+ programme including Jean Monnet Actions (presented under general objective 1-B), as well as the Marie Skłodowska-Curie actions under Horizon 2020 (under specific objective 1.7).

In line with DG EAC's specific objective 1.4, work in the coming years will also be determined by the Communication on a new European Neighbourhood Policy,⁴² the *European Agenda on Migration*,⁴³ the *Communication on culture in external relations* which aim at enhancing exchanges in education and supporting the integration of newly arrived migrants in European societies. DG EAC will assist Member States and higher education institutions to develop comprehensive **internationalisation strategies**, going beyond mobility and incorporating both internationalisation at home and the strengthening of strategic partnerships with partners around the world, mainly through its funding instruments, the Marie Skłodowska Curie actions and Erasmus+ (e.g. Erasmus+ Student and Alumni Association). Lastly, certain regions and countries will continue to receive particular attention over the period, in particular the European Neighbourhood and the Western Balkans countries. In his Opening Statement in the European Parliament, President Juncker stated: "*Let us not forget Africa [...], a continent which is rich in resources, particularly human resources.*" In a context of increased enrolments in Africa, the quality of African degrees is indeed so severely threatened by global competition that all stakeholders now appear to accept, as a result of the dialogue with the EU, that the development of a continental framework for quality assurance as an enhancement tool will remain a matter of high priority in the upcoming years.

The overall objective to contribute to sustainable European economic growth and competitiveness implies also **reinforcing 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 (see Commission-level impact indicator 8) and difficult access to innovation. Moreover the potential of researchers in Europe is not sufficient to bridge the competitiveness gap of the EU. The integrated approach advocated in the Europe 2020 Strategy involves the development of synergies between research, innovation and education policies (so-called "**knowledge triangle**"). The EU supports 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 Research Area (ERA), the Marie Skłodowska-Curie actions and the European Institute of Innovation and Technology (see EIT-related section below in line with specific objective 1.8).

However within the knowledge triangle, the implementation of the education-innovation link has remained until now below expectations. The University-Business Forum⁴⁴ has opened a promising dialogue at a European scale between those two worlds and leads to valuable actions (e.g.

⁴¹ COM(2013)499 of 11 July 2013.

⁴² COM(2015) 185 of 28 April 2015

⁴³ COM(2015) 240 of 13 May 2015

⁴⁴ For more information on the Forum please access: http://ec.europa.eu/education/higher-education/doc1261_en.htm.

Knowledge Alliances under Erasmus+, HEInnovate, a self-assessment tool for higher education Institutions that are looking for increasing their entrepreneurial potential).

NB: Since 2015, policy related to vocational education and training (VET) and adult learning is under the responsibility of DG Employment, Social Affairs and Inclusion.

(ii) Youth Strategy for Jobs and Growth / competitiveness

In line in particular with DG EAC's specific objective 2.2, in the years ahead, EU Youth Policy will build tighter **links with other EU policies** dealing with young people to address these major issues and in particular the aforementioned transition of young people into employment and education and allowing them to better address the challenges and opportunities of the digital era. All policy areas are potentially concerned. For example the success of the Youth Guarantee scheme requires strong cooperation between all the key stakeholders and youth support services play a particularly important role. More specifically, the Common Agricultural Policy for the period 2014-2020 is expected to provide nearly 180,000 young farmers with an installation grant. Further progress should particularly be made in implementing the 2013 Traineeship Recommendation and the 2012 Council Recommendation on the promotion and validation of **informal and non-formal learning**, which is also relevant for the youth field.⁴⁵

(iii) Sport Strategy for Jobs and Growth / competitiveness

EU interventions serve to highlight the **sport sector's contribution to Europe's economy**. A growing number of studies are providing the necessary evidence-base by illustrating the sport sector's role in terms of growth (rates above average), job creation (labour-intensive sector) and innovation (important spill-overs to other industries). They are confirming that investment into sport pays off and can have a positive impact on the economy at large. In addition, DG EAC and Eurostat are engaged in long-term work to further develop the statistical framework on sport.

Over the next year, the DG will facilitate the work of existing and future Expert Groups set up to contribute to the implementation of the EU Work Plans for Sport (i.e. current Work Plan 2014-2017, future Work Plan 2017+) in fields such as **good governance including dual-careers** (under specific objective 3.2, see [result indicator 46](#)) and the economic dimension in sport. Therefore, action around these topics should help, on the one hand, to develop and protect sport in Europe and, on the other, to use sport's potential to reach the EU's objective of Jobs and Growth.

(iv) Culture Strategy for Jobs and Growth / competitiveness

The European Agenda for Culture mentioned above supports synergies between culture and other policy areas, with a view to promoting Jobs and Growth. One of the four priorities of the Work Plan for Culture 2015-2018 mentioned above under section C.1.b.1 ("creative economy and innovation") aims at addressing the key challenges faced by culture and the cultural and creative sectors at European level. The *Communication on cultural heritage*⁴⁶ adopted by the Commission in 2014 has identified areas of specific European added value in a Jobs and Growth perspective: employment and skills, spill-over effect on other sectors such as tourism and research, social and digital inclusion, export potential for European companies, etc.

In line with DG EAC's specific objective 4.1, DG Education and Culture will continue contributing to implementing the Europe 2020 agenda, in following-up the implications of the 2012 Commission Communication on the promotion of **cultural and creative sectors** for Jobs and Growth in the EU⁴⁷. Cultural and creative sectors contribute to territorial development, innovation and job creation - e.g.

⁴⁵ OJ C 398, 22-12-2012, p.1.

⁴⁶ COM(2014)477 of 22 July 2014.

⁴⁷ COM(2012)537 of 26 September 2012.

European Capitals of Culture, translation of fiction, EU Prizes, etc. They generate above average growth and job opportunities (see impact indicator 13); they boost innovation and creativity, as outlined in the Europe 2020 strategy.

The promotion of these sectors is supported by EU action in order to overcome fragmentation and to make them better prepared for the digital shift. Europe must embrace this digital future by using the scale of the EU's Single Market. Digitisation is a very good way to give access and maintain cultural heritage. Framework conditions, including copyright which features in President Juncker's political guidelines, play a key role in this respect. In the context of the **Digital Single Market (DSM)** initiative⁴⁸, the Commission will further assess in particular how digital technologies change the ways creative content is produced, distributed and accessed and how the EU copyright rules can be made fitter for purpose in the digital environment.

N.B.: Since 2015 the policy for the cinema and the audiovisual sector is fully dealt with by the DG for Communication Networks, Content and Technology, with which good cooperation is well-established.

In line with DG EAC's specific objective 4.3, Union action will continue to include policy cooperation aiming for instance at the effective organisation of dialogue on cultural issues at European level (see result indicator 53), as well as better mainstreaming of the cultural dimension in other Union policies with a view to contributing to growth, employment (see result indicator 50), cultural diversity (see under general objective 1-B) and more and more diplomacy (see below). The evaluation of the Agenda for Culture's implementing tools has confirmed that the **Culture Open Method of Coordination** applied in that field (OMC) - see section on Operating Model - brings about benefits in terms of mutual learning and the building of knowledge networks. As a consequence of the evaluation, and in order to achieve greater impacts, the Commission will continue to reinforce its support to the OMC working groups through research papers and/or external expert contribution.

Furthermore in his political guidelines, President Juncker has committed the Commission "to negotiate a reasonable and balanced **trade agreement with the United States of America**", that "will not sacrifice our cultural diversity on the altar of free trade". EU exports around to the world generate 31 million European jobs, of which almost 5 million are due to the exports to the United States.⁴⁹ However the Commission will reiterate Europe's high standards in particular on cultural diversity, as agreed in March 2015 in a joint EU-US statement on public goods, and will not rush into concluding an agreement that does not fully satisfied the conditions clearly set out by the EU.⁵⁰

(c) EU Funding supporting General objective 1-A

(i) Erasmus+ for Jobs and Growth / competitiveness (ABB 15.02)

Erasmus+ Programme (2014-2020)⁵¹ is the Union programme which helps European countries to modernise and improve their education and training systems, reinforcing their role as drivers for growth, employment, competitiveness and innovation.⁵² The programme delivers extensive support⁵³ for excellence, and in particular learning mobility of individuals (see impact indicators 6 and 7), being learners or learning providers, transnational partnerships and exchanges of good practices in order to contribute to the modernisation of education and training, systems in Europe. Erasmus+

⁴⁸ COM(2015) 192 final ; SWD(2015) 100 final

⁴⁹ Report on the Effects of EU Exports on Employment and Income, European Commission, Octobre 2015

⁵⁰ Progress on the European Commission's 10 priorities, Septembre 2015

⁵¹ The Erasmus+ programme is managed directly by the DG and the Education, Audiovisual and Culture Executive Agency (ECAEA) – see the Agency's Annual Work Programme - as well as indirectly through National Agencies or traditional agencies (CEDEFOP, ETF).
⁵² DG EAC coordinates with DG Employment, Social Affairs and Inclusion, as regards skills and qualifications, vocational education and training and adult learning, to reap the full benefit from this programme integration.

⁵³ Erasmus+ has consolidated and replaced 7 previous programmes. In times of scarce resources, it is crucial to match ambitions with resources to avoid duplication of programmes. This wider single programme increases even more efficiency and effectiveness in comparison to the previous integration effort made with the Lifelong Learning Programme in 2007-2013, while reducing the previous risk of under-funding.

aims to provide to over 4 million Europeans the opportunity to gain competences and have a personal, socio-educational and professional development through studies, training or work experiences. It also fosters quality improvements, innovation, excellence and internationalisation of 125,000 organisations active in education and training, and promotes initiatives that support policy reforms at all levels. The added value of an EU programme is in guaranteeing that all Member States and future Member States can participate in and benefit from these actions (see section B about EU added value).

The Erasmus+ Programme has a **wide scope** supporting projects and activities across all education sector (pre-primary, primary and secondary schools, vocational education and training, higher education, adult education), as well as for youth. Action includes support for: (a) learning mobility of *individuals* (key action 1 and specific objective 1.1)⁵⁴ and a Student Loan Guarantee Facility⁵⁵ leveraging private financing to offer affordable loans to mobile students taking a Master's qualification in another Programme country; (b) cooperation at *organisation* level for innovation and exchange of good practice (key action 2 and specific objectives 1.2 and 2.2); (c) *policy* reform (key action 3 and specific objectives 1.3); and (d) Sport projects in line with specific objective 3.2 (good governance in sport and dual careers of athletes). Other specific objectives of the programme are dealt with under general objective 1-B. The wide geographical coverage (33 countries)⁵⁶ of the programme remains an asset, including beyond the EU (see result indicator 23).

Backed by available evaluation results of 2007-2013 programmes and endowed with a budget of 14.79 billion euros over the period 2014-2020 (+40% compared to the previous programmes 2007-2013), complemented by 1.76 billion euros from external action funds, the programme increase the possibilities to complement at national/regional level the 'seed money' of the EU, thus generating a **strong multiplying effect** for jobs and growth which justifies an action at European level. This increase will fully materialise as from 2017 (see chart under C1b2). The aim is to have systemic impact on education institutions (see result indicator 19) and policies, beyond the direct benefit drawn from the participation in the programme at individual level. For instance, the Erasmus programme sector will carry on contributing directly to the consolidation of mobility infrastructure for the more than 2 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. Moreover innovative projects will be promoted, for example with a view to increasing cooperation between formal and non-formal learning sectors, as the programme covers now both.

Until 2020, the largest share will carry on supporting transnational (intra-EU) **learning mobility** in line with specific objective 1.1 (see output indicator 14), be it of university students, pupils, learners in vocational education and training, as well as more and more teachers and other education staff (see output indicators 17 and 24) from all education sectors, including adults. Terms of mobility in particular duration limits are made more flexible under Erasmus+, so as to reflect better the evolution of student needs (see output indicator 18) and the structure of degrees across Europe (Bologna process). Multiple periods of mobility are now possible with Erasmus+ and taking up a traineeship abroad, in companies included, is also facilitated. The programme will notably remain a

⁵⁴ By 2020, more than 4 million mobile students, young people, lecturers, teachers, trainers, education staff and youth workers should have benefited of a mobility action under Erasmus+. Around 2 million higher education students, including 450 000 traineeships; 650 000 vocational students; 800 000 lecturers, teachers, trainers, education staff and youth workers; more than 500 000 young people; 200 000 Masters' degree students will benefit from loan guarantees to help finance studies abroad under the brand-new scheme; more than 25 000 students will receive grants for a 'joint master degree', which involves studying in at least two higher education institutions abroad. In addition, the programme will fund 135 000 student and staff exchanges involving non-European partner countries.

⁵⁵ The Student Loan Guarantee facility ['Erasmus+ Master Loans'] enables students completing a full Master's degree abroad (1 or 2 years) to gain access to loans provided by participating banks and guaranteed by the EU, via its partner the European Investment Fund. Leveraging around 500 million € of Erasmus+ funding (3.5% of total budget), the Guarantee facility will provide up to 3 billion EUR in loans to an estimated 200,000 students by 2020.

⁵⁶ 28 Members States, Iceland, Lichtenstein, Norway, Turkey and the former Yugoslav Republic of Macedonia. The participation of Switzerland has been put on hold since 2014 following the Swiss referendum on the free movement of persons.

telling example of progress towards the EU objective of fostering mobility (see impact indicator 6 and output indicator 24).

As confirmed by evaluations of the previous programme Lifelong Learning, Erasmus+ 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 (see result indicators 15 and 16) and promoting the use of the EU tools for the transparency of qualifications (see Strategic Plan of DG Employment, Social Affairs and Inclusion).⁵⁷ Since 2007, traineeships are the fastest growing action in this area and further increasing the number of traineeships in enterprises abroad will remain therefore crucial to overcome youth unemployment. About 85% of the participants in the previous sub-programme Leonardo da Vinci mobility found 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.

Similarly, more than 85% of Erasmus students study or train abroad in order to improve their employability⁵⁸. According to a 2014 impact study⁵⁹, **Erasmus increases the employability** advantage of Erasmus graduates over non-mobiles by 42% in total. The risk of long-term unemployment is half or even less for mobiles compared to non-mobiles. More specifically, the unemployment rate of Erasmus students is 23% lower than that of non-mobile students five years after graduation. Two-thirds of employers think that international experience during studies is an important factor in recruitment decisions, and the same proportion give such recruits greater professional responsibility, with a 40% higher chance to reach managerial positions. They particularly value the reinforced confidence, problem-solving, decisiveness, curiosity, understanding and self-awareness that such mobility brings. One in three Erasmus trainees is offered a position in the company they trained in, and one in ten has set up their own company.

Institutional beneficiaries acknowledge as well the benefits of the programme in terms of improved content and practice in education and training (see result indicator 19 under specific objective 1.2) as well as in the field of youth (see output indicator 42 under specific objective 2.2). Cooperation supported by Erasmus+ will contribute to continuing professional development of teaching and non-teaching staff, while ensuring a systemic impact on the structures themselves beyond the mobility carried out and the results of the cooperation projects achieved. The online platforms *eTwinning* and the *School Education Gateway* will develop pedagogical support for school teachers and leaders, and encourage and support collaborative projects between classrooms. This effort is completed by the cooperation and knowledge exchange opportunities offered by EPAL, the Electronic Platform for Adult Learning in Europe. Thus they will be able to further stimulate innovation in European education and vocational training through relatively low-cost cooperation. More European cooperation projects, notably the *Strategic Partnerships*, are managed at the national level, through the National Agencies, in order to ensure better relevance to national priorities and to achieve greater critical mass. Erasmus+ includes also activities such as *Knowledge Alliances*⁶⁰ and *Sector Skills Alliances*⁶¹ to support a larger participation of enterprises and therefore promote growth, innovation and employability.

In addition to the systemic impact of individual projects funded, Erasmus+ will continue to support **policies and practices in Member States** in the directions agreed at European level under the Europe 2020 strategy for jobs and growth. In line with specific objective 1.3, it will facilitate policy

⁵⁷ The European Qualifications Framework (EQF), documentation tools for learning experiences (Europass, Youthpass), the credit systems for higher education and vocational and education and Training (ECVET, ECTS) and quality assurance tools (European Standards and Guidelines for Quality Assurance in Higher Education and EQAVET).

⁵⁸ Erasmus Impact Study, published September 2014; IP/14/1025.

⁵⁹ The impact of Erasmus mobility on employability and skills development has been measured for the first time through an innovative study published in 2014 based on a large sample of respondents across all Programme Countries.

⁶⁰ Knowledge Alliances aim at fostering, innovative and multidisciplinary approaches to teaching and learning in higher education and business environment, as well as entrepreneurial skills for staff.

⁶¹ Sector Skills Alliances aim at tackling skills gaps by enhancing the responsiveness of initial and continuing VET systems to sector-specific labour market needs.

development, reform implementation and sustainable improvements in education and training systems, including by encouraging innovative policy development through experimentations and forward-looking cooperation projects. The mid-term evaluation of LLP has noted indeed significant European added-value, through enhanced policy cooperation and an increased European dimension. Backed by the LLP 2011 interim evaluation results, DG EAC will in particular continue promoting digital literacy and other Key Competences, such as entrepreneurship education, across the programme actions. The DG will pursue inter-service collaboration with DG Employment, Social Affairs and Inclusion to maintain consistency between policies and programme funding as regards the skills and qualifications recognition (see indicators 22 and 43), vocational education and training and adult learning as well as overall coherence of education and training policies.

In order to promote the worldwide dimension of higher education according to specific objective 1.4, and support Partner countries in their modernisation efforts, the Erasmus+ Programme draws lessons from the evaluation⁶² of preceding **international cooperation** programmes.⁶³ Erasmus+ will continue to support credit and degree mobility to or from partner countries (see output indicator 24) and the related development of skills relevant for the labour market (see result indicator 15), strengthening academic cooperation (see result indicator 23) through the capacity building action, and policy dialogue with authorities from a wide range of countries outside the EU.⁶⁴ In a world competing for growth and jobs, this cooperation should increase the quality of European higher education and increase the worldwide attractiveness of the EU as a top quality education and research destination. In particular, the recent *Erasmus Mundus joint Master degrees*⁶⁵ will continue to offer excellent programmes in order to increase the attractiveness of the European higher education, and attract talent to Europe.

(ii) European Structural and Investment Funds

Under the broad theme of education and vocational training, overall **35.5 billion EUR** are foreseen for EU wide funding in the 2014-20 period from the European Structural and Investment Funds for education, training, lifelong learning and skills development. DG EAC will support the Commission DGs in charge managing the funds in making sure that investments are implemented in line with the EU policy priorities and country-specific guidance.

As part of the **Youth Employment Initiative**, the new cycle of ESIF programmes will also make a significant contribution to the establishment of national Youth Guarantee Schemes, which inter alia provide for the up-skilling of young unemployed people (e.g. entrepreneurship education, digital skills), an increasing number of traineeships, measures to address early school leaving and the validation of informal and non-formal learning.⁶⁶

So far a lack of conclusive evidence has hampered efforts to foresee funding of **sport**-related expenditure through the Cohesion funds 2014-2020. Further studies will be completed to fill the evidence-gap, in view of the revision of the Multiannual Financial Framework.

⁶² The evaluation of the Erasmus Mundus II (2009-2013) programme has shown that this type of action makes an important contribution to the internationalisation process of the European higher education area and promotes development of the skills that are relevant in the labour market. 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. In terms of employability, the evaluation found that activities could be more open to international mobility and cooperation in the field of vocational education and training.

⁶³ 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.

⁶⁴ For that purpose, the Erasmus+ programme benefits of funding from the different external instruments (Development Cooperation Instrument (DCI), the European Neighbourhood Instrument (ENI), the Partnership Instrument for cooperation with third countries (PI), the Instrument for Pre-accession Assistance (IPA) and the European Development Fund (EDF)).

⁶⁵ Erasmus Mundus Joint Master Degrees are a high-level integrated international study programme of 60 to 120 ECTS credits, delivered by a consortium of HEIs and possibly other partners from different countries.

⁶⁶ Learning outside any formal system, through planned and structured activities such as in-company training (non-formal) or simply through life and work experience (informal).

(iii) Horizon 2020 for Jobs and Growth / competitiveness (ABB 15.03)

To foster innovation in Europe, the EU can rely not only on the Erasmus+, Creative Europe and European Structural and Investment Funds, but also obviously on the **Framework Programme for Research and Innovation, Horizon 2020**, in which DG EAC is actively involved under the coordination of DG Research and Innovation as regards two kind of activities: the Marie Skłodowska-Curie actions, on the one hand (see specific objective 1.7), and the European Institute of Innovation and Technology, on the other hand (see specific objective 1.8). In operating simultaneously in the fields of research and education, both ensure the reinforcement of the knowledge triangle and contribute to reaching the competitiveness related objectives of fostering public and private investment in Research & Development (see Commission-level impact indicator 8), promoting excellence and attractiveness of the research and education systems in Europe.

Horizon 2020 has been designed to maximise Union added value and impact on jobs and growth, focusing on objectives that cannot be efficiently realised by Member States acting alone. The programme implements in particular **cross-border research collaboration**, thereby avoiding duplication, creating critical mass in key areas and ensuring public financing is used in an optimal way. In addition, Horizon 2020 enables continent-wide competition to select the best proposals, thereby raising levels of excellence and providing visibility for leading research and innovation. The programme aims in particular to ensure optimum development and use of Europe's intellectual capital in order to generate and transfer new skills and innovation and, thus, to realise its full potential of a knowledge-based society across all sectors and countries.

Integrating the knowledge triangle of research, innovation and education (ABB 15.03 Horizon 2020/EIT)

The need to develop better conditions which are attractive to investment in knowledge, research and innovation in Europe is precisely the driver behind the Horizon 2020 Programme/**European Institute of Innovation and Technology (EIT)**⁶⁷ funded under the Horizon 2020 Programme (see Commission-level impact indicator 8). In line with DG EAC's specific objective 1.8, the EIT integrates the three components of the knowledge triangle in an innovative way. It 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 networks⁶⁸.

The **Strategic Innovation Agenda** package adopted by the Commission in 2013 defines long-term priorities for the period 2014-2020 and further operational modalities for the EIT. The Institute must prepare to manage autonomously a more than two-fold increase of its annual budget (from € 226 to 539 million) and a corresponding expansion of the number of KICs (93% of the EIT funding support) from the three initial KICs to gradually eight ones in total over that period.⁶⁹ The priority of the EIT remains fostering innovation activities "from the research to the market", in areas of societal challenges (e.g. ICT, climate change, sustainable energy, raw materials, healthy living and active aging - the latter being relevant as well to general objective 1-B), resulting in new products and processes (see result indicator 34). Lastly, the EIT will have to foster its impact across the Union through outreach activities and new results-driven approaches.

Given the constrained timescale and its inherent novelty, the EIT has broadly met its key operational objectives so far according to its first **external evaluation**. Not only has the population of organisations collaborating within KICs to the integration of the knowledge triangle (see result indicator 33) been continuously increasing and surpassed 800 in 2015, but also the dissemination of innovations beyond has been developed (4.6% of the EIT funding). However a number of tensions

⁶⁷ Regulation (EC) 294/2008.

⁶⁸ While DG EAC is in charge of the policy setting for the EIT, the EIT headquarters supervise the direct implementation of the KICs.

⁶⁹ Three waves of new KICs were agreed in 2013: 2 in 2014: "raw materials" and "Healthy living and active aging"; 2 in 2016: "food4future" and "added value manufacturing"; 1 in 2018: "urban mobility".

and challenges have been evident in the process of its establishment. Considering that the first KICs started their work in 2010 with the support of the EIT (75% of KIC budget coming from other sources of funding – [see result indicator 35](#)) and that only conditional financial autonomy was granted to the Institute in 2011, DG EAC will continue to help the EIT to become fully autonomous, as requested by the Institute, and KICs to comply with their performance indicators while preparing for the timely implementation of new KICs until 2018. The EIT evaluation and EIT review will be finished by 2017 and will provide input into the EIT's Strategic Innovation Agenda post-2020.

Lastly, as mentioned above, there is also scope in a jobs and growth perspective to support at EU level the interaction between higher education and the wider economy in the framework of the Erasmus+ Programme with the aforementioned structured partnerships – "**Knowledge Alliances**" - bringing together businesses with higher education institutions to foster innovation in and through higher education.

Fostering the mobility, training and career development of researchers (ABB 15.03 Horizon 2020/MSCA)

Against the background of growing competition at world level for jobs and growth/competitiveness, the capacity to attract, train and retain abundant and highly qualified researchers in the Union is a necessary condition to advance science and to underpin innovation ([see impact indicator 9](#)). To this extent the **Marie Skłodowska-Curie actions**, which represent 9% of the Horizon 2020 budget⁷⁰ (8.5 billion euros until 2020), play an important role for the implementation of the Europe 2020 strategy in strengthening human resources and research and innovation in the European Union. The Marie Skłodowska-Curie actions offer funding possibilities for training and career development of researchers around an excellent research project ([see result indicator 31](#)) and contribute in this respect directly to the mission of DG EAC.

The Marie Skłodowska-Curie actions will continue to have a pronounced **structuring impact on the European Research Area** by aligning national resources ([see Commission-level impact indicator 8](#)), influencing national fellowship programme design, but also by setting standards of attractive employment conditions and open recruitments for all EU-researchers. In line with the Commission's recommendation⁷¹ for the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, the Marie Skłodowska-Curie actions pursue the development of an open European labour market for researchers free from discrimination and encourage the diversification of skills of researchers ([see result indicator 29](#)). They equally allow for a strong participation of women in research and development ([see result indicator 30](#)).

These Actions aim at enhancing the transfer of knowledge through the exchange of researchers between sectors and with the rest of the world. They are opened to researchers from all nationalities.⁷² Therefore they equip them with diversified skills to better match the market requirements and to contribute to enhanced competitiveness, economic **growth and job** creation. Throughout Europe, they furthermore offer support to knowledge-sharing between (public/private) sectors and research organisations ([see result indicator 32](#)).

In line with its specific objective 1.7, DG EAC will pursue communication and outreach activities promoting training and career development possibilities for researchers, targeting in particular PhD candidates and non-academic organisations. A particular focus remains on the **doctoral training**, mobility of young researchers ([see output indicator 28](#)) and the international collaboration between

⁷⁰ While DG EAC is in charge of the policy development, the project implementation of this part of the Horizon 2020 programme is managed directly by the Research Executive Agency (REA). See REA's Annual Work Programme.

⁷¹ C(2005) 576 of 11.3.2005

⁷² In the aftermath of the Swiss referendum on the freedom of movement, an international agreement associating Switzerland to parts of Horizon 2020 had to be signed in 2014, in order to continue to cooperate with Switzerland in relation inter alia to the Marie Skłodowska-Curie actions. Under this agreement, Switzerland contributes financially to Horizon 2020 and collaborates as in previous framework programmes.

centres of excellence so as to increase the employability of researchers ([see result indicator 29](#)) and the career prospects of the former in both public and private sectors.

(iv) Creative Europe for Jobs and Growth / competitiveness (ABB 15.04)

The Creative Europe Programme⁷³ with a budget of 1.46 billion euros over the period 2014-2020 is designed in particular to enhance the **potential and competitiveness of the European cultural and creative sectors**. The prime objectives of the programme are to tackle the fragmentation of the European cultural space, help the sectors to embrace the digital shift and reduce the lack of access to private finance. Endowed with an increasing budget (+9% compared to 2007-2013) and made of two sub-programmes supporting respectively culture (31% of the total budget; supervised by DG EAC) and audiovisual (DG for Communication Networks, Content and Technology) as well as a cross-sectors strand (13% of the budget), the programme is well positioned to feed in the Commission's general objectives for jobs and growth, and will generate spill over effects in other sectors. While the overall EU budget was cut and many Member States unfortunately reduced expenditure on culture, the European Parliament and Council fortunately backed the argument of the Commission that investing in the creative and cultural sectors is not a luxury but a necessity, in particular because they create jobs and contribute significantly to economic growth.

The sub-programme Culture co-funds trans-national cooperation projects in the cultural and creative sectors in line with specific objective 4.1. These activities take the form of cooperation projects, literary translations, conferences, networks and platforms, as well as special actions (European Capitals of Culture, prizes and the European heritage Label). Beneficiaries will **widen their audiences beyond their domestic borders** and get additional market opportunities for their works of art and cultural products.

As evidenced by the mid-term evaluation of the previous Culture Programme, the Culture Sub-Programme of Creative Europe will continue to play a unique role in stimulating at EU level cross-border cooperation between cultural operators, fostering the **professionalisation and internationalisation of the sectors** through peer-learning and knowledge transfer ([see result indicator 49](#)), and helping the international careers of thousands of artists/cultural professionals ([see result indicator 50](#)). Such funding will help provide in particular heritage professionals with up-graded competences in areas such as digital technologies, audience development, and new business models. The Creative Europe programme will stimulate innovation and further contribute to the development of content which is essential for Jobs, Growth and the Skills agenda.

Moreover, the programme will help cultural and creative sectors to take up the challenges of the digital era in order for them to thrive in the connected **Digital Single Market**. By doing so, not only will the Creative Europe programme strengthen cultural diversity and help cultural professionals reach out to new audiences, but it will help to maximise the cultural and creative sectors' contribution to jobs and growth/competitiveness, particularly among the young, and to strengthen the potential of these industries as a catalyst for innovation. Moreover, supporting cultural and creative industries entails a deeper and fairer internal market with a strengthened industrial base.

The international dimension of the Programme is also well positioned to reinforce Europe's role in the world. **Cultural diplomacy** is indeed an effective tool for the EU's public outreach and cultural cooperation can help build capacity in third countries including in countries whose cultural and creative sectors have a more limited tradition to operate transnationally.

The **European added value** of the programme is ensured in particular through: (a) the transnational character of its activities and their impact, which will complement national, international and other Union programmes; (b) the economies of scale and critical mass which Union support fosters creating a leverage effect for additional funds; (c) transnational cooperation stimulating more

⁷³ The Creative Europe programme is managed directly by DG EAC (Culture), DG for Communication Networks, Content and Technology (MEDIA) since 2015 and the Executive Agency EACEA. See EACEA's Annual Work Programme.

comprehensive, rapid and effective responses to global challenges and creating long-term systemic effects on the sectors; (d) ensuring a more level playing field in the European cultural and creative sectors by taking account of low production capacity countries and/or countries or regions with a restricted geographical and linguistic area.

In addition the **cross-sectors strand of the Creative Europe** will facilitate the international policy cooperation in the area of culture as well as the access to finance for cultural and creative sectors, respectively under specific objective 4.3 and 4.4. This innovative part of the wider programme is jointly managed since 2015 by DG EAC and DG for Communication Networks, Content and Technology. The new *Cultural and Creative Sectors Financial Guarantee Facility* under the cross-sectorial strand managed as of 2016 by the European Investment Fund (EIF) on behalf of the Commission will aim at easing access of cultural and creative sectors to bank credits (see result indicators 55 to 58), with a wide geographical and sectorial coverage (see result 60). Its main novelty is the inclusion of a Capacity Building Scheme to increase investor readiness. It will almost fully use the budget increase of Creative Europe compared to 2007-2013.

The **European Capitals of Culture (ECoC)**, which were created in 1985, have become a highly visible deliverable of the EU.⁷⁴ Their aim is to promote not only cultural diversity and exchanges (general objective 1-B), but also the long-term development of cities (general objective 1-A). As indeed the results of recent ex-post evaluations of the Capitals of Culture action 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 jobs and growth/competitiveness, including 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 of investment in the cultural programmes of the cities. Since 2015, more emphasis is put on the evaluation of the year itself (since some former Capitals, in particular in most recent member states, have failed to capitalize on the title), the visibility of the role of the EU (as many citizens do not yet associate it with the EU) and the synergies with the Creative Europe funded projects.

Other EU funding sources are available to support culture for growth and jobs, particularly through Cohesion Policy (ESIF), but also through such EU schemes as COSME (the Competitiveness of Enterprises and Small and Medium-sized Enterprises programme), Horizon 2020 and Erasmus+. Given their strong growth potential, the European Structural and Investment Funds will support investments in cultural and creative industries, especially if linked to new technologies and innovation. For example, information and communication technologies can help provide better access to cultural experiences through mobile apps, improve the user experience through innovative services, and enhance entrepreneurial dynamics around cultural attraction points. The European Social Fund helps develop cultural and creative skills. The COSME programme will provide indirect support by promoting tourism diversification and development of European cultural routes. Lastly, the Erasmus+ ‘Knowledge Alliances’ and ‘Sector Skills Alliances’, fostering closer links between higher and vocational education and enterprise, can help design curricula to meet the sector’s new needs.

(d) The intervention logic and external factors that might have an impact on the achievement of general objective 1-A:

General objective 1-A is likely to be affected by possible **cuts in education, research and culture** budgets. It depends on the capacity of Member States to carry out reforms in education and on adjustments in national targets influencing the progress towards the EU education headline target. Regarding the employability objective, the **actual capacity of the labour market** to offer new jobs including to researchers will be key. The EIT headquarters will have to demonstrate the **capacity of the EIT to deliver** on challenges, mainly the set-up of new KICs and to reach full financial autonomy.

⁷⁴ Following Wrocław and Donostia / San Sebastián in 2016, future European Capitals of Culture will be Aarhus, Denmark, and Paphos, Cyprus, in 2017, Valletta, Malta, and Leeuwarden, Netherlands, in 2018 and Plovdiv, Bulgaria, and Matera, Italy, in 2019.

The implementation of the Creative Europe programme 2014-2020 follows the pace of establishment of appropriate instruments for tasks entrusted to other entities and on the decision of the budgetary authority on a sufficient **amount of commitment and payment appropriations**. As the visibility of the programme at national level and the quality of applications for funding largely depend on **the role of the Creative Europe Desks**, it will be crucial for them to deliver high-quality assistance work until 2020. As far as the European Capitals of Culture are concerned, their success heavily relies on the good planning of activities and on **additional funding sources**, both fully in the hand of local administrations. Lastly, the cuts in culture budgets at national and private level may result in lack of matching funds and in an increasing number of applications that could not be supported by the programme due to its relatively limited budget. This might be addressed when the MFF is revised.

See under general objective 1-B as regards **youth**.

3. JOBS AND GROWTH / SOCIAL INCLUSIVENESS (General objective 1-B)

General objective 1-B

Under the overarching Commission objective of "A New Boost for Jobs, Growth and Investment", EU level intervention aims at **social inclusiveness** based on European values through education, youth, culture and sport

(a) Challenges for Jobs and Growth / social inclusiveness

There is a growing link between educational, economic, **social and political exclusion of people**. Socio-economic and socio-cultural inequalities overlap and intensify each other. They go well beyond the scope of education and training and need to be addressed as an integral part of a society's global efforts to tackle poverty, fight discriminations and promote active citizenship.

Education and training have, nonetheless, a primary role to play in this context. There are still more than five million early school leavers across Europe, i.e. more than 1 out of 10 young people (see Commission-level impact indicator 1). They face an **unemployment** rate of 41%. The 2015 EU Youth Report reveals that 8.7 million young people aged 15-29 are unemployed; 13.7 million are not in employment, education or training (NEETs) and close to 27 million are at risk of poverty or exclusion. As a consequence, these young people tend to participate less in social activities, vote less and have less trust in institutions. Among the sharply increasing number of NEETs, many suffer from growing health issues and tend to lack apart from formal qualifications, human and social capital.

The actual performance of compulsory education in Europe is not up to expectations. **Educational poverty**, or the share of people failing to reach minimum standards in education, is one of the greatest challenges in Europe today. Although education should level the playing field for all, outcomes are still very much determined by students' socio-economic and immigration background. As a result, no EU Member State has managed to bring underachievement amongst 15 year-olds with low socio-economic status below 15%. The situation demands that Member States sustain their efforts to tackle low achievement in school education. Almost one out of five 15-year-old European school pupils have poor reading skills (see impact indicator 5). According to the 2012 PISA survey, progress in reading and science in the EU is on track, but the pace of improvement remains slow. When it comes to mathematics, share of low achievers in the EU overall has deteriorated between 2009 and 2012. In 2013 25% of students demonstrate low levels of computer and information literacy in 7 EU countries participating in the ICILS survey.⁷⁵ The results of the Adult Skills Survey (PIAAC) also call into question the effectiveness of education systems as they show that 20% of the EU working age population has low literacy and low numeracy skills and 25% adults lack the skills to effectively make use of ICTs. Only half of those with low literacy skills are employed (see result indicators 15, 37 and 50). Just like underachievement in basic skills, the rate of early leavers from education and training (see Commission-level impact indicator 1) – now at 11.1% in the EU – is influenced strongly by students' parental background.⁷⁶ Groups with low socio-economic status are affected to a greater extent and early school leaving rates are particularly alarming for certain groups, such as children with migrant backgrounds (including newly arrived migrants and foreign-born children), Roma children and children with special educational needs.

These challenges are being further exacerbated by the unprecedented inflow of **refugees** that the European Union has been experiencing since 2015. The refugee crisis highlights the need to integrate

⁷⁵ ICILS is the first ever internationally comparable study assessing students' computer and information literacy. 60 000 eight graders in more than 3300 schools from 21 education systems, including 9 EU countries, were surveyed and assessed (www.iea.nl).

⁷⁶ Education and Training Monitor, 2015

migrants and asylum seekers into the education systems of host countries. While they need first of all food, healthcare and housing, educational opportunities will be essential for them to successfully become active parts in the society of the host countries. In the *State of the Union speech* of 2015, President Juncker stated that migration should not be considered as a problem to be tackled but as a resource which has to be well managed. If integration is managed well, migration will be an opportunity for developing the human capital of the respective host countries (contributing to general objective 1-A). Provisional national and EU data suggest that current migration flows include a high share of school-age children, young and low-skilled people, while an important share of the current refugees is expected to gain a legal right to get protection and stay in the EU. It will therefore be important that education will provide them with the right set of skills to find employment, impart the values of the host societies and promote intercultural dialogue as a basis for integration. Beyond formal education, also participation in non-formal and informal education learning will be of tremendous importance to ensure integration and cohesion of the host societies.

As a result of the refugee crisis, the educational poverty gap to the detriment of students with an **immigrant background** has come more strongly to the fore in Europe. Years since arrival play an important role in immigrant achievement at school. Newly or recently arrived 15 year-old immigrant students show poorer performance than immigrant students who had their full compulsory education in the receiving country. In the EU, the share of underachievement amongst more generally foreign-born students is almost twice as high as it is amongst the native-born.⁷⁷ Of all first-generation students, 41.7% are underachievers, while this share is considerably lower (34.0%) amongst second-generation students. Unfortunately, the gap between second-generation students and non-immigrant students (i.e. native-born students with native-born parents) remains significant as well, with the share of underachievement amongst the latter only 19.5%. The integration of thousands of recently arrived migrants in the education and training systems of the Member States – including through the acquisition of the language(s) of the host country - is a challenge for most EU Member States and a crucial step to secure their social inclusion, employability, professional and personal fulfilment, and active citizenship. It requires the development of intercultural skills among teachers, trainers, school leaders, and other educational staff, learners and parents.

Nevertheless more generally, the 2015 EU Youth Report shows that young people are overall better educated than their predecessors and less young people drop out of school in the EU (see Commission-level impact indicator 1). Although in average more educated and connected than before, young people have a dramatically lower level of political interest and to a lesser extent of social engagement compared to other age groups. Around half are nevertheless active members of organisations. One in four has been a volunteer. In a comparative policy brief on the **social situation of young people** in Europe,⁷⁸ the Eurofound Agency⁷⁹ revealed that the economic crisis has forced a growing number of young people to continue to live at home, with serious implications for their transition into adulthood and on their perceived levels of social exclusion.⁸⁰

More generally, the overall effort of the Commission to help overcome the 2008 economic crisis and **restore confidence in the EU**, especially among young people, should be pursued until 2020. "*In many countries, trust in the European project is at a historic low.*" (President Juncker) This is a cross-cutting challenge including for DG EAC. Young people are less likely to trust institutions – including the EU integration - in 2011 than they did in 2007. As regards political participation, 63% of young people in a Eurobarometer survey released in 2015⁸¹ stated to have participated in elections in the last three years (2013), and in the 2014 European elections (as in previous ones), they voted less than

⁷⁷ http://ec.europa.eu/education/tools/et-monitor_en.htm

⁷⁸ Based on Eurofound's European Quality of Life Survey (EQLS):
http://www.eurofound.europa.eu/publications/htmlfiles/ef1404.htm?utm_source=newsrelease&utm_medium=mnd&utm_campaign=youthsocialsituation20140325

⁷⁹ The European Foundation for the Improvement of Living and Working conditions (Eurofound) was established in 1975 by Council Regulation (EEC) No. 1365/75.

⁸⁰ For instance the number of people 18-30 in the EU living at home with their parents has increased from 44% to 48% between 2007 and 2011. Moreover, nearly half of them live in households experiencing some form of deprivation with 27% at moderate levels and 22% experiencing serious deprivation.

⁸¹ Flash Eurobarometer Survey 408, data collected end 2014

older age groups (28% vs 42.5 for general voting rate). The main reasons expressed⁸² by young people for not going to vote included beliefs that a vote would not change anything or that the European Parliament does not sufficiently deal with problems that concern them. Others felt insufficiently informed or stated that they were not interested in European politics and elections. However, in various surveys, there is a steady confirmation that the younger the age group, the more people have the feeling of being European.

President Juncker declared in the wake of the attacks in Paris against targets representing again youth, culture or sport: «*The nest of what is happening is at home. Therefore our response must also come from culture, from sport, from activities which Europeans enjoy doing together.*»⁸³ The **radicalisation** which led to attacks in Madrid, in London, in Paris, in Copenhagen and in Oslo was fed by a deep sense of grievance. The individuals who carried out the acts were extremists, but they inhabited – and others still inhabit – districts, in which their feelings of alienation and hate were accepted as the expression of a more general sense of exclusion from mainstream society. The EU cannot be sustainable without fighting that exclusion with all available policies from education to culture, youth and sport.

While the cultural participation has fallen in Europe since 2007⁸⁴ (see impact indicator 12), 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. Culture and sport are insufficiently recognised for their contribution and potential to foster shared European identity and values as well as the quality of life in Europe. Meanwhile the first European Survey on **Language Competence** released in 2012 showed that on average only 42% of 15 years old pupils in participating countries did reach the level of independent user in their first foreign language. More generally, only 25% of citizens declare that they are able to speak more than one foreign language⁸⁵.

Lastly, the results of a 2014 Eurobarometer⁸⁶ and a 2015 study⁸⁷ have confirmed the need to increasingly promote the **practice of sport and physical activity as part of people's daily lives**. Compared to the last Eurobarometer survey (2009), the trend is not positive: 59% of European Union citizens never or seldom exercise or play sport, while 41% do so at least once a week (see impact indicator 11). One in four European adults and four in five adolescents are not sufficiently active.⁸⁸ Diseases linked to a lack of physical activity cause an estimated 500,000 deaths each year in Europe.⁸⁹

(b) Strategy for General objective 1-B

The only valid responses to exclusion and intolerance remain openness, inclusion and a welcoming of diversity. Widening educational access should translate into ensuring study success for all citizens, whatever their economic, social, cultural or religious background. But education curricula should also help young people develop a strong attachment to democratic values and shared European heritage. Investment in education and culture should be restored with an inclusiveness purpose where the crisis has hit the most. The EU and Member States should step up their support for youth organisations and grassroots sport to engage in intercultural initiatives focused on integration. At EU level the Commission will propose to focus policy cooperation on this key goal, and to provide even

⁸² Flash Eurobarometer survey 375 on youth participation, 2013

⁸³ Journées de Bruxelles", Le Soir, 18 Novembre

⁸⁴ Special Eurobarometer 399 on cultural access and participation, 2013 (IP/13/1023)

⁸⁵ Eurobarometer, 2012. In the EU, 97.6% of pupils learning a foreign language at lower secondary school learn English; 34.1% French; 22.1% German; 12.1% Spanish.

⁸⁶ IP/14/300 of 24 March 2014

⁸⁷ Study on The Economic Cost of Physical Inactivity in Europe, June 2015

⁸⁸ The World Health Organisation recommends participation in 150 minutes of moderate physical activity each week.

⁸⁹ Study on The Economic Cost of Physical Inactivity in Europe, June 2015

greater support in Erasmus+ and Creative Europe for stakeholders who want to contribute to this goal of a more inclusive Europe.

(i) Education and innovation Strategy for Jobs and Growth / social inclusiveness

At a time when European societies need to urgently address the challenge of social inclusion, new priorities aim to make sure education and training systems promote not only employability, skills and innovation (general objective 1-A), but also increase social mobility and equality, prevent violence and fanaticism and lay the foundations for democratic values and active citizenship (general objective 1-B). A new emphasis will therefore be put on youth participation as a **follow-up to the Paris declaration**⁹⁰. President Juncker has called for a "social pillar" in his State of the Union 2015, which includes education, youth, culture and sport.⁹¹

In adopting the 2015 **ET 2020 Joint Report**, Council and Commission put a strong emphasis on the implementation of the Paris Declaration and endorsed as a priority area for the Education and Training strategic framework (ET 2020)⁹²: *2. Inclusive education, equality, non-discrimination, civic competences*. ET 2020 forms also the cooperation framework under the *European Agenda on Security*⁹³ to address the need for measures against radicalisation, fanaticism and violence in education and training put on the agenda since the tragic events that erupted in Paris and Copenhagen in 2015. Contributing to ET 2020's 2nd priority area, a new strand of activities will be worked out embedding democratic values and respect for fundamental rights, **combatting discrimination and promoting social cohesion** and intercultural competences.

The promotion of **equity in education**, a central ET 2020 priority, includes the improvement of quality and access to pre-primary provision (see impact indicator 4), the reduction of low achievement in basic skills (see impact indicator 5), the prevention of early school leaving (see Commission-level impact indicator 1), improved support within mainstream schooling for learners with special needs (see output indicator 18), overcoming obstacles that hinder students from disadvantaged groups from participating in and completing higher education and meeting the raising challenge of a successful integration of migrant children in European education systems. Indeed ET 2020 and its renewed priority areas will actively contribute to the *European Agenda on Migration*⁹⁴, via "integration through learning", including European cooperation on local language learning, the development of civic competences and other ET 2020 activities.

Content-wise, policies for raising the levels of **basic skills** (see impact indicator 5) such as reading and literacy, mathematical and scientific literacy, are crucial in relation to a number of strategic objectives, including reducing early school leaving, raising employability (see impact indicators 1 and 3) and increasing participation in lifelong learning. Furthermore, Europe 2020 clearly calls for more innovation in Europe, which not only from a growth but also from a social inclusion perspective requires individuals to develop **key competences** such as digital (including new media literacy), learning to learn, social and civic competences, creativity and entrepreneurship, and cultural awareness and expression. This requires adequate support to the teaching profession.

Policies for multilingualism are equally essential to preserve and valorise the cultural plurality that is at the root of European identity (contributing as well to general objective 4). This is why the objective of 'mother tongue + two' for all European citizens has been promoted by the EU for several years. Multilingualism policy aims, among other things, at calling on decision makers to ensure efficient

⁹⁰ Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, adopted by the European Ministers of Education and the European Commissioner for Education, Culture, Youth and Sport on 17 March 2015 in Paris, in the aftermath of the tragic outbursts of violent extremism in France and Denmark early in 2015.

⁹¹ 9 September 2015

⁹² http://ec.europa.eu/education/news/2015/0901-et2020-new-priorities_en.htm

⁹³ COM(2015)185 of 28 April 2015

⁹⁴ COM(2015) 240 of 13 May 2015

language education to all from an early age. In line with DG EAC's specific objective 1.5, the DG will continue to follow-up the 2014 Council Conclusions on **multilingualism and development of language competences**. The cooperation launched in 2013 between the European Commission and the Council of Europe's European Centre for Modern Languages will contribute to better equip education authorities to use the Common European Framework of Reference for curricula and test development. A second strand of the cooperation will target multilingual classrooms.

The **Paris Declaration** adopted by the EU Education Ministers and Commissioner Navracsics on 17 March 2015 calls for action to reinforce the role of education in promoting citizenship and the common values of freedom, tolerance and non-discrimination, strengthening social cohesion, and helping young people become responsible, open-minded and active members of our diverse and inclusive society. The Declaration identifies four strands of action at EU level : (i) ensuring that children and young people acquire social, civic and intercultural competences by promoting democratic values and fundamental rights, social inclusion and non-discrimination as well as active citizenship (ii) enhancing critical thinking and media literacy (iii) fostering the education of disadvantaged children and young people and (iv) promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

The **European Agenda on Security** also acknowledges that education, youth participation, and intercultural dialogue have a vital role to play in preventing violent radicalisation by promoting common European values, fostering social inclusion and enhancing mutual understanding and tolerance. The European Parliament also recalled the importance of schools and education in promoting integration, critical thinking and teaching the EU's fundamental values.

The **European Agenda on Migration** calls for effective integration policies for asylum seekers and migrants, among which education provision is a crucial one. It notes that while the competence for integration policies lies primarily with Member States, the European Union can support actions by national governments, local authorities and civil society.

In response to the educational poverty gap mentioned among challenges, the **integration of students with an immigrant background** is fairly successful in some Member States, whereas in other countries there is little progress between first- and second generation students. As put forward in the Education and Training Monitor 2015, this situation requires further exchange of best practices at EU level about various policy actions, whether continuing professional development for teachers, positive discrimination measures, language support for students or parental guidance, and speedy, fair recognition of migrants' educational qualifications to enable them to access education and integrate in society. The high number of recently arrived migrants requires to be all the more attentive to policy development. The challenges imply to support (1) access to education of newly arrived migrants (language learning, knowledge assessment, civic education, unaccompanied minors), (2) preventing educational poverty/underachievement of those who are staying (promote early childhood education, new teaching methods, youth work, and avoid segregation), (3) putting knowledge, skills and qualifications to use (assessment of skills and qualifications for access to higher education, vocational training and the labour market), (4) supporting staff (training and recruitment of teachers, youth workers, volunteers), (5) support education of displaced young people through support to higher education institutions in partner countries (6) capacity building (sharing knowledge about what works and mobilising EU funding to better support refugees and education institutions).

(ii) Youth Strategy for Jobs and Growth / social inclusiveness

Youth work is a useful tool to reach out to young people that are outside formal education, or prevent their dropping out. It can help promote integration and intercultural dialogue. It is also a way of encouraging citizenship and participation in democratic life. The EU can encourage young people to engage in decision-making over and above voting. Based on a review in 2013, changes were introduced to the **Structured Dialogue between young people and policy-makers** at EU level with a view to enlarging outreach and better follow-up of young people's opinions under specific objective 2.3. The Dialogue must reach especially those youth groups that have not engaged in the Dialogue so

far, among others by using lighter engagement tools tailored to the habits of young people. At the same time the Commission will open more channels for participation beyond the Structured Dialogue to allow more young people to express their views policy-makers on a wider range of issues.

As part of efforts to close the gap between the EU and young citizens, the *European Youth Portal* and new Online Participation Platform will be continuously developed as a pivotal dialogue **tool to reach out to young people**. It will inform them about opportunities across Europe to work, travel or participate in civic, social, sport or cultural activities under specific objective 2.1, and increasingly will promote youth participation online. The level of participation of young people in out-of-school activities is used as a marker for engagement and inclusion in the society (see [impact indicator 10](#)). The *European Youth Week* will be held every second year to showcase the value of EU youth policies and programmes, which involves political debates and promotional activities in all Erasmus+ programme countries. In addition, *Ideas Labs*, a new concept launched in 2015, will give young people more space to express their ideas on matters which affect them.

While actions become necessary to increase social inclusion of young people, to share European values and to encourage youth participation in democratic life, attention is also urgently required to address young people's **immediate problems as a result of the crisis** (see [impact indicator 3](#)), namely tackling risks of social exclusion, poverty, as well as health and well-being. Further to the 2015 EU Youth Report, the Commission will continue to sharpen the implementation of the EU Youth Strategy, in particular through making good use of available evidence and findings from the Youth Wiki, the EU Youth Monitor, an EU Dashboard of Youth Indicators, peer learning-activities.

In line with specific objective 2.4, the EU's cooperation with the **Council of Europe** in the youth field for the period 2014-16 will continue benefitting from an improved method (so-called logical framework⁹⁵). The *EU-Council of Europe Framework Partnership Agreement* of 2014 provides synergy in the efforts of both institutions when it comes to sharing knowledge on emerging policy issues, as a basis for policy development and for the promotion of youth work. It helps disseminate information in a broader European context among the two institutions' stakeholders in the youth field.

(iii) Sport Strategy for Jobs and Growth / social inclusiveness

Sport contributes to social inclusiveness directly at grass-root level, as well as indirectly through the model of professional sport. By its crossing-cutting nature this policy field requires close coordination with other EU policy areas (competition, employment, health, etc.). This is why the Commission announced in its 2011 Communication **Developing the European Dimension in Sport**⁹⁶ a number of initiatives, which DG EAC will continue to implement.

Over the next years, the DG will facilitate the work of the Expert Groups set up in the context of the **EU Work Plan for Sport** (current one: 2014-2017) in fields such as match-fixing under specific objective 3.1 (see [result indicator 45](#)), education and training and health enhancing physical activity under specific objective 3.3 (see [result indicator 47](#)). Action around these topics should help, on the one hand, to develop and protect sport in Europe and, on the other, to use sport's potential to reach the EU's objective of social inclusiveness.

Major **threats to sport**, such as match-fixing and doping, are tackled primarily through policy action and in close cooperation with the Member States and other competent international organisations (e.g. Council of Europe, World Anti-Doping Agency). The Commission will monitor the implementation of the **Convention of the Council of Europe to combat the manipulation of sports results** (see [result indicator 45](#)), to be signed on behalf of the EU, and of the recent World Anti-Doping Agency code.

⁹⁵ The Logical Framework Approach ("logframe") is a methodology used for designing and evaluating international projects.

⁹⁶ COM(2011)12 of 18 January 2011.

Lastly, Commission action aims at addressing the lack of participation in sport and physical activity, through policy action and targeted funding. More specifically, until 2020, as a contribution to quality of life in Europe (see result indicator 47), this DG will facilitate the implementation of the 2013 **Council Recommendation on Health-Enhancing Physical Activity** (HEPA). The initiative aims at supporting Member States in developing more effective policies in this field. The Recommendation lays out a series of public policy action to promote physical activity and sets up a monitoring mechanism based on 23 indicators, in close cooperation with the World Health Organisation (WHO). The annual organisation of a *European Week of Sport* (first edition 2015) is another important means to address that situation through concrete activities at EU and Member State level.

(iv) Culture Strategy for Jobs and Growth / social inclusiveness

Based on the overarching priorities of the European agenda for Culture, the **Work Plan for Culture 2015-2018**, adopted by the Council in 2014, focuses on four key priorities where acting at EU level can deliver a clear added value⁹⁷. Three of these four priorities help addressing the key challenges faced by culture and the cultural and creative sectors at European level under objective 1-B and specific objective 4.2: accessible and inclusive culture; cultural heritage; promotion of cultural diversity, culture in EU external relations and mobility.

Important improvements have been made to the **Structured Dialogue** process in the field of culture⁹⁸, with a more flexible organisation replacing the platforms as of 2015. The *Culture Forum* will be held every two years for that purpose, in line with President's Juncker objective to stress active dialogue with citizens and to engage with stakeholders and fostering social inclusiveness through culture at EU level.

Moreover a large number of EU policies and programmes have an impact on **cultural heritage**. There is nevertheless a need for a more overarching approach giving visibility to these actions. For that reason, DG EAC will follow-up the 2014 *Communication on cultural heritage*.⁹⁹ This Commission strategy and the Council Conclusions adopted hereafter in 2014 aim to promote the societal value of cultural heritage, in line with DG EAC's general objective 1-B, while seeking to maximise its contribution to general objective 1-A - Jobs and Growth / competitiveness. The *European Heritage Label*¹⁰⁰ will be awarded to an increasing number of sites in looking for possible synergies with the European Heritage Days and the European Heritage Prize. The labelled sites will enjoy greater visibility thanks to a dedicated EU promotion strategy. Without the support but progressively in complement to the Creative Europe programme, the main challenge will be to ensure the sustainable attractiveness of the sites.

At the international level, the Union plays a similar role of partner in the protection and promotion of cultural diversity as well as the development of dialogue between peoples and cultures. In the field of **external cultural relations**, Union action under the European agenda for Culture will be pursued. As a Party to the 2005 UNESCO Convention on the Protection and the Promotion of the Diversity of Cultural Expressions, the EU is committed to making cultural diversity an essential element of its external action. The Commission will set a new EU strategic approach to the role of culture in the EU's external relations. This strategy will frame actions engaging stakeholders from the EU and third countries in cultural projects that have an interest for the promotion of the European model of cultural diversity and intercultural dialogue.

⁹⁷ COM(2014)535 of 25 August 2014.

⁹⁸ The European Agenda for Culture launched a structured dialogue with civil society at European level through three Platforms set up by the Commission (Intercultural Dialogue, Access to culture, Cultural and Creative Industries).

⁹⁹ COM(2014)477 of 22 July 2014.

¹⁰⁰ The European Heritage Label is an initiative from the European Union established in 2011, building on a 2006 intergovernmental initiative. It aims to raise awareness of sites which have played a significant role in the history, culture and development of the EU.

(c) EU Funding supporting General objective 1-B

(i) Erasmus+: Education for Jobs and Growth / social inclusiveness (ABB 15.02)

Erasmus+, as the Union programme which helps European countries to modernise and improve their education and training systems, can reinforce in particular their role as drivers for social cohesion. The programme offers participants, in particular young people, increased opportunities to participate actively in society, promoting tolerance in order **to reinforce social cohesion in the EU**. At systemic level, these Erasmus+ "strategic partnerships" are expected to trigger modernisation and reinforce the response of education, training and youth systems to the main challenges of today's world, including the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, non-discrimination, active citizenship, critical thinking and media literacy. Social inclusion has been made an overarching priority of Erasmus+ as of 2016. The programme will disseminate more and more project results as well as good practices implemented by stakeholders with a view to addressing this priority.

In the framework of the 2014-2020 programme, particular attention is also given to support individuals linguistically and to monitor the contribution of the programme to **fostering language skills** in line with specific objective 1.5 (see result indicator 25). A new online service is provided since 2015 to assess linguistic progress achieved by participants over their mobility period and to offer them optional relevant online courses.

In parallel with a view to reinforcing participation in the European project, attention will continue to be paid to increasing **knowledge about the European integration** process worldwide at school level and at the level of higher education institutions under specific objective 1.6 (see result indicator 27), through the Jean Monnet activities of Erasmus+ (1.9% of total budget). Contributing therefore to the EU inclusiveness, the **Jean Monnet** activities will further increase teaching of specific EU issues relevant for graduates in their professional life (see output indicator 26). Moreover, the priorities of the Jean Monnet action have been reviewed since 2014 with a view to making best use of the innovations introduced in the Erasmus+ programme.

(ii) Erasmus+: Youth for Jobs and Growth / social inclusiveness (ABB 15.02)

Since 2014, **Erasmus+** is as well the **EU programme addressing Youth** (10% of total budget), a crucial instrument to deliver the Youth strategy. The programme's added value relates to its effectiveness as regards two main objectives of the youth policy, in line with specific objective 2.1: the enhancement of the human resources in Europe through a particular support to non-formal learning experiences with a European dimension (see output/result indicators 39 and 41) and the development of the active citizenship of young people (see result indicator 38), multiplying opportunities to develop solidarity and promote tolerance in order to reinforce social cohesion in the EU. It will benefit to more than 500,000 young over its time span and supports more than 5,000 youth organisations every year in line with specific objective 2.4 (see output indicator 40 and result indicator 44). For instance, under specific objective 2.3, 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 43) and contributing as well to general objective 1-A.

The wide geographical coverage of the programme will remain an asset, in particular as in many countries no programme of youth mobility exists (see output indicator 36). The **European Voluntary Service** (EVS) funded by the previous Youth in Action Programme and reinforced in Erasmus+ has, for example, inspired the creation of volunteering schemes at national or regional levels. The Commission will also encourage private organisations to be partners in volunteering opportunities at

European level and intends to identify new ways of increasing the systemic impact of EVS, building on the recent development of a European Volunteering Platform as part of the European Youth Portal.

The **mid-term evaluation** of the previous programme Youth in Action and a 2011 beneficiary survey largely confirmed the sustainable impact of such an EU support afterwards e.g. on continued work for NGOs and increased mobility for participants. The activities to be continued would likely not find funding elsewhere. Under the Erasmus+ Inclusion and Diversity Strategy in the field of youth adopted in 2015, they will actively continue to target young people with fewer opportunities, a unique feature compared to other programmes ([see output indicator 41](#)). They have been considered relevant by the participating young people and other stakeholders, comparing positively with youth programmes organised in Member States.

Beyond its individual benefits, youth mobility triggers also **systemic changes in youth work and organisation in Europe**. Contributing to inclusiveness across generations, Erasmus+ will pursue to ensure due consideration of youth issues within EU policy-making and helps bringing the European Union closer to young people. An example is provided by the evaluation of the **European Youth Forum**, the operating grant of which is funded by the programme. The evaluation has found the Forum to be indeed a useful instrument to the Commission because of its structured opinions and input on youth-related topics. The Forum is also the most suitable mechanism at EU level to channel communication on youth-related issues with a broad range of young people in Europe, in line with President's Juncker objective to stress active dialogue with citizens and to engage with stakeholders.

Youth work, volunteering and other non-formal activities have a proven ability to support young people, especially those out of reach of formal institutions and those who need to overcome social and/or personal issues before being ready to enrol in formal education or accept a job offer. This kind of support will be pursued in the context of the **Youth Guarantee**¹⁰¹ and might be further stepped up in the Juncker Commission's strategy, with the age limit gradually raised from 25 to 30.¹⁰² DG EAC actively follows the implementation of Youth Guarantee schemes regarding the education, training and youth component. This DG will keep on contributing to the 2012 Youth Opportunity Initiative by supporting placements of volunteers.

(iii) Erasmus+: [Sport for Jobs and Growth / social inclusiveness](#) (ABB 15.02)

Sport has the capacity to gather people together, irrespective of national, cultural and social differences. When sport is played in respect of **fundamental values** - such as respect, tolerance, mutual understanding and solidarity - in line with specific objective 3.1, it can create a sense of belonging and therefore supports social inclusion. In particular, migrants who are given the opportunity to play in local sport organisations have the opportunity to integrate with local communities and to feel and be part of them.

Under the 2014-2020 financial framework, for the first time, an EU action programme Erasmus+ also supports the policy priorities referred to above for sport, with a focus on grassroots sport. According to evaluation findings, the transnational projects funded under the 2009-2013 Preparatory Actions in the field of sport demonstrated significant EU added value, in particular through addressing **sport issues with a cross-border dimension**, developing the European dimension in sport, strengthening networks and kick-starting co-operation between organisations working on sport around Europe ([see result indicator 46](#)). Within Erasmus+, sport went from humble pilot project to fully-fledged sub-programme, endowed with a quarter of a billion Euros over seven years (1.8% of Erasmus+ budget).

¹⁰¹ The [Youth Guarantee](#) calls for Member States to ensure that **all young people under 25** years get a good-quality offer within 4 months of them leaving formal education or becoming unemployed for a job, apprenticeship, traineeship, or continued education. Council Recommendation of 22 April 2013 on establishing a Youth Guarantee (2013/C 120/01).

¹⁰² Opening Statement of President Juncker in the European Parliament, Strasbourg, 15 July 2014.

Erasmus+: Sport focusses on **grassroots sport activities** in the Member States under specific objective 3.3 (see output indicator 48). It supports European networks, providing opportunities for cooperation among stakeholders and the exchange of know-how in different areas relating to sport and **health enhancing physical activity**. This reinforced cooperation will also contribute to objective general 1, as it will have positive effects on Jobs and Growth / competitiveness (see section 2 under general objective 1-A) in developing the potential of Europe's human capital by helping to reduce the social and economic costs of physical inactivity (see result indicator 47). The results of these activities will have an impact on policy-making and will encourage network partners to spread responsibilities more evenly across Member States.

(iv) Creative Europe for Jobs and Growth / social inclusiveness (ABB 15.04)

The Creative Europe Programme 2014-2020 is designed in particular to build on and **promote Europe's diverse cultural and linguistic heritage**. The Programme is therefore well positioned to feed in the general objective 1-B. This support is being expanded over the period by financing both transnational cooperation projects¹⁰³ and European cultural heritage networks.

The programme will increase the **access of European citizens to non-national European works** (see impact indicator 12) in line with specific objective 4.2. Since the launch in 2007 of the previous programmes Culture, MEDIA and MEDIA Mundus, millions of citizens have been reached directly and indirectly through the projects funded (see result indicators 51 and 52).

Separately, DG EAC will explore the future of the preparatory action **New narrative on Europe**.

(v) European Structural and Investment Funds for Jobs and Growth / social inclusiveness

Union action for Jobs and Growth / social inclusiveness through culture will continue until 2020 to benefit also from the **European Structural and Investment Funds**, especially as regards **cultural heritage**. The European Regional Development Fund (ERDF) specifically covers the protection, promotion and development of cultural heritage under "environmental protection and resource-efficiency". The European Agricultural Fund for Rural Development gives substantial support in rural areas to cultural services and infrastructures, and restoration and upgrading of the cultural and natural heritage. The European Maritime and Fisheries Fund also supports cultural and maritime heritage.

¹⁰³ The former Culture programme provided funding totalling €38 million for more than 130 cultural heritage cooperation projects.

(d) The intervention logic and external factors that might have an impact on the achievement of general objective 1-B

As mentioned under General objective 1-A, General objective 1-B is likely to be affected as well by possible cuts in national budgets.

The capacity of Member States to carry out reforms in **education** and adjustments in Member States national targets influencing the progress towards EU education targets will also influence the level of achievement under general objective 1-B. The contribution of Erasmus+ depends on the participation of individuals and institutions.

The performance of **youth** policy as well as the perception of the EU action by citizens depends on external factors and long-term actions at national, regional and local levels. The intervention of the EU in this area encourages the development of good practices through transnational cooperation and their dissemination with a European perspective. The intervention logic of Erasmus+ in this sector works on the basis of multiplying effects, from the direct benefit of individuals taking part in the programme, through the intermediate benefit of the organisations involved in the various actions, to the systemic impact on the way youth policy is implemented at sub-European level. Critical against this logic is the existence of a youth sector strong enough at national, regional and local levels to take advantage of the opportunities offered at EU level and interaction with Education Institutions.

Concerning **sport**, the success of the promotion of health-enhancing physical activities (HEPA) largely depends on Member States' technical and budgetary capacity to implement effectively the *Council Recommendation on HEPA* at national level across sectors. The monitoring provisions in the Recommendation moreover require solid input from national focal points and close coordination with the World Health Organisation (WHO). As far as the *European Week of Sport* is concerned, there are two external factors which could influence the objective of raising awareness among citizens to be more physically active: firstly, some Member States might not be very pro-active, as participation in the Week is not mandatory; secondly, the Week needs firm commitments from major sport stakeholders and the private sector to support the implementation of activities at local levels and interaction with relevant bodies and institutions in related fields, such as education.

See under general objective 1-A as regards **culture**.

D. Key performance indicators (KPIs)

The key indicators of DG EAC have been selected among result/output indicators for the remaining of the strategic planning period.¹⁰⁴ They enable the Commission to monitor results on a regular basis. They are more directly relevant to the portfolio and mission statement set by the Juncker Commission, and they reflect the new general objectives of DG EAC:

(1) **Better skills for employability and personal development of programme participants** (indicators 15 for education, 29 for researchers, 37 for youth and 50 for culture);

(2) **Increasing funded learning mobility** (indicators 14 for education, 28 for researchers, 36 for youth and 51 for culture);

(3) **Support to participants with fewer opportunities** (indicators 18 for education, 30 for researchers, 41 for youth and 52 for culture);

(4) No multiannual residual error rate above 2% in any management mode (management indicator IC-1).

DG EAC contributes to the improvement of these indicators with the support of its programmes, but also through the open method of coordination and the European Semester as regards key indicators (1) and (3).

¹⁰⁴ Previous key performance indicators were impact indicators (see MP 2015), which continue to be monitored under the ET 2020 framework and the Europe 2020 headline targets.

4. Corporate activities (general objective 11)

On behalf of the Commission, DG Education and Culture will continue to manage two corporate activities to the benefit of all services of the Commission or other EU institutions or bodies: the Library and **e-Resources Centre** (formerly Central Library) and the **Traineeships office**. These services contribute to the **general objective 11 of the Commission**: "To help achieve the overall political objectives, the Commission will effectively and efficiently manage and safeguard assets and resources, and attract and develop the best talents". Corporate impact indicators are not relevant to these activities due to their limited specific scope, but related result/output indicators are monitored in DG EAC's Management Plan.

(a) **Library and e-Resources Centre of the Commission**

According to its external evaluation over 2010-2015, the Library and e-Resources Centre of the Commission (formerly Central Library) effectively meets its objective **to make available relevant collections and services, both to Commission staff and external users**. The Library supplements other available information sources, although its institutional objectives do not explicitly refer to wider knowledge management across the Commission.

About half of the surveyed Commission staff indicates using library services. These library users are very satisfied with the services provided and results achieved. The **'digital first' acquisition policy** meets indeed the needs of current users. This is why the Library will scale back its acquisition of printed resources in the next few years (i.e. below half of the annual acquisitions budget).

The increasing attention for e-resources, as confirmed in the recent name change of the Library, is crucial to ensure the continued relevance of these activities in the near future. However, in combination with the ongoing closure of local libraries, it reduces the visibility of the Centre. This is why **communication activities** will be backed by an overarching strategy so as to be more relevant.

Lastly, according to evaluators, the current **deployment of staff** to the different activities is in line with the importance of the various objectives as currently defined.

(b) **Traineeships Office**

The Traineeships programme will be pursued, backed by the results from the external evaluation of the Traineeships programme over 2007-2013. The evaluation shows that its objectives are **highly relevant**, not only on the demand side (would-be trainees face a lack of similar opportunities on the labour market), but also on the Commission side (need for a pool of young people for future collaboration)¹⁰⁵. The evaluation also demonstrates the relevance of the eligibility criteria, which allow the programme to attract qualified candidates with a balanced representativeness of overall population, while ensuring that candidates are those who would benefit from the experience. In addition, the programme adheres to the Quality Framework for Traineeships in nearly all respects.

The programme has measurably increased the **employability of trainees** in the labour market¹⁰⁶ (see section on Youth funding) and facilitated the maintenance of professional networks over the medium-term. After one year, former trainees were six percentage points more likely to be employed than candidates who had not been offered a traineeship. The Traineeship program is a work based learning experience. Nevertheless, the Commission is willing to reinforce the learning content of the programme. The increase of employment prospects through more explicit training objectives of the programme should be addressed in the legal basis which must be revamped in the near future.

¹⁰⁵ See annex 9 of AAR 2014 for more performance information included in this evaluation.

¹⁰⁶ After one year 81% of former trainees were employed compared to 75% of unsuccessful applicants. After two years the difference increased, with 88% of former trainees being employed compared to 79% of unsuccessful applicants.

PART 2. Organisational management

DG EAC's activities in its different operation domains are supported by horizontal activities which aim to foster an effective and efficient working environment and to ensure that these activities are well integrated with and given due visibility in the Commission's overall policy agenda. In line with the increased emphasis put by the Commission on an *EU Budget Focused on Results*, DG EAC will continue its efforts to base spending on results, and policy on evidence. Continued action to simplify programmes and to ensure proximity to beneficiaries will reduce costs, keep error rates low, which combined with a systematic collection of concrete examples of EU added-value will be reflected in positive budget and discharge procedures.

The following objectives and indicators have been set at corporate level and are marked with an asterisk (*) where mandatory. They are completed with DG EAC's own management indicators in its Management Plan for a given year.

A. Human Resource Management

DG EAC will apply its **new vision for better management of its human resources** adopted in 2015. This HRM vision is the fruit of reflections by staff and management and is intended to transform the DG into a service characterised by trust, empowerment and pride in our work. A set of actions will be rolled out to translate multiple aspects of this HRM vision into everyday reality in the future, through 14 topics addressed by groups of staff¹⁰⁷.

Following the implementation of a **new organisation chart and changes in portfolio** accompanied with related transfer of staff to/from DG EAC in 2015, optimal allocation of staff will be combined in the upcoming years with learning actions especially to support acquisition of new attitudes and skills for new form of cooperation between people and services.

As regards **women representation** in middle management (see indicator HR-1), the managers and potential managers are known to management, the DG has a good track record in appointing women to middle management positions and in recent years has paid attention to preparing the future by calling on female talent extensively when filling Deputy Head of Unit positions. Given the ebbs and flows of Head of Unit vacancies, the definition of milestones in this matter would be without real value but efforts will be pursued (e.g. a learning initiative to support potential candidates for Head of Unit posts, will be aimed especially at women).

The achievement of balance in middle management requires a holistic approach to the organisation. The DG's HRM vision includes an approach to human capital growth which goes beyond mere talent management, embracing **learning and mobility** as well as an invitation to question some of the organisational artefacts which undermine talent management, such as bureaucratic job descriptions.

Also, actions will have to be taken **to improve staff satisfaction** and the way we work together following the Commission-wide and DG EAC staff surveys and the IAC Human Resources audit of 2014. Specific attention should be paid to develop a shared DG EAC's corporate identity, organisational structure and actions to embed the new management approach in the way the DG operates.

¹⁰⁷ For instance, Improve coordination and cooperation, Financial Circulation sheets - Checklists – Workflows, Informal cross-unit discussion (on transversal, social and emotional skills), Improving procedures, language, meetings, e-mails, Improve the implementation of Erasmus+, Be Healthy - Improve physical work environment, Organising Knowledge, Sharing Knowledge, Feedback, HR (Mobility , Talent management, Trainees, Support Function to Directors (SUDs), Directorate Resources), Sharing, presenting hobbies and passions, Well-being sport activities, Work Life balance, Erasmus Network.

Staff well-being (see indicator HR-2): The EAC actions address all areas covered by the fit@work programme in an integrated way, as staff wellbeing cannot be achieved by a set of wellbeing actions divorced from the practice of day-to-day management.

Staff engagement (see indicator HR-3): Several on-going actions developed by DG EAC aim at influencing factors in the staff engagement index, such as:

- Initiatives to improve knowledge sharing.
- Clear job objectives linked to DG priorities: managers should help staff to understand what is expected from them at work.
- The 360° management development initiative with a key objective to create a culture of feedback.
- Shortening of transmission lines (e.g. between authors of briefings and the coordination unit).
- Major listening exercises at DG level.

Objective (*): The DG deploys effectively its resources in support of the delivery of the Commission's priorities and core business, has a competent and engaged workforce, which is driven by an effective and gender-balanced management and which can deploy its full potential within supportive and healthy working conditions.

Management indicator HR-1 (* – data provided by DG HR): Percentage of female representation in middle management

Source of data: SEC(2015)336 ; targets adopted by the Commission on 15 July 2015

Baseline 2015 33.3%	Target (2019): 40%
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Management indicator HR-2 (* – data provided by DG HR): Percentage of staff who feel that the Commission cares about their well-being¹⁰⁸

Source of data: Commission staff survey ; target set by DG EAC's management

Baseline (2014) 32.9% (Commission average: 35%)	Target (2019): within 2% of the Commission average
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Management indicator HR-3 (* – data provided by DG HR): Staff engagement index

Source of data: Commission staff survey ; target set by DG EAC's management

Baseline (2014) 60.1% (Commission average: 65.4%)	Target (2019): within 2% of Commission average
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¹⁰⁸ This indicator may be replaced by a fit@work index on which DG HR is currently working.

B. Financial Management: Internal control and Risk management

In the mission letter addressed to each member of the Commission, President Juncker puts strong emphasis on ensuring **sound financial management** of the programmes under each Commissioner's responsibility and insists that all necessary measures be put in place to protect the EU budget. This is what DG EAC continues to do on a daily basis. Due consideration will be given to illustrate progress in terms of efficiency, effectiveness and economy in the management of resources and controls in particular in the Annual Activity Report and its Commission-wide follow-up.

The new **assurance framework** for the implementation of Erasmus+ under indirect management and the supervision strategy adopted more widely by DG EAC in 2015 will be implemented, in particular as regards respectively National Agencies and the EIT. Erasmus+ related risks will be monitored closely within DG EAC by the permanent group for the implementation and coordination of Erasmus+ with a greater focus given to the internal coordination of the units and directorates working on Erasmus+.

The DG implements the Commission **anti-fraud strategy** taking into account the specific context of DG EAC activities. The risk of fraud is integrated in the risk assessment and focused on activities or beneficiaries assessed at higher level of risk, so as to support the reasonable assurance on the achievement of this specific control objective.

Overarching objective (*): The Authorising Officer by Delegation should have reasonable assurance that resources have been used in accordance with the principles of sound financial management, and that the control procedures put in place give the necessary guarantees concerning the legality and regularity of the underlying transactions including prevention, detection, correction and follow-up of fraud and irregularities.

Objective 1 (*): Effective and reliable internal control system giving the necessary guarantees concerning the legality and the regularity of the underlying transactions

Management indicator IC-1 (*): Estimated residual error rate¹⁰⁹

Source of data: DG EAC's AAR - National Agencies: Primary checks & controls (ex-ante); National Independent Audit Bodies: secondary checks & controls (ex-post); independent audits (CoA, IAS, IAB's audit opinion); supervisory controls (carried out by DG EAC)

Baseline (2014 AAR)	Target
0,87%	<2%

Management indicator IC-2 (*): Estimated overall amount at risk for the year for the entire budget under the DGs responsibility.

Source of data: DG EAC's AAR: Calculation of error rate in relation to overall budget managed

Baseline (2014 AAR)	Target (none)
EUR 13,3 million	

Management indicator IC-3 (*): Estimated future corrections

Source of data: Table 8 Annex 3 to AAR: Information provided by NA reports, internal management information, and other information from entrusted bodies

Baseline AAR 2015 (after revision, as prior years not representative of likely future recoveries)	Target (none)
EUR 389,960	Most corrections made in DG EAC's budget occurs ex ante via corrective desk checks (where correction/ recovery is made by the entrusted body rather than the Commission)

¹⁰⁹

For the definition, see the first annex to the AAR instructions 2014 "Key definitions for determining amounts at risk" at <https://myintracomm.ec.europa.eu/budgweb/EN/rep/aar/Documents/aar-standing-instructions.pdf>.

Objective 2 (*): Effective and reliable internal control system in line with sound financial management.

DGs are requested to reach a conclusion on cost effectiveness of controls. The indicator n°1 below is a mandatory indicator, which needs to be supported by additional reliable indicators. DG's have the choice between either a) comparing costs and benefits or b) calculating the cost of controls over expenditure that could be compared with a reference, (overall cost of control per distinct control system). One of the two methods can be followed.

Management indicator FM-1 (*): conclusion reached on cost effectiveness of controls

Source of data: DG EAC - Personnel information, management information

Baseline (2014)	Target
Yes	Yes

Management indicator FM-2: Cost of controls as a percentage of budget managed overall compared to likely estimate of benefits (potential error rate which would result if the controls were not in place)

Baseline (2014)	Target
Estimated benefits exceed costs	Estimated benefits exceed costs

Objective 3 (*): Minimisation of the risk of fraud through application of effective anti-fraud measures, integrated in all activities of the DG, based on the DG's anti-fraud strategy (AFS) aimed at the prevention, detection and reparation of fraud.

Management indicator AF-1 (* – information available in DG's AFS): Updated anti-fraud strategy of DG EAC elaborated on the basis of the methodology provided by OLAF¹¹⁰

Source of data: DG EAC (R2)

Baseline	Interim Milestone	Target
Latest version 17/3/2014 ¹¹¹	N/A	Update foreseen in 2016

¹¹⁰ The methodology can be found on the FPDNet website: <https://myintracomm.ec.europa.eu/serv/en/fraud-prevention/ToolBox/Documents/Methodology%20and%20guidance%20for%20DGs%20anti-fraud%20strategies.pdf>.

In particular paragraph 3 of the methodology is relevant.

¹¹¹ Ref. Ares(2014)91578781638 - 257/03/2014

C. Better Regulation

The results of evaluations, studies and projects developed under DG EAC's programmes will continue to be valorised as sources of **evidence for future policy making**. The information gathered will also be **used to demonstrate performance** and impact of spending programmes in the context of the *EU Budget Focused on Results* initiative. DG EAC's internal Quality Assurance Group, gathering a member from each directorate, examines policy initiatives ahead of the impact assessment - already when the Roadmap is prepared.

Objective (*): Prepare new policy initiatives and manage the EU's acquis in line with better regulation practices to ensure that EU policy objectives are achieved effectively and efficiently.

Management indicator BR-1 (*): Percentage of Impact assessments submitted by DG EAC to the Regulatory Scrutiny Board that received a favourable opinion on first submission.

Explanation: *The opinion of the RSB will take into account the better regulation practices followed for new policy initiatives. Gradual improvement of the percentage of positive opinions on first submission is an indicator of progress made by the DG in applying better regulation practices.*

Source of data: DG EAC (A4)

Baseline 2015	Interim Milestone 2016	Target 2020
68% = Commission average in 2014	100 %	100 %

Management indicator BR-2(*): Percentage of the DG EAC regulatory acquis covered by retrospective evaluation findings or Fitness Checks not older than five years.

Explanation: *Better Regulation principles foresee that regulatory acquis is evaluated at regular intervals. As evaluations help to identify any burdens, implementation problems, and the extent to which objectives have been achieved, the availability of performance feedback is a prerequisite to introduce corrective measures allowing the acquis to stay fit for purpose.*

Source of data: DG EAC (A4)

Baseline 2015	Interim Milestone 2016	Target 2020
80% ¹¹²	Positive trend compared to baseline	Positive trend compared to interim milestone

¹¹² DG EAC had 5 legal instruments registered in the refit mapping 2014, i.e.: 1. Erasmus + programme (REGULATION (EU) No 1288/2013); 2. Creative Europe programme (REGULATION (EU) No 1295/2013); 3. EIT (Regulation (EC) No 294/2008); 4. European Capitals of Culture (Decision No 1419/1999/EC); European Heritage Label (Decision No 1194/2011/EU).

D. Information management aspects

In order to ensure effective and efficient Document management in the DG, actions will be taken to optimise internal document flows and process. By the end of 2016, the DG will assess its management of information and knowledge against its needs. This internal assessment will lead to a tailor made **knowledge management strategy** including priorities and concrete steps in its pursuit. Priorities will encompass the implementation of the **e-Commission initiative** (paperless and/or paper-smart Commission).

Objective (*): Information and knowledge in your DG is shared and reusable by other DGs. Important documents are registered, filed and retrievable	
Management indicator DM-1 (* – data to be provided by DG DIGIT): Percentage of registered documents that are not filed¹¹³ (ratio)	
Source of data: <i>Hermes-Ares-Nomcom (HAN)¹¹⁴ statistics</i>	
Baseline 2015	Target (2020)
0.08%	Max 200 Ares documents (0.1%) ¹¹⁵
Management indicator DM-2 (* - data to be provided by DG DIGIT): Percentage of HAN files readable/accessible by all units in the DG	
Source of data: <i>HAN statistics</i>	
Baseline 2015	Target (2020)
100%	100% ¹¹⁶
Management indicator DM-3 (* data to be provided by DG DIGIT): Percentage of HAN files shared with other DGs	
Source of data: <i>HAN statistics</i>	
Baseline 2015	Target (2020)
7.35%	15% ¹¹⁷

Management indicator DM-4: Percentage of units using collaborative tools to manage their activities		
Source of data: DG EAC		
Baseline 2015	Interim Milestone (2016)	Target (2020)
47% : % of units using SharePoint	60%	100%
Management indicator DM-6 : existence and degree of implementation of a documented strategy to harness knowledge of DG staff		
Source of data: DG EAC - Director's Board decisions		
Baseline 2015	Interim Milestone (2016)	Target (2020)
No Knowledge Management Strategy	Existence of a strategy before end 2016	Implementation of actions to be defined in the Knowledge Management Strategy

¹¹³ Each registered document must be filed in at least one official file of the *Chef de file*, as required by the [e-Domec policy rules](#) (and by ICS 11 requirements). The indicator is to be measured via reporting tools available in Ares.

¹¹⁴ Suite of tools designed to implement the [e-Domec policy rules](#).

¹¹⁵ The period taken into account is from the implementation of Ares within DG EAC (2009). The policy of the DG is to have no more than 200 not-filed ARES documents irrespective of the year of registration. Monthly reporting is provided to senior management.

¹¹⁶ The policy of DG EAC has been set prior to the introduction of ARES: every EAC NomCom file is opened to every member of DG EAC's staff, except for those files the content needs of which to be restricted for personal data protection purpose or based on other regulations (currently 1.65%) Regular checks are foreseen to verify the compliance with the results.

¹¹⁷ A reflection will be held to define the policy of DG EAC about sharing NomCom files with other DGs or all the Institutions. 15% is a prudent projection on the basis of the current baseline which results from the experience over the last 3 years. This target will be adapted according to the developments of the Commission policy and to actions taken by other DGs.

E. External communication activities

DG EAC will continue its communication efforts, in particular through the **dissemination and exploitation** of the results of its programmes and policies to provide a better understanding of their objectives, achievements and added value; through **awareness-raising** about policies and programme opportunities; and through the active involvement of audiences by increasing the use of interactive communication tools, in particular **social media**.

Objective (mandatory): Citizens perceive that the EU is working to improve their lives and engage with the EU. They feel that their concerns are taken into consideration in European decision making and they know about their rights in the EU.

Management indicator EC-1 (* – provided in a ready-to-use form by DG COMM): Percentage of EU citizens having a positive image of the EU

Definition: Eurobarometer measures the state of public opinion in the EU Member States. This global indicator is influenced by many factors, including the work of other EU institutions and national governments, as well as political and economic factors, not just the communication actions of the Commission. It is relevant as a proxy for the overall perception of the EU citizens. Positive visibility for the EU is the desirable corporate outcome of Commission communication, even if individual DGs' actions may only make a small contribution.

Source of data: Standard Eurobarometer (DG COMM budget) [*monitored by DG COMM [here](#)*].

Baseline: November 2014

Target: 2020

Total "Positive": 39%

Neutral: 37 %

Total "Negative": 22%

Positive image
of the EU ≥ 50%

Annex to the Strategic Plan: performance indicators

Relevance to general objectives: each following specific objective has been linked to a single general objective, the one to which it contributes the most according to its title, its corresponding outputs and indicators laid down in the legal basis of the relevant programme, although it might also contribute to a lesser extent to another general objective.

Indicators reflect most of the legal requirements of the 2014-2020 programmes in terms of reporting. Indicators highlighted with an asterisk (*) below are from the programme legal basis. Their definition is included in the legal basis, however where additional specifications were added these are in italic. More indicators and detailed information is provided in Programme Statements which accompany the Draft Budget for a given year.¹¹⁸ The youth policy result indicators of this Strategic Plan are based on the triennial joint EU youth report¹¹⁹ so as to be more sustainably measurable.

In the tables below, the baseline refers to 2013 if not specified otherwise. Latest known results are presented each year in the Annual Activity Report of the DG and in the aforementioned Programme Statements. Certain **targets** have been set –where specified– either in the legal bases (indicators with an asterisk), or in agreement with Member States in other fora (e.g. Europe 2020, ET 2020, Open Method of Coordination). Other targets were set by DG EAC senior management, generally by extrapolation of past performance.

(a) Indicators for Jobs and Growth / competitiveness (General objective 1-A)

General objective 1-A

Related to (Erasmus+, Horizon 2020, and Creative Europe resp ABB activities 15.02, 15.03 and 15.04)

Under the overarching Commission objective of "**A New Boost for Jobs, Growth and Investment**", EU level intervention aims at **competitiveness** through education, innovation, youth, culture and sport

Through this general objective, DG Education and Culture contributes as well to the following other General Objectives of the Commission:

- A connected Digital Single Market (education, sport, culture)
- A deeper and fairer Economic and Monetary Union (European Semester and country-specific recommendations in the field of education)
- A reasonable and balanced Free Trade Agreement with the US (culture)
- A stronger Global Actor (education, youth, culture)

¹¹⁸ COM(2015) 300 – June 2015

¹¹⁹ COM(2015)429; SWD(2015)168; SWD(2015)169 of 15 September 2015.

1) Education and innovation

<p>* Commission-level impact indicator 2: Tertiary education attainment (Europe 2020 headline target)</p> <p>Definition: Percentage of 30 – 34 year olds with completed tertiary education (<i>International Standard Classification of Education (ISCED 1997) level 5 and 6</i>).</p> <p>Source: Eurostat; The Labour Force Survey (annual average based on quarterly data).</p>						
Baseline (2013)	Milestones					Target 2020 (Europe 2020)
	2015	2016	2017	2018	2019	
37.9% ¹²⁰	38.5%	39.0%	39.5%	40%	40.5%	At least 40%
<p>* Commission-level impact indicator 8: Investment in R&D (Europe 2020 headline target)</p> <p>Definition: Percentage of EU GDP invested in R&D (combined public and private investment)</p> <p>Source: Eurostat</p>						
Baseline (2012)	Milestones					Target 2020 (Europe 2020)
	2015	2016	2017	2018	2019	
2.01%		2.1%				3%

<p>Impact indicator 3: Employability of young people</p> <p>Definition: The share of employed people aged 20-34 having successfully completed upper secondary or tertiary education 1-3 years before the reference year of the survey and who are no longer in education or training.</p> <p>Source: The Labour Force Survey (annual average based on quarterly data)</p>						
Baseline (2014)	Milestones					Target 2020
	2015	2016	2017	2018	2019	
76.0%	77.0%	78.0%	79.0%	80.0%	81.0%	82%
<p>* Impact indicator 6: Learning mobility in higher education</p> <p>Definition: % of higher education graduates (<i>ISCED 1997 level 5+6</i>) who have had a higher education-related study or training period (including work placements) abroad, (<i>representing a minimum of 15 ECTS credits or lasting a minimum three months</i>)</p> <p>Source: Eurostat, UOE data collection</p>						
Baseline ¹²¹	Milestones					Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	
A first estimate for 2013 is 2.9% (degree mobility only) ¹²²		8%.		17%		20%

¹²⁰ Break in series due to change from ISCED 1997 to ISCED 2011

¹²¹ The data collection needed for the indicator is under development through the European Statistical System. This work is coordinated by Eurostat.

¹²² 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) is scheduled under this Regulation for November 2017 (to be published spring 2018), referring to the academic year 2015/16.

*** Impact indicator 9: Share of researchers in the EU**

Definition: Share of researchers in the EU active population. *Researchers are professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned.*

Source: Eurostat, 2011

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1.06%			1.21%				1.33%

Evaluations: The mid-term review of the **Multiannual Financial Framework**, scheduled for the end of 2016, should be used to orient the EU budget further towards jobs, growth and competitiveness. Erasmus+ represents a positive impact of the EU for many individuals and can absorb even more of the budget reaching more citizens with tangible results. At the least, the mid-term review of the MFF should solve the structural shortage of payment appropriations.

- **Erasmus +** - report to be finalised in 4th Quarter 2017

The legal basis for Erasmus+ provides for a combined interim evaluation of the 2014-2020 programmes and an evaluation of the long-term effects of the predecessor programmes. The timing of this evaluation has been brought forward as a result of the new Better Regulation agenda of the Commission. The evaluation will be complemented by specific impact studies which will look at aspects that the mid-term evaluation cannot fully cover due to its timing (e.g. KA2 and KA3 project results or international actions), or will analyse in more detail the effects of the programme in specific sectors or for specific actions.

- **European Institute of Technology (EIT)** – report to be finalised in December 2016

Every three years after the entry into force of a new MFF, an evaluation of the EIT activities takes place. The next evaluation will nevertheless cover the period of 2011-2015. The evaluation should provide inputs/contribution to the overall interim evaluation of Horizon 2020.

- **Marie Skłodowska-Curie actions 2014-2020** - report to be finalised in April 2017

Taking into account the ex-post evaluation of Marie Curie under the Research Framework Programme 7, the evaluation should provide contribution to the interim evaluation of Horizon 2020.

Specific Objective 1.1: To improve the level of key competences and skills, in particular through increased opportunities for **learning mobility** and strengthened cooperation with the world of work in education and training with particular regard to the relevance of these key competences and skills for the labour market and their contribution to a cohesive society;¹²³

Related to
(Erasmus+)

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, as and when 2014 contract processes are finalised for all actions. Therefore baseline, milestones and target 2020 are sometimes published for the first time hereby. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

Management mode: Direct DG Direct Executive Agencies Indirect (through National Agencies)

*** Output indicator 14: Learning mobility opportunities through Erasmus+**

Definition: Number of students and trainees participating in the Programme, by country, sector, action and gender.¹²⁴

Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE ¹²⁵ : 260 (in 1000)	236	239	248	270	319	356	412
VET: 41 (in 1000)	78	78	80	87	99	121	131

*** Result indicator 15: Better skills for participants (Erasmus +, education and training)**

Definition: % of Erasmus + participants declaring that they have improved their key competences *and/or their skills relevant for employability*

Source: Individual participant report to be submitted under Erasmus+

Baseline (pre-2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
81% ¹²⁶		83%		85%			88%

¹²³ Including Erasmus+' specific objective " (a) 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;"

¹²⁴ See preliminary comment as regards breakdown.

¹²⁵ HE: higher education (including Joint Master degree and Student loan guarantee), VET: vocational education and training

¹²⁶ According to the Erasmus impact study published in September 2014, "81% of Erasmus students perceive an improvement in their transversal skills when they come back".

Result Indicator 16: Employability of participants (Erasmus +)							
Definition: % of Erasmus + participants indicating that participation in the programme contributed to finding a job							
Source: Second individual participant report to be submitted under Erasmus+							
Baseline (pre-2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
42% ¹²⁷		44%		46%			50%
* Output indicator 17: Staff supported by the programme (Erasmus +, education and training)							
Definition: Number of staff supported by the Programme, by country ¹²⁸ and <i>in the sector of education and training</i>							
Source: EU reporting through Erasmus+ IT tool							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE: 46 (in 1000)			50				70
VET: 9 (in 1000)			11				15
Schools: 13 (in 1000)			15				20
Adult: 2 (in 1000)			3				5
* Output indicator 18: Participants with special needs or fewer opportunities (Erasmus +, education and training)							
Definition: Number of participants with special needs or fewer opportunities supported by the programme							
Source: EU reporting through Erasmus+ IT tool							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Special needs (LLP): 8 (in 1000)	15						40

NB: Output indicator 18 shows as well how specific objective 1.1 contributes also partly to general objective 1-B.

¹²⁷ The 2014 Erasmus impact study established a link between the participation in mobility programmes and subsequent employability. "Based on their personality traits (participants) have a better predisposition for employability even before going abroad. By the time they return they have increased their advantage by 42% on average".

¹²⁸ See preliminary comment as regards breakdown.

Specific Objective 1.2: To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation **at the level of institutions/organisations** between education and training providers and other stakeholders¹²⁹

Related to
(Erasmus+)

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, as and when 2014 contract processes are finalised for all actions. Therefore baseline, milestones and target 2020 are sometimes published for the first time hereby. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

Management mode: Direct DG Direct Executive Agencies Indirect (through National Agencies)

Result indicator 19: Innovation from participating organisations (Erasmus +)

Definition: % of organisations that have developed/adopted innovative methods and/or materials, improved capacity; outreach methodologies, etc.

Source: Final report to be submitted by the beneficiary organisations under Erasmus+

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
50%		55%		65%			70%

Specific Objective 1.3: To promote at **policy level**, in particular through enhanced policy cooperation, the dissemination of good practices and better use of Union transparency and recognition tools in education and training: the emergence of a European area of skills and qualifications, policy reforms at national level for the modernisation of education and training systems in a lifelong perspective, and digital learning;¹³⁰

Related to
(Erasmus+)

Management mode: Direct DG Direct Executive Agencies Indirect (through National Agencies)

*** Output indicator 22: Formal recognition of participation** (Erasmus +; education and training)

Definition: % of Erasmus + participants who have received a certificate, diploma or other kind of formal recognition of their participation in the Programme

Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE 100%		100%		100%			100%
VET 65%		68%		70%			75%

¹²⁹ Including Erasmus+' specific objective "(b) 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 stakeholders;"

¹³⁰ Including Erasmus+' specific objective "(c) 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;"

Specific Objective 1.4: To support the Union's external action, including its development objectives, through targeted capacity-building in partner countries, cooperation between Union and partner-country institutions or other stakeholders and the promotion of mobility, and to enhance the **international dimension** of activities in education and training by increasing the attractiveness of European higher education institutions;¹³¹

Related to
(Erasmus+)

Management mode: Direct DG Direct Executive Agencies Indirect (through National Agencies as from 2015)

*** Result indicator 23: Involvement of non-EU higher education institutions from partner countries**¹³² (Erasmus+)

Definition: The number of partner country higher education institutions (HEIs) involved in *credit and degree* mobility and cooperation actions, *i.e. capacity building projects under the Erasmus+ programme and having signed an institutional agreement with an EU HEI*

Source: The mobility tool used by NAs for decentralised actions and the EACEA Pegasus database

Baseline (2013)	Milestones ¹³³						Target 2020
	2014	2015	2016	2017	2018	2019	
1 000	0 (revised as not opened in 2014)	1000 (new)	1 100		1 200		1 300

*** Output Indicator 24: EU students and staff going to partner countries and vice versa** (Erasmus+)

Definition: Number of higher education students *and staff*¹³⁴ receiving support (*a scholar ship*) to study in a partner country, as well as the number of students *and staff* coming from a partner country to study in a Programme country

Source: The mobility tool used by NAs for decentralised actions and the EACEA Pegasus database

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE students <i>and staff</i> going to a partner country (in 1000)	0 (revised as not opened in 2014)	3.8	4	4.3	3.6	3	3.9
HE students <i>and staff</i> coming from a partner country (in 1000)	0 (revised as not opened in 2014)	15	16	17	14	15	15

¹³¹ Including Erasmus+' specific objective "(d) 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;"

¹³² Erasmus+ is divided between Programme countries that contribute financially to the Programme and have a National Agency, and Partner countries (those countries outside the Programme countries, that participate without financial contribution).

¹³³ These figures come from the numbers of non EU HEIs having participated in EM and Tempus from 2009 to 2013.

¹³⁴ Under Heading 4, students as well as staff are supported.

Specific Objective 1.7: Excellent science – Marie Skłodowska-Curie actions – to ensure optimum development and dynamic use of Europe's intellectual capital of researchers in order to generate new skills and innovation and, thus, to realise its full potential across all sectors and regions

Related to
(Horizon 2020)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Output indicator 28: Cross-sector and cross-country circulation of researchers (MSCA)**

Definition: Number of Researchers, including PhD candidates, funded through the Marie Skłodowska-Curie actions (MSCA)

Source: CORDA, reports/estimations from Research Executive Agency

Baseline (2007-2013)	Milestones ¹³⁵						Target 2014-2020
	2014	2015	2016	2017	2018	2019	
50 000 researchers (~ 10 000 PhD candidates)	7 500 researchers (~ 3 000 PhD candidates)	16 500 (~6 000 PhD candidates)	25 000 (~10 000 PhD candidates)	34 000 researchers (~ 13 000 PhD candidates)	43 500 (~17 400 PhD candidates)	53 500 (~21 400 PhD candidates)	65 000 researchers (~ 25 000 PhD candidates)

Result Indicator 29: Employability of MSCA researchers

Definition: Number of MCA/MSCA fellows in employment positions two years after the end of their fellowship (only for individual actions)¹³⁶

Source: MCA/MSCA follow-up questionnaires, which are submitted to the REA by former fellows after their fellowship.

Baseline (2013) ¹³⁷	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
95.4% ¹³⁸				95%			95%

¹³⁵ Cumulative figures based on EU28 budget; the milestones have been adapted according to the EU28 budget.

¹³⁶ As the first data for the MSCA will only be available in 2019, it is proposed to cumulate MCA/MSCA data.

¹³⁷ The baseline still concerns the Marie Curie actions under the 7th Framework Programme, where all data are not yet available. Data for MSCA under Horizon 2020 will only be available in 2019. Due to the limited number of follow-up questionnaires received so far, this indicator may fluctuate considerably over time.

¹³⁸ October 2013, on the basis of the available follow-up questionnaires. The number of follow-up questionnaires being still significantly low, this percentage might be overestimated at this stage.

Result Indicator 30: Participation of women in MSCA							
Definition: % of women participating in the MSCA actions.							
Source: CORDA							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
36.7% ¹³⁹				38%			40%
Result Indicator 31: Excellence of MSCA researchers							
Definition: Number of peer-reviewed publications resulting from MCA/MSCA funded projects							
Source: Project reporting; Continuous open data acquisition ¹⁴⁰							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
5 500				10 000			15 000
Result Indicator 32: Involvement of private and other sector in MSCA							
Definition: % of non-academic sector institutions and SMEs as host organisations in actions supported by MSCA							
Source: CORDA, reports/estimations from Research Executive Agency							
Baseline ¹⁴¹ (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
24.3% (of which 73.8% SMEs)				27%			30%

Specific Objective 1.8: The European Institute of Innovation and Technology – to integrate the knowledge triangle of research, innovation and higher education and thus to reinforce the Union's innovation capacity and address societal challenges

Related to
(Horizon 2020)

Management mode: Direct DG Direct Executive Agencies Indirect (EIT)

*** Result indicator 33: Involvement of organisations in Knowledge and Innovation Communities (KICs)**

Definition: Number of organisations from universities, business and research integrated in KICs

Source: EIT Annual Activity Report

Baseline (period 2010-2012 with 3 KICs)	Milestones						Target 2020 ¹⁴²
	2014	2015	2016	2017	2018	2019	
200	500	600		800			1200

Result Indicator 34: Innovative deliverables inside KICs

Definition: Number of innovations, start-ups and spin-offs resulting from collaboration inside the knowledge triangle:

¹³⁹ The baseline still refers to the MCA under the 7th Framework Programme (FP7), where not all data is available yet. It is to be noted that actions involving fellows from third countries show a lower percentage of women participation than actions only involving fellows from the EU.

¹⁴⁰ Last data available was for 2012.

¹⁴¹ The baseline of this indicator refers to the indicator % of private enterprises as host organisations in actions supported by MCA under the 7th Framework Programme (FP7). However, from 2014 onwards, the definition of the non-academic sector and SMEs under H2020 is taken into account. This might result in a slight increase of the percentage compared to the FP7 indicator because the definition of non-academic sector includes additional institutions which are not private enterprises.

¹⁴² The reference for this target is the year when the last actions financed under Horizon 2020 will be finished, i.e. several years after the formal end of the programme in 2020.

Number of start-ups and spin-offs created by KICS students/researchers/professors; Number of innovations in existing businesses developed by KIC students/researchers/professors

Source: EIT Annual Activity Report

Baseline (period 2010-2012)	Milestones						Target 2020 ¹⁴³
	2014	2015	2016	2017	2018	2019	
33 start-ups and spin-offs	70	85	100	(withdrawn)			600 start-ups and spin-offs
210 innovations	300			2200			6 000 innovations

Result Indicator 35: Leverage effect of the EIT on other financial sources

Definition: % of KICs own contribution to their total budget in relation to EIT funding

Source: EIT Annual Activity Report

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
360 million Euro	670	850	640 (revised)				7008 million Euros (revised ¹⁴⁴) from non- EIT financial sources mobilised, corresponding to 75% funding of the total KICs budget

¹⁴³ The reference for this target is the year when the last actions financed under Horizon 2020 will be finished, i.e. several years after the formal end of the programme in 2020.

¹⁴⁴ In comparison to MP 2015, the amount of the leverage effect has been adapted to take into account the impact of the contribution of the EIT to the EFSI. This implies a reduction slightly higher than 1 billion.

2) Youth

Specific Objective 2.2: To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation at the level of institutions/organisations between organisations in the youth field and other stakeholders ¹⁴⁵ .							Related to (Erasmus +)
Management mode: <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Direct Executive Agencies <input type="checkbox"/> Indirect (through other)							
* Output indicator 42: Users of Eurodesk							
Definition: The number of users of Eurodesk (As a support organisation to Erasmus+, Eurodesk, a network of 1.200 youth professionals work with Eurodesk in 34 countries in 2016, makes information on learning mobility accessible to young people and youth professionals.)							
Source: Eurodesk Brussels Link							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
140 000 information enquiries answered through the Eurodesk network	140 000	140 000	140 000	140 000	140 000	140 000	140 000

3) Sport

Specific Objective 3.2: To support good governance in sport and dual careers of athlete							Related to (Erasmus+)
Management mode: <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Direct Executive Agencies <input type="checkbox"/> Indirect (through other)							
* Result indicator 46: Results increasingly used to improve good governance in sport and dual careers							
Definition: Percentage of participants (expressed as % of Erasmus + sport organisations) who have used the results of cross-border projects to improve good governance and dual careers							
Source: Final reports to be submitted by the beneficiary organisations under preparatory actions and then Erasmus+ sport							
Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action, no baseline available)				50%			75%

¹⁴⁵ Including Erasmus+' specific objective "(b) to foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;"

4) Culture

* Impact indicator 13: Contribution of cultural and creative sectors to the EU economy

Definition: The cultural and creative sectors' level, change in and share of employment and share of gross domestic product

Source: EU competitiveness report 2010

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Between 3% and 3.8% of the total European workforce ¹⁴⁶					In view of economic crisis, to safeguard 2010 figures		4% of the total European workforce
Between 3.3% and 4.5% of total European GDP							4.8% of total European GDP

Evaluations:

- **European Capitals of Culture :**

Annual evaluations of the results of the European Capital of Culture event (the year after the event).

- **Creative Europe** – report to be finalised in 4 Quarter 2017¹⁴⁷

The legal basis for Creative Europe provides for a combined interim evaluation of the 2014-2020 programme and an ex-post evaluation of the predecessor programmes.

- **European Heritage Label** – to be finalised in 2018.

Specific Objective 4.1: To support the capacity of the European cultural and creative sectors to operate transnationally and internationally¹⁴⁸

Related to
(Creative Europe)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

* Result indicator 49: Internationalisation of EU-supported cultural operators (Creative Europe)

Definition: The scale of international activities of cultural and creative organisations and the number of transnational partnership projects created *and funded by the Creative Europe programme with the participation of operators from more than 3 countries*

Source: Projects final reports

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
7 000 transnational partnerships				7 600			8 000 transnational partnerships

¹⁴⁶ See Communication on promoting cultural and creative sectors for growth and jobs in the EU – COM(2012)537

¹⁴⁷ Agenda Planning - 2016/EAC/006

¹⁴⁸ Including Creative Europe's specific objective " (a) to support the capacity of the European cultural and creative sectors to operate transnationally and internationally;"

*** Result Indicator 50: Professionals with better skills and employability (Creative Europe)**

Definition: Number of learning experiences and activities (*expressed as number of professionals*) with learning experience (artists, cultural and creative operators) supported by the Creative Europe programme which have improved the competences and increased the employability of cultural and creative players

Source: Projects final reports

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
140 000 professionals with learning experience				190 000			240 000 professionals with learning experiences

Specific Objective 4.3: To support transnational **policy** cooperation in order to foster policy development, innovation, creativity, audience building and new business models¹⁴⁹

Related to (Creative Europe)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Result indicator 53: Influence of EU cultural cooperation on national policy making**

Definition: Number of Member States making use of the results of the Open Method of Coordination in their national policy development

Source: Voluntary reports by EU MS

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
10 Member States	12	13	14	15	16	17	20

Specific Objective 4.4: To strengthen the **financial capacity** of small and medium-sized enterprises and organisations in the cultural and creative sectors in a sustainable and balanced way across countries and sectors¹⁵⁰.

Related to (Creative Europe)

Management mode: Direct DG Direct Executive Agencies Indirect (through EIB)

*** Output indicator 55: Guaranteed loan supply**

Definition: The volume of loans guaranteed *to SMEs in cultural and creative sectors* in the framework of the Guarantee facility, categorised by national origin, size and micro, small and medium-sized organisations

Source: annual report from the European Investment Fund

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
20 million EUR guaranteed loans ¹⁵¹					180 million EUR		0,5 billion EUR

¹⁴⁹ Including Creative Europe's specific objective " (d) to foster policy development, innovation, creativity, audience development and new business and management models through support for transnational policy cooperation".

¹⁵⁰ Including Creative Europe's specific objective "(c) to strengthen the financial capacity of SMEs and micro, small and medium-sized organisations in the cultural and creative sectors in a sustainable way, while endeavouring to ensure a balanced geographical coverage and sector representation". This part of the cross sectoral strand of Creative Europe will be managed jointly with DG CNECT.

¹⁵¹ Breakdowns by national origin, size and sectors of SMEs or organisations and by participating financial intermediaries categorised by national origin are provided in the annual report from the European Investment Fund.

*** Result indicator 58: Leverage effect of guaranteed loans**

Definition: The leverage effect of guaranteed loans in relation to the indicative leverage effect (1:5,7) *achieved by SMEs in cultural and creative sectors in the framework of the Guarantee facility*

Source: annual report from the European Investment Fund

Baseline (2011) ¹⁵²	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1 : 5,7 (estimated)				1:5,7			1:6

*** Result Indicator 60: Diversity of guaranteed loan beneficiaries**

Definition: Number, national origin and sub-sectors of final beneficiaries benefiting from the Guarantee facility, categorised by national origin, size and sectors

Source: annual report from the European Investment Fund

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
100 beneficiaries from audio-visual sector from 8 Member States ¹⁵³				3 000 beneficiaries from 5 sub-sectors, from 10 Member States			7 000 beneficiaries from 5 sub-sectors, from 15 Member States

¹⁵² There is no EU wide financial instrument for the sector. An estimated ratio of 1:5,7 according to the ex-ante impact assessment for the Creative Europe programme.

¹⁵³ Breakdowns by national origin, size and sectors of SMEs or organisations are provided in annual reports from the European Investment Fund.

(b) Indicators for Jobs and Growth / social inclusiveness (General objective 1-B)

General objective 1-B

Related to (Erasmus+, Horizon 2020, and Creative Europe resp ABB activities 15.02, 15.03 and 15.04)

Under the overarching Commission objective of **"A New Boost for Jobs, Growth and Investment"**, EU level intervention aims at **social inclusiveness** based on European values through education, youth, culture and sport

Through this general objective, DG Education and Culture contributes as well to the following other General Objectives of the Commission:

- Towards a New Policy on Migration (education)
- A Stronger Global Actor (education, youth, culture)
- A Union of democratic Change (education, youth, culture)

1) Education and innovation

*** Commission-level impact indicator 1: Share of early leavers from education and training** (Europe 2020 headline target)

Definition: Proportion of 18-24 year olds (1) who have only lower-secondary education and (2) are not enrolled in education or training¹⁵⁴.

Source: Eurostat; The Labour Force Survey (annual average based on quarterly data)

Baseline (2013)	Milestones					Target 2020 (Europe 2020)
	2015	2016	2017	2018	2019	
11.9%	11.0%	10.8%	10.6%	10.4%	10.2%	Less than 10%

¹⁵⁴ More specifically (1) who have only at most lower secondary (International Standard Classification of Education (ISCED) level 0, 1, 2 or 3c short); and (2) who declared not having received any education or training in the four weeks preceding the survey.

Impact indicator 4: Early childhood education and care							
Definition: The share of the population aged 4 to the age when the compulsory primary education starts which are participating in early childhood education and care (ECEC)							
Source: Eurostat, UOE							
Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
93,9%				94%			95%
Impact indicator 5: Low achievement in basic skills at school							
Definition: The share of 15-year old Europeans failing to reach level 2 in reading, mathematics and science as measured by the OECD's PISA survey							
Source: OECD's Programme for International Student Assessment (PISA). Results reported every 3 years.							
Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
Reading: 17,8%		16%			15%		Less than 15% for all indicators
Maths 22,1%		19%			17%		
Science 16,6%		15%			14%		
<p>Evaluations: The mid-term review of the Multiannual Financial Framework, scheduled for the end of 2016, should be used to orient the EU budget further towards social inclusiveness in response to migrant crisis and youth radicalisation. Erasmus+ represents a positive impact of the EU for many individuals and can absorb even more of the budget reaching more citizens with tangible results. At the least, the mid-term review of the MFF should solve the structural shortage of payment appropriations.</p> <ul style="list-style-type: none"> • Erasmus + - report to be finalised in 4th Quarter 2017 <p>The legal basis for Erasmus+ provides for a combined interim evaluation of the 2014-2020 programmes and an evaluation of the long-term effects of the predecessor programmes. The timing of this evaluation has been brought forward as a result of the new Better Regulation agenda of the Commission. The evaluation will be complemented by specific impact studies which will look at aspects that the mid-term evaluation cannot fully cover due to its timing (e.g. KA2 and KA3 project results or international actions), or will analyse in more detail the effects of the programme in specific sectors or for specific actions.</p>							

Specific Objective 1.5: To improve the teaching and learning of languages and promote the Union's broad linguistic diversity and intercultural awareness ¹⁵⁵ .							Related to (Erasmus+)
Management mode: <input type="checkbox"/> Direct DG <input type="checkbox"/> Direct Executive Agencies <input type="checkbox"/> Indirect (through other)							
* Result indicator 25: Language skills of participants (Erasmus+, Education and Training)							
Definition: % of Erasmus+ participants in long-term mobility declaring that they have increased their language skills							
Source: Individual participant report to be submitted under Erasmus+							
Baseline (2010) ¹⁵⁶	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE: 94%		95%		96%			98%
VET: 81%				87%			90%

¹⁵⁵ Including Erasmus+' specific objective (e).

¹⁵⁶ In order to compare data, "long-term" mobility is considered here as from 2 months and over across all sectors.

Specific Objective 1.6: To promote excellence in teaching and research activities in European integration through **Jean Monnet** activities worldwide¹⁵⁷.

Related to (Erasmus+)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Output indicator 26: Students trained through Jean Monnet activities** (Erasmus+)

Definition: Number of Students receiving training through Jean Monnet activities

Source: Online Reporting Tool for the Jean Monnet Programme (which in the future should be connected to Pegasus to allow the creation of statistics)

Baseline (2007)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
120 000	215 000	235 000	260 000	285 000	310 000	335 000	360 000

Result Indicator 27: Worldwide scope of Jean Monnet activities (Erasmus+)

Definition: Number of countries where Jean Monnet activities have been performed successfully, increasing knowledge in partner countries

Source: Online Reporting Tool for the Jean Monnet to be connected to Pegasus

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
78 countries	78	80	81	82	83	84	85

2) Youth

Impact indicator 10: Youth out-of-school participation

Definition: Percentage of young people declaring that they have participated in any out-of-school organisation (youth organisation, NGO, sport club...) during the last year.

Source: Eurobarometer, every two years

Comment: see section on Youth strategy under general objective 1.B

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
56%				58%			60%

Evaluations:

- **EU Youth Strategy** - report to be finalised in January 2016

Comprehensive interim evaluation of the youth policy area, including the evaluation of the 2008 Recommendation on the Mobility of Young Volunteers across the EU. The results will feed the reflection for the future of the Youth cooperation framework after 2018.

- **Erasmus +** - report to be finalised in 4th Quarter 2017 (see above under general objective 1-A)

¹⁵⁷ Including Erasmus+¹ specific objective (f)

Specific Objective 2.1: To improve the level of key competences and skills, in particular through increased opportunities for **learning mobility** and strengthened cooperation with the world of work in **the field of youth** including for young people with fewer opportunities, those active in youth work or youth organisations and youth leaders with particular regard to participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity¹⁵⁸.

Related to
(Erasmus +)

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, as and when 2014 contractualisation processes are finalised for all actions. Therefore baseline, milestones and target 2020 are sometimes published for the first time hereby. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Output indicator 36: Learning mobility opportunities through Erasmus+ (Youth)**

Definition: Number of young people engaged in mobility actions supported by the Programme, by country, sector, action and gender¹⁵⁹.

Source: EU reporting through Erasmus+ IT tool

NB: the figures are linked to the programming of the EU budget (EU28)

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Youth: 59 (in 1000)	69	70	70	77	92	107	124

*** Result indicator 37: Better skills for participants (Erasmus +, youth)**

Definition: % of Erasmus + participants declaring that they have improved their key competences *and/or their skills relevant for employability*

Source: Individual participant report to be submitted under Erasmus+

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
youth: 75%			77%				80%

Result Indicator 38: Social and political participation of young people (Erasmus +)

Definition: % of Erasmus + young participants declaring being better prepared to participate in social and political life

Source: Individual participant report to be submitted under Erasmus+

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
78%		80%		80%			80%

¹⁵⁸ Including Erasmus+' specific objective "(a) 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;"

¹⁵⁹ See preliminary comment as regards breakdown.

*** Result indicator 39: Language skills of participants (Erasmus+, youth)**

Definition: % of *Erasmus+* participants in voluntary actions declaring that they have increased their language skills
Source: Individual participant report to be submitted under Erasmus+

Baseline (2010) ¹⁶⁰	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
87%		90%		92%			95%

*** Output indicator 40: Staff supported by the programme (Erasmus+, youth)**

Definition: Number of staff supported by the Programme, by country and *for the sector youth*¹⁶¹.
Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
16 (in 1000)	21	21	22	23	24	25	26

*** Output indicator 41: Participants with special needs or fewer opportunities**

Definition: Number of participants with special needs or fewer opportunities supported by the programme (*Erasmus+, youth*)
Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Fewer opportunities: 18.7 (in 1000)				21.6			37

NB: Indicators 36 and 37 show as well how specific objective 2.1 contributes also partly to general objective 1-A.

Specific Objective 2.3: To promote at **policy** level, in particular through enhanced policy cooperation, the dissemination of good practices and better use of Union transparency and recognition tools in the field of youth: evidence-based youth policy, as well as the recognition of non-formal and informal learning, with a view to complementing policy reforms at local, regional and national level¹⁶².

Related to (Erasmus +)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Result indicator 43: Formal recognition of participation (Erasmus +, youth)**

Definition: % of Erasmus + participants who have received a certificate (for example a Youthpass), diploma or other kind of formal recognition of their participation in the Programme
Source: EU reporting through Erasmus+ IT tool

¹⁶⁰ In order to compare data, "long-term" mobility is considered here as from 2 months and over across all sectors.

¹⁶¹ See preliminary comment as regards breakdown.

¹⁶² Including Erasmus+' specific objective "(c) 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;"

Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Youth (2010): 26%		35%		45%			65%

NB: Result indicator 43 shows as well how specific objective 2.3 contributes also partly to general objective 1-A.

Specific Objective 2.4: To support the Union's external action, including its development objectives, through targeted capacity-building in partner countries, cooperation between Union and partner-country institutions or other stakeholders and the promotion of mobility, and to enhance the **international dimension** of activities in the field of youth in particular as regards the role of youth workers and support structures for young people¹⁶³.

Related to
(Erasmus +)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

* **Result indicator 44: Involvement of EU and non-EU youth organisations** (Erasmus+)

Definition: Number of youth organisations from both Programme countries and partner countries involved in international mobility and cooperation actions under the Erasmus+ programme

Source: The mobility tool used by NAs for decentralised actions and the EACEA Pegasus database

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
5 300	5 500		5 600		5 800		6 000

3) Sport

Impact indicator 11 : Reduction of the share of EU population who does not practice any sport / physical activity

Definition: Percentage of people in the EU aged over 15 and who never exercise or play sport

Source: Eurobarometer (2009; 2014)

Comment: see sections on Challenges under general objective 1.A and 1.B

Baseline (2009)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
39%	(actual: 42%)				38%		36%

Evaluations:

- **Erasmus +** - report to be finalised in 4th Quarter 2017 (see above under general objective 1-A)

¹⁶³

Including Erasmus+' specific objective "(d) 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."

Specific Objective 3.1: To tackle cross-border threats to integrity of sport such as doping, match-fixing, violence as well as all kind of intolerance and discrimination

Related to (Erasmus+)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Result indicator 45: Results increasingly used to fight against threats to sport**

Definition: Percentage of participants (*expressed as Erasmus+ sport organisations*) that use the results of cross-border projects to combat threats to sport

Source: Final reports to be submitted by the beneficiary organisations under preparatory actions and then Erasmus+ sport

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action ¹⁶⁴ , no baseline available)				50%			75%

Specific Objective 3.3: To promote voluntary activities in sport, together with social inclusion, equal opportunities and health-enhancing physical activity through increased participation in, and equal access to sport

Related to (Erasmus+)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Result indicator 47: Results increasingly used to enhance social inclusion, equal opportunities and sport participation rates**

Definition: Percentage of participants (*expressed as % of Erasmus + sport organisations*) who have used the results of cross-border projects to enhance social inclusion, equal opportunities and participation rates

Source: Final reports to be submitted by the beneficiary organisations under preparatory actions and then Erasmus+ sport

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action, no baseline available)				50%			75%

*** Result indicator 48: Size of membership of sport organisations**

Definition: Size of membership of sport organisations (*% of small grassroot less than 1000 members*) applying for, and taking part in, the Programme, by country¹⁶⁵.

Source: Applications submitted under the Erasmus+ Sport call for proposals

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action, no baseline available)				30%			50%

¹⁶⁴ Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as 2016 on the basis of data available within the projects selected in the Erasmus+ calls for proposals. Data available in the past preparatory actions and in studies financed in the recent years will also be used.

¹⁶⁵ Reporting on the performance of the programme in a specific year (n) including detailed reports (breakdown) on the indicators annexed to the basic act will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website

4) Culture

* Impact indicator 12: Access of EU citizens to European cultural works

Definition: The number of people accessing European cultural and creative works, including, where possible, works from countries other than their own.

Source: Special Eurobarometer 399 on Cultural access and participation (2013)¹⁶⁶; mid-term evaluation, 2013.

Comment: see sections on Challenges under general objective 1.A and 1.B

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
<p>Europeans declaring that they benefited from the following items from another European country:</p> <ul style="list-style-type: none"> • 160 million read a book (31%); • 140 million watched or listened to a cultural programme on TV/radio (27%); • 98 million visited a historical monument or site (19%); • 67 million were to a musical performance (13%); • 52 million attended a performance, festival, etc (10%); • 31 million saw a ballet, dance performance, or opera (6%); • 21 million went to a theatre performance (4%). 					To be assessed during mid-term evaluation on data until 2017		Increase of 2% in comparison to 2017 results

Evaluations:

- **European Capitals of Culture :**
Annual evaluations of the results of the European Capital of Culture title (the year after the title).
- **Creative Europe** – report to be finalised in June 2017
The legal basis for Creative Europe provides for a combined interim evaluation of the 2014-2020 programme and an ex-post evaluation of the predecessor programmes.
- **European Heritage Label** – to be finalised in 2018.

¹⁶⁶

The population used for extrapolating the number of people covers the EU28 as well as CH, NO, and IS i.e. 516.8 million people.

Specific Objective 4.2: To promote the transnational **circulation** of cultural and creative works and operators and reach new audiences in Europe and beyond, with a particular focus on children, young people, people with disabilities and under-represented groups¹⁶⁷.

Related to
(Creative Europe)

Management mode: Direct DG Direct Executive Agencies Indirect (through other)

*** Result Indicator 51: Audience of the Creative Europe programme** (Culture sub-programme)

Definition: Number of people directly and indirectly reached through projects supported by the Programme

Source: Future projects final reports and mid-term programme evaluation

Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline as the previous programme supported organisations, not individuals; first known results available in 2018 for the first time					To be assessed during mid-term evaluation on data until 2017		Increase of 5% in comparison to 2017 results

*** Result Indicator 52: Projects addressed to children, young people and under-represented groups, and people reached** (Culture sub-programme)

Definition: Number of projects addressed to children, young people and under-represented groups and the estimated number of people reached.

Source: Future projects final reports and mid-term programme evaluation

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline as the previous programme supported organisations, not individuals; first known results available in 2018 for the first time					To be assessed during mid-term evaluation on data until 2017		Increase of 7% in comparison to 2017 results

¹⁶⁷

Including Creative Europe's specific objective " (b) to promote the transnational circulation of cultural and creative works and transnational mobility of cultural and creative players, in particular artists, as well as to reach new and enlarged audiences and improve access to cultural and creative works in the Union and beyond, with a particular focus on children, young people, people with disabilities and under-represented groups;"