



# **DG EDUCATION AND CULTURE**

## **MANAGEMENT PLAN**

**2014**



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## 1. MISSION STATEMENT

**With a view to contributing to a knowledge based Europe reconciling a competitive economy and an inclusive society, DG Education and Culture's mission is to foster both equity and excellence in education at schools, universities and adult level and training, to maximise the potential and well-being of young people, to develop the European dimension in sport, to promote career development of researchers and cross-fertilisation between education, research and market innovation, to support cultural exchange and cooperation, to enhance the competitiveness of the audiovisual and other cultural and creative sectors, while stimulating the development of skills, the mobility of individuals and the dissemination of works in each of these fields. The DG acts through policy coordination, country recommendations and spending programmes, at all times supporting multilingualism in all its activities.**

### *A Europe of knowledge, skills and innovation, inclusive of all young people*

Raising the level of knowledge, skills and competences of all citizens, including the youngest, is vital to securing the EU's future competitiveness, growth and jobs as well as promoting equity, civic participation and social cohesion. Europe must recover quickly from the current economic crisis and build a future which is more secure, more sustainable and more inclusive of all citizens. Europe's future prosperity depends on its young people. There are close to 100 million in the EU, representing a fifth of its total population. Despite the unprecedented opportunities which modern Europe offers them, they face challenges in finding their ways within the education and training systems, the labour market and society at large; challenges which have been aggravated by the recent economic crisis. Against the background of an ageing population there is a particular social, economic and moral imperative of the EU to support its young people.

A knowledge society requires more people with a high level of qualifications, including researchers, and a higher potential of innovation from education to the market. Individuals benefit from being more mobile in this context. The EU action aims at encouraging people to continuously update their competences and skills, including multilingualism, throughout their lives and in any country of the EU or beyond, so that they can meet the challenges and seize the opportunities in a future characterised by rapid social, technological and economic change. Against this background, basic skills, civic, digital and media literacy, entrepreneurial skills, as well as learning of foreign languages are key pre-requisites for participation in today's society including through employability.

### *A Europe of cultures and a European dimension in sport*

The European Union is a rich and heterogeneous landscape of cultures and languages, carried by shared values. Through intercultural dialogue and cultural exchanges, culture, arts, in particular cinema, are powerful means of upholding these values,

including beyond European borders. They play a fundamental role in preserving the European cultural heritage and promoting Europe's enriching diversity while encouraging the development of a sense of European identity. They have also an important role to play in stimulating creativity as a major catalyst for innovation, fostering growth and creating new jobs, while multilingualism can give Europe a competitive advantage and is crucial for social cohesion. The sport sector represents an important area of collective effort in Europe and it encompasses economic activities of a considerable size. The aim is to suggest actions to be taken at EU level in order to develop the European dimension of these areas while strengthening their social and economic role.

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Under the Europe 2020 strategy, DG Education and Culture (DG EAC) supports Member States to provide high quality and accessible education and training provision, cultural and sport services and to foster innovation and creativity in a coordinated manner. To do so, it acts firstly through policy co-operation and dialogue via the open method of coordination. The latter provides added value to national policies by acting as a catalyst for new initiatives and facilitating peer-learning aimed at exchanging examples of good practice among Member States. Secondly, it analyses countries' situations and provides targeted policy guidance through the Country Specific Recommendations. Thirdly, it funds or supplements the action of Member States. DG EAC devotes significant resources to supporting the mobility of individuals concerned. Every year it supports on average more than 580,000 persons (learners, teachers, researchers, trainers, youth workers, young people) to learn or work abroad. DG EAC cooperates closely with lead DGs for the European Structural and Investment Funds on support for education, training, innovation, youth, sport and culture. Finally, it promotes the engagement of other stakeholders – business, regional and local authorities, civil and social partners – in transnational partnerships or networks, as well as through innovative instruments pooling together public and private resources. DG EAC pays particular attention across its activities to equal opportunities, in reducing gender imbalance and facilitating the participation of disabled learners, young people or persons with fewer opportunities including Roma.

## 2. THIS YEAR'S CHALLENGE PERSONAL MESSAGE FROM THE DIRECTOR-GENERAL

Growth and jobs in Europe remain the Commission's top priority in 2014, with a particular focus on combatting **youth unemployment**. The policies and programmes managed by DG Education and Culture are designed to make a meaningful contribution to this effort, in particular by deepening cooperation with and between the Member States to deliver on the Europe 2020 Strategy.

The **five key indicators** of DG Education and Culture reflect the continuity of our priorities, starting with the Europe 2020 double headline target:

- (1) Early school leavers (impact indicator 1);
- (2) Tertiary level attainment (impact indicator 2)
- (3) Learning mobility (impact indicators 7 and 8; result indicator 15);
- (4) Percentage of people reporting that they access European cultural works (impact indicator 12);
- (5) No multiannual residual error rate above 2% in any management mode (result indicator 76).

In line with the Work Programme of the Commission, DG Education and Culture will focus in 2014 on the implementation of the new Multiannual Financial Framework for 2014-2020. With the new single **Erasmus+** Programme, the fields of education, training, youth and sport will belong to a small group of areas that will see a substantial increase in funding compared to the previous seven-year period. An expansion of vocational traineeships and European Social Fund support will be a key part of the EU's response to the youth unemployment challenge. We will also follow the implementation of the Youth Guarantee schemes and of the European Structural and Investment Funds which will continue to invest substantially in education, training, innovation, youth, sport and culture. This will also be the first year of implementation of the **Horizon 2020** and **Creative Europe** Programmes.

New programmes need to move quickly from the drawing board to realisation if the benefits are to be felt. They will materialise in the form of more coherent financial instruments, simplified tools and new supervision arrangements. The capacity and performance of the European Institute of Innovation and Technology (EIT) will be a matter of our particular attention. A better use of the results emerging from projects supporting policy design will be sought to foster European added value.

The year 2014 is a year of change, as **European elections** will be held in May and a new College of Commissioners is to take office in November. DG Education and Culture will therefore prepare relatively few new initiatives to be adopted in 2014, although our activities will be closely associated with several key measures in the Commission Work Programme, such as financing the real economy (to which financial facilities embedded in the new programmes will contribute for Master students and cultural SMEs), modernising State aid (with due regard for the specificities of the cultural and creative industries and sport) or facilitating labour mobility.

Meanwhile the DG will use 2014 to prepare policy priorities for the new Commission mandate and the next work cycle. By 2015, policy priorities will be revised in the framework of the reviewed Europe 2020 strategy, as well through the next Joint Report on Education and Training 2020. While remaining focused on our priorities, we will carry out evidence-based preparatory work for initiatives that we could propose when the new College of Commissioners takes office. A comprehensive approach to a **European Area of Skills and Qualifications** will be prepared by 2015 as announced by President Barroso in his letter to the

President of the European Parliament accompanying his 2013 State of the Union Address. Other prospective ideas will be developed in the Joint EU Reports on Education and Training 2020 and on the Youth Strategy, or in the Communication on Cultural Heritage in EU Policies and Programmes.

The new internal organisation of the DG, as revised at the beginning of 2013, should be sufficiently robust to face these new challenges until after the new College is in place and to make the best of synergies between education and culture areas.

Jan TRUSZCZYŃSKI

### 3. GENERAL OBJECTIVES FOR EDUCATION AND CULTURE POLICIES

This section presents the cross-cutting challenges, multi-annual framework and the general objectives of the action of DG Education and Culture. General objectives - accompanied by related impact indicators - are long-term goals expressed in terms of ultimate impact on society as a whole.

#### 3.1. POLITICAL CONTEXT AND CROSS-CUTTING CHALLENGES

The Commission will keep up its efforts to help the EU achieve a smart, sustainable and inclusive economy by 2020. As of 2014, growth is expected to gradually return. After a contraction in 2013, GDP is estimated to increase by 1.4% in the EU and 1.1% the euro area in 2014.<sup>1</sup> However large divergences of **economic prospects** will remain across Member States, generations or between high and low skilled people, as the recovery is expected to translate only gradually into job creation. In 2014, the labour market will continue to be characterised by very high unemployment and cross-country differences are expected to remain very large with unemployment ratios projected to range from 5% (Austria) to more than 26% (Spain). The outlook is for a modest decline in unemployment towards 10.7% in the EU and 11.8% in the euro area by 2015. Meanwhile forecasts show that in 2025 a majority of employed people in the EU will be in a highly or medium-skilled job.

Although Europe has strong assets, many challenges have to be tackled in the fields of education, research and culture. All these sectors are exposed to **increasing international competition**. New developments are rapidly expanding the opportunities of learning 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 further contributed to the broadening of offer and opportunities.

The response coming from these sectors to the changing needs of the economy remains insufficient. The current high **unemployment rate** (11%<sup>2</sup>), especially among young people (23.5%<sup>3</sup>), coexists with 2 million job vacancies<sup>4</sup> and with skill shortages in key areas. From the beginning of 2009, the gap between the youth and the total unemployment rates has increased, so that the youth unemployment rate is more than 2.5 times the total rate. **Young people** are almost 100 million across the EU, but the number of over-60s is now increasing twice as fast as it did before 2007 – by some 2 million a year instead of 1 million previously. A better knowledge economy with more opportunities will help the youth to find new jobs and work longer so as to relieve the strain of ageing. There is also a growing link between economic, social and political exclusion of young people. Especially among those who are "Not in Education, Employment, or Training" (NEETs), many suffer from growing exclusion, risk of poverty or health issues and tend to lack apart from formal qualifications, human and social

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<sup>1</sup> Autumn economic forecast, November 2013, European Commission (DG Economic and Financial Affairs).

<sup>2</sup> Eurostat, the data refer to the EU-28 in September 2013.

<sup>3</sup> Eurostat, the data refer to the EU-28 in September 2013.

<sup>4</sup> EURES, January 2014.

capital. Compared to their counterparts, they have a dramatically lower level of political interest and social engagement.

Investment in education, training, research and culture and the recognition of **qualifications and skills** across Member States have to be improved to enhance the potential for labour mobility and ensure that the project of the single market is completed with free movement of persons as well as free movement of their ideas and works. Despite the important steps forward taken in the last decade, with increased efforts to raise skills levels and the creation of several European instruments for transparency and recognition of skills and qualifications, bottlenecks still exist that hamper mobility in its different aspects: geographical, sectorial and within the different sectors of education and training. Even for basic skills not only (see impact indicator 5), the performance of young Europeans is falling behind our competitors in several areas (according to the PISA survey), but also the performance of adults appears worryingly low (according to the first ever Adult Skill Survey<sup>5</sup>) while the measured level of foreign language competences is not on target. 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 tools. In a context of ageing societies, the potential of **life-long learning** is not being fully exploited, and public policy and business practices do not reflect the need for older workers to extend their working careers. Adults with low educational attainment are seven times less likely to be involved in continuing education and training than those with high attainment levels. Vulnerable groups find it particularly difficult to get into or to return to the labour market (see impact indicator 3).

Higher education is not sufficiently connected to **research and innovation**. Although Member States have introduced reforms to improve their tertiary education institutions and modernise their training systems, progress is still uneven across Europe, with significant differences between countries. Overall, scientific and technological cooperation between the public and private sectors generally remains weak in Europe. Today only 46 % 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. 69 % in China, 73 % in Japan and 80 % in the United States. 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 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 impact indicator 11), will be one of the main challenges facing European education, research and innovation systems in the years ahead. It will also be important to enhance the mobility of European researchers, as it currently remains at too modest a level: in 2008, only 7 % of European doctoral candidates were trained in another Member State, whereas the target is 20 % by 2030. To speed up these changes, action that goes beyond national borders is required at Union level and Union funding is crucial to create incentives for the indispensable structural reforms.

The cultural and creative sectors as well as sport<sup>6</sup> should not be underestimated as a significant **source of jobs and growth** but also as key contributors to the quality of life in Europe. The cultural and creative sectors in the EU account for 4.5% of GDP and 3.8% of total employment

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<sup>5</sup> OECD Skills Outlook 2013: First Results from the Survey of Adult Skills: <http://www.oecd.org/site/piaac/>

<sup>6</sup> 2012 study on sport's contribution to economic growth and employment in the EU.



(see [impact indicator 13](#)). Meanwhile the cultural participation has fallen in Europe since 2007<sup>7</sup> (see [impact indicator 12](#)). While the share of sport-related value added in the EU is 1.76% and 2.12% in employment, about 60% of Europeans are not enough physically active. The social and economic costs of physical inactivity should be tackled as well.

The high-level political impetus for European cooperation in the remit of DG Education and Culture in the current period is provided by the **Europe 2020** strategy. In order to overcome Europe's structural weaknesses that have been exposed further by the economic crisis, this strategy puts forward five measurable EU headline targets for 2020 that steer the process for education (see [impact indicators 1 and 2](#)), employment, the fight against poverty, research and innovation, climate change and energy. The Europe 2020 strategy is carried out through the *European Semester* for the coordination of the economic policies of the EU Member States (with actions focussed on macroeconomic stability, structural reforms and growth enhancing measures - which include education, innovation and cultural and creative sectors – the presentation by the Commission of the *Annual Growth Survey* and the preparation of country specific recommendations) and within seven flagship initiatives, of which DG EAC implements the *Youth on the Move* initiative<sup>8</sup> and delivers a large part of the *Agenda for New Skills and Jobs*<sup>9</sup>; it contributes actively to the *Digital Agenda*<sup>10</sup>, *Innovation Union*<sup>11</sup> and *Platform against Poverty*.<sup>12</sup> In 2013, the Council issued country specific recommendations to all Member States that were relevant to education and training and need follow-up.

In order to overcome the slow pace of progress and against a backdrop of strong fiscal constraints, DG EAC will continue to pursue the EU-wide debate launched since 2012 on the **modernisation of education and training**, through *Rethinking Education*<sup>13</sup>, *European higher education in the world*,<sup>14</sup> *Opening up education*<sup>15</sup> and the *Council Recommendation on the promotion and validation of informal and non-formal learning*<sup>16</sup>, while exploring more efficient ways of funding the reforms needed and working towards a *European Area of Skills and Qualifications*. It will support individual countries through the open method of coordination, peer reviews and making use of the European Structural and Investment Funds as well as the programmes managed by DG EAC.

The policies and programmes implemented by this DG serve both Europe's recovery from the economic crisis and its longer term growth, employment, and social cohesion, by equipping people with high level and flexible skills and encouraging the **mobility** of people or the dissemination of their works. The programmes will continue to encourage a new mind-set of excellent students, researchers or cultural providers able to match the requirements of the market conditions. Increasing the mobility capacity across fragmented labour markets has

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<sup>7</sup> Special Eurobarometer 399 on cultural access and participation, 2013 (IP/13/1023).

<sup>8</sup> COM(2010)477 of 15.9.2010.

<sup>9</sup> COM(2010)682/3 of 23.11.2010.

<sup>10</sup> COM(2010)245 of 26.08.2010.

<sup>11</sup> COM(2010)546 of 06.10.2010.

<sup>12</sup> COM(2010)758 of 16.12.2010.

<sup>13</sup> COM(2012)669; SWD(2012)371 to 377.

<sup>14</sup> COM(2013)499.

<sup>15</sup> COM(2013)654; SWD(2013)341.

<sup>16</sup> OJ C 398, 22-12-2012, p.1.

indeed an evidenced impact on the structural employment rates in an area of free movement of capital (see impact indicators 7 and 8). 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. Through the new programmes for the period 2014-2020 in the areas of education, training, research, youth and culture, DG EAC will continue to foster mobility and to implement the aforementioned EU flagship initiatives.

As of 2014, this DG will further help Member States to raise the effectiveness of investments made in human capital, research and innovation as well as creativity. Those are indeed an investment in the future rather than a cost, to which **new programmes for the period 2014-2020** including **European Structural and Investment Funds** will contribute in the areas of education, training, youth and sport on one hand (see 4.1) and in the field of human resources underpinning research and innovation on the other hand (see 4.2), as well as in relation to the cultural and creative sectors (see 4.3). The overarching priority in 2014 will be to implement and communicate about the new programmes (see annex 6). Inspired by the results of previous evaluations, the further integration of the preceding programmes should improve cost-effectiveness and ensure that activities in certain areas gain the critical mass necessary to provide long lasting impact. Additional funding in the context of wider and more flexible programmes should go to the projects with the best European added value and facilitate an access to finance for students as well as cultural and creative SMEs. More opportunities have been foreseen for policy support and for cross-sector projects. Another new cross-cutting objective will be to better exploit and mainstream results further into policies, so as to develop tighter links between financial programmes and political priorities. Programme results will be disseminated towards all stakeholders through a dissemination platform with a higher quality. For instance, all teaching materials produced within the programme should be made available free of charge. Lastly, DG EAC will remain actively involved in the preparation of the new priorities of the Cohesion Policy 2014-2020, including in the framework of the partnership agreements and operational programmes of each Member State.

This DG will continue its **communication** efforts, raising awareness and informing target audiences through core stakeholders and multipliers about the effects of its policies and programmes, as well as the opportunities created by them. The focus 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. This DG will enhance the use of social media to involve audiences concerned more actively and to increase the use of relevant websites. See annex 6.

Bearing in mind the June 2014 elections to the European Parliament and the end of the current legislature, the DG will use 2014 to prepare policy priorities for the new Commission mandate. A particular point for attention in this context will be youth participation in **democratic elections**. Whilst 73% of young people in a Eurobarometer survey stated to have participated in elections in the last three years (2013), the actual participation in the European elections of 2009 was 29% (compared to 43% for the overall population).

### 3.2. MULTIANNUAL STRATEGIC FRAMEWORK

While maintaining the same medium-term policy priorities until the end of the legislature, DG Education and Culture will implement these in taking due account of the entry into force of **new programmes 2014-2020** and in focussing on certain prominent issues such as **skills and qualifications** or **cultural heritage**.

#### STRATEGIES SUPPORTING AN INCLUSIVE, INNOVATIVE AND COMPETITIVE KNOWLEDGE SOCIETY IN EUROPE (GENERAL OBJECTIVES 1 AND 2)

Education and training are crucial to the personal, social and professional fulfilment of all citizens and to sustainable economic prosperity and employability (see [impact indicator 3](#)), in particular when fostering innovation and creativity, whilst promoting democratic values, social cohesion, active citizenship, intercultural dialogue and the fight against discrimination. According to the **Treaty on the Functioning of the European Union** (Articles 165-166 TFEU), Union action shall be aimed in particular at developing the European dimension in education, encouraging mobility and distance education, facilitating vocational integration into the labour market, promoting cooperation between educational establishments, developing exchanges of information and experience on education systems of the Member States, including in the sphere of vocational training. The Union action shall also 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" (see [impact indicator 10](#)).

However, the **actual performance** when it comes to education and the situation of young people in Europe is not up to expectations. Some 18% of 15-year-olds European school children have poor reading skills and about 13% of young people are considered early leavers from education or training (see [impact indicator 1](#)). According to the 2012 PISA survey, progress in reading and science in the EU is on track, but the pace of improvement is slow. When it comes to mathematics, progress, the EU as a whole is seriously lagging behind. This situation demands that Member States sustain their efforts to tackle low achievement in school education. Numbers attaining medium-level qualifications are better, but the qualifications often fail to match labour market needs. The first European Survey on Language Competence released in 2012 showed that on average 14% of 15 years old pupils in participating countries did not reach the level of basic user in their first foreign language. More generally, only 25% of citizens declare that they are able to speak more than one foreign language<sup>17</sup> (see [impact indicator 6](#)). When it comes to tertiary education, 27% of Europeans aged 25-64 had a university degree in 2011 (42% in the US, 46% in Japan (see [impact indicator 2](#))). The youth unemployment rate in the EU increased by 50% since the financial crisis hit - from 15% in 2008 to 23.4% in 2013 – making it one of the groups that have been worst affected by the crisis. Among the young unemployed, 30% have been without a job for more than a year and the youth not in employment, education or training has sharply increased. Recent results of the 2013 Adult Skills Survey (PIAAC) 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. Those with low skills participate far less in education than those with high skills, thus pointing out the systemic weaknesses to ensure equity.

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<sup>17</sup> Eurobarometer, 2012.

This is why the Europe 2020 Strategy puts emphasis on the contribution of education to the Union's future competitiveness. Strengthening human capital is a critical factor of smart, sustainable and inclusive growth. As mentioned above, progress towards these strategic objectives is measured until 2020 against a two-sided **headline target** ([see impact indicators 1 and 2](#)):

- 1) to reduce the number of early school leavers to below 10% of 18-24 year olds by 2020 (reduced from 17.6% in 2000 to 12.7% in 2012);
- 2) to increase the number of graduates from tertiary education to at least 40% of 30-34 year olds by the same date (increased from 22.4% in 2000 to 35.7% in 2012).

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

During the European Semester since 2011, the Commission and the Council have repeatedly raised Member States' awareness of the fact that, in order to ensure sustainable growth, expenditure in education and training should be given priority also in times of severe budgetary restrictions. The European Semester led to the Council issuing **country-specific recommendations** (CSRs) to all Member States with targeted guidance for improving education and training, taking account of the challenges and bottlenecks identified in their National Reform Programmes. These will be followed up in 2014 by DG EAC, in cooperation with the other relevant DGs. The CSRs address early school leaving (6 Member States concerned; [see impact indicator 1](#)), tertiary attainment ([see impact indicator 2](#)) and higher education quality (10 Member States), the role of education and training in reducing unemployment through lifelong learning (14 Member States), vocational education and training and skills for the labour market (16 Member States), pre-school (10 Member States; [see impact indicator 4](#)) and school education (13 Member States) or equity issues (9 Member States, incl. specific policies addressed to Roma issues).

The **European Structural and Investment Funds**, in particular the European Social Fund (ESF), are the main financial instruments at EU level to support the implementation of country-specific recommendations in the area of education and training. DG EAC will actively contribute to the negotiations of strategic partnerships and operational programmes. As part of the Youth Employment Initiative, the new cycle of ESF 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. DG EAC will actively follow the implementation of Youth Guarantee schemes regarding the education and training component.

Under the umbrella of the Europe 2020 strategy and with the support of DG EAC, follow-up to country specific recommendations, policy dialogue, peer reviews and exchange about how to modernise education systems and improve the situation of young people will be pursued in 2014 within the **strategic framework for European cooperation in education and training**

(‘ET 2020’) and the Youth Strategy. ET 2020 sets out priority areas for co-operation under each of the four long-term strategic objectives (1. *Making lifelong learning and learner mobility a reality*; 2. *Improving the quality and efficiency of provision and outcomes*; 3. *Promoting equity, social cohesion and active citizenship*; 4. *Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training*). This framework for cooperative exchange covers all sectors and levels of education and training. It has been agreed<sup>18</sup> and updated for the period 2012 - 2014<sup>19</sup>. It is monitored through a set of EU level benchmarks. The priorities of ET 2020 have been complemented since 2011 by a number of important Commission Communications and subsequent Council Conclusions regarding *Rethinking Education*, *Modernising Europe's Higher Education*, *Opening up Education* and *Higher Education in the World*, which will also steer the education and training work in 2014. The Joint Report also includes a number of instruments which has mobilised ET 2020 in support of Europe 2020 since 2013, such as multilateral peer reviews on topics emerging from the *European Semester*; an *Education, Training and Youth Forum*, which brings together stakeholders and policy makers and a new *Education and Training Monitor*, which gives a picture of current skills supply and progress towards the Europe 2020 headline targets.

Considering the context of ageing societies faced with a deep economic crisis, the European Union contributes to the delivery of coordinated policies in favour of youth. Under the Europe 2020 strategy, the Commission aims at encouraging the development of youth exchanges, at facilitating the challenging access of young people to the labour market and at developing an active participation and inclusion of young people in the society. The **EU Youth Strategy** - endorsed by the Council in 2009 and updated in 2012 through the EU Youth Report<sup>20</sup> - sets out a framework for cooperation with Member States until 2018 through the Open Method of Coordination. It provides action to support the empowerment of young people (participation, volunteering, creativity, youth in the world) and by investing in a renewed cross-sectors approach towards policies of importance to young people (education, employment, social inclusion, health). In line with this strategy, this DG will therefore implement further the aforementioned flagship initiative **Youth on the Move** in 2014. Whilst action remains necessary to encourage youth participation in democratic life (see impact indicator 10), attention is more and more 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.

Meanwhile against a background of global competition, cooperation with non-EU countries and regions contributes to promoting the attractiveness of the EU as a top quality study (see impact indicator 9) and research destination (see impact indicator 11): fostering mobility (see impact indicator 8) and quality in education and youth work; and supporting the development of students, researchers, teachers, higher education staff and youth. It offers opportunities for exchanges of best practice and mutual understanding. **International cooperation** will be developed in the field of higher education along the strategic lines of the 2013 Commission communication on *European higher education in the World*<sup>21</sup> and through the international

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<sup>18</sup> OJ C 119/2 of 28.5.2009.

<sup>19</sup> When adopting in 2012 the Commission proposal for their Joint Report on the implementation of ET2020, OJ C 70/9 of 8.3.2012.

<sup>20</sup> OJ C 394/5 of 20.12.2012.

<sup>21</sup> COM(2013)499 of 11.7.2013.

strand of the Erasmus+ programme including Jean Monnet Actions, (see below and 4.1) and the Marie Skłodowska-Curie Actions under Horizon 2020 (see below and 4.2).

Among the overarching objectives of ET2020 and taking forward the flagship initiative **Agenda for new skills and jobs**, the 2012 Communication **Rethinking Education: Investing in Education for better socio-economic outcomes**<sup>22</sup> has set out a limited number of priorities in order to ensure a strong contribution from education to the “growth and jobs” agenda which will remain valid in 2014. Too many people do not have the competences needed to succeed in the labour market. 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 accumulating school and work simultaneously, which calls for higher transversal skills. 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%. “Rethinking Education” focuses on reinforcing and refocusing the delivery of skills in Europe including the support to teaching professions with a view to enhance the supply of relevant skills to improve access to the labour market (see [impact indicator 3](#)).

Content-wise, this implies improving levels firstly in **basic skills** (reading and writing skills (literacy), mathematical and scientific literacy, secondly in **transversal skills** (entrepreneurial, digital and language skills). Policies for reducing low achievement in basic skills are crucial for improving overall education quality and for reaching – in particular through country-specific recommendations - a number of strategic objectives, including reducing early school leaving, raising employability (see [impact indicators 1 and 3](#)), increasing participation in lifelong learning and in reaching the 15% target of low achievement in basic skills (see [impact indicator 5](#)).

In relation to **digital skills**, as announced in *Rethinking Education* and pursuing the objectives of the *Digital Agenda for Europe*, the 2013 Communication on *Opening up Education* has set priorities to use the potential of technology in education and training and announced an initiative with 23 actions whose implementation will continue in 2014 (see 4.1). Particular attention will be devoted to the development of open educational resources, business models of education and training institutions, teaching practices, validation of skills and competences acquired online and transparency of copyrights in digital content.

Language competences have also a positive impact on employability and competitiveness, and contribute to growth and better jobs. Policies for **multilingualism** are essential to preserve and valorise the cultural plurality that is at the root of European identity. Communication in foreign languages is not only one of the key competences necessary for personal fulfilment and development, but also for the employability of people. The objective of 'mother tongue + two' for all European citizens has been promoted by the EU for several years. The Commission expects progress in establishing an EU benchmark for language. Multilingualism policy aims, among other things, at raising awareness of the above potential of languages and calling on decision makers to ensure efficient language education to all from an early age (see 4.1 and [impact indicator 6](#)).

The EU level actions on **entrepreneurship education**, as highlighted in *Rethinking Education*, support employability and new business creation among young people. This work will continue in 2014, in particular through country policy reports and alongside work in the new ET2020 Working Group on Transversal Skills.

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<sup>22</sup> COM(2012)669; SWD(2012)371 to 377.

Furthermore, Europe 2020 clearly calls for more innovation in Europe, which requires **key competences** such as learning to learn, social and civic competences, initiative-taking, media literacy including the critical understanding of media content, cultural awareness and self-expression (see 4.3).

On the basis of the European *Anti-Poverty Platform*, another of the seven Europe 2020 flagship initiatives, the services of the Commission will deepen the cooperation with the European Agency for Development in Special Needs Education (Odense, Denmark) in the fields of education and training. The promotion of **equity in education and training**, a central priority in the education and training 2020 strategic framework, 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 impact indicator 1), the successful integration of migrant children in European education systems, improved support within mainstream schooling for learners with special needs, and overcoming obstacles that hinder students from disadvantaged groups from participating in and completing higher education.

The overall objective to contribute to sustainable European economic growth and competitiveness implies also to reinforce the innovation capacity of Member States and the Union. Europe's lower growth than its main competitors is largely due to a competitiveness gap caused in part by lower levels of investment in research and development and difficult access to innovation. 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 (**Innovation Union** flagship initiative) involves the development of synergies between research, innovation and education policies (so-called "**knowledge triangle**"). The EU has contributed to and supported Member States in enhancing relations between business and academia, e.g. as one of the core elements of the modernisation agenda for higher education, the European Higher Education Area and the European Research Area (ERA). However within the knowledge triangle, the implementation of the education-innovation link has remained until now below expectations. The University-Business Forum<sup>23</sup> has opened a promising dialogue at a European scale between those two worlds and has led to valuable recommendations.

As announced in the 2011 Commission Communication on modernising Europe's **higher education** systems<sup>24</sup>, the EU continues to focus on supporting Member States to implement reforms for the higher education sector in the decade to 2020, according to country-specific recommendations issued yearly. It reflects not only the need to increase graduate numbers (see impact indicator 2), but also to enhance the quality and relevance of higher education (see impact indicator 3), promote mobility (see impact indicator 7) and trans-national cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements.

Meanwhile the *European Agenda for Adult Learning 2012-14*, adopted by Council resolution in 2011, has a strong focus on low skilled and disadvantaged adults, and aims at raising their chances of social and labour market integration through better access to education and training. Support to **adult learning** contributes in particular to the Europe 2020 Flagships "platform against Poverty" and "New Skills for New Jobs". Based on the 2011 European Agenda for

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<sup>23</sup> For more information on the Forum please access: [http://ec.europa.eu/education/higher-education/doc1261\\_en.htm](http://ec.europa.eu/education/higher-education/doc1261_en.htm).

<sup>24</sup> COM(2011)567 final.

Adult Learning, related activities will be pursued until 2014 to develop efficient and inclusive adult learning systems in Member States, so as to provide adults with better skills to support their labour market chances, social integration, and preparation for active aging. Considering that less than 9% of adult working age population (aged 25-64) participate in lifelong learning, particular attention will continuously be given to improving basic skills provision of the low qualified (currently 74 million), including migrants.

In the specific field of **vocational education and training (VET)**, the objectives of the **Copenhagen process** (Bruges Communiqué 2010) are pursued in calling for Member States to modernise also their VET systems, so that they can strongly contribute to both economic growth and social cohesion in increasing the supply of vocational skills. More work based and dual learning systems in Europe would bring significant benefits in that respect. Vocational education and training is indeed instrumental in enhancing productivity, innovation and regional development as well as to shift to a low-carbon economy. VET is already recognised as providing good employment opportunities, but must become more appealing to both young people and their families. To this end VET must become more flexible and easily accessible for people in different life situations. The lifelong learning tools should enable users to link and build on learning acquired at various times, and in formal, non-formal and informal contexts.<sup>25</sup>

In the distinct field of sport the Commission develops policies and carries out actions based on Article 165 TFEU, which stipulates that Union action shall be aimed at developing the European dimension in sport and the promotion of European sporting issues. According to the 2011-2014 **Work Plan for sport**<sup>26</sup>, the focus of EU actions is accordingly on the societal, educational and health-enhancing roles of sport, which have a great potential to directly reach out and impact on EU citizens. In addition, the policies and actions implemented serve to highlight the sector's contribution to Europe's economy and to contribute to addressing the challenges of ensuring longer term growth, employment and social cohesion in the EU. As from 2014, for the first time, an EU action programme will support sport (see below and 4.1).

## **ACTIONS SUPPORTING AN INNOVATIVE, COMPETITIVE AND INCLUSIVE KNOWLEDGE SOCIETY IN EUROPE THROUGH EDUCATION, YOUTH AND SPORT (GENERAL OBJECTIVE 1)**

Only an EU programme can guarantee that all Member States and future Member States can participate in and benefit from mobility, exchanges of experience, transfer of good practices and policy support in the fields of education, training, youth and sport. In order to achieve these strategic goals, the **Erasmus+ Programme (2014-2020)**<sup>27</sup> replaces 7 previous programmes. It has a wide scope covering in 34 countries<sup>28</sup> the sectors of primary and secondary schools, vocational education and training, higher education, adult education, and non-formal education of young people, as regards (a) learning mobility of individuals (key action 1), including a Master student loan guarantee facility; (b) cooperation for innovation and

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<sup>25</sup> 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).

<sup>26</sup> OJ C 162 of 1.6.2011.

<sup>27</sup> The Erasmus+ programme is managed directly by the DG and the Education, Audiovisual and Culture Executive Agency (ECAEA) – see annex 7 - as well as indirectly through National Agencies or traditional agencies (CEDEFOP, ETF).

<sup>28</sup> 28 Members States, Iceland, Lichtenstein, Norway, Switzerland and Turkey.



exchange of good practice between organisations (key action 2); (c) support for policy reform (key action 3), the Jean Monnet activities (teaching and research on European integration) and Sport. The programme delivers extensive support for excellence and equity, and in particular learning mobility of individuals (see [impact indicators 7 and 8](#)), being learners or learning providers, transnational partnerships and exchanges of good practices in order to contribute to the modernisation of education, training and youth systems in Europe, as well as the development of the European dimension in sport. It offers young people increased opportunities in non-formal education with a view to enhancing young people's skills and competences, promoting young people's personal development and active participation in society with special attention to their European citizenship, and giving opportunities to develop solidarity and promote tolerance in order to reinforce social cohesion in the EU (see 4.1). Backed by evaluation results and endowed with a budget of 14.7 billion euros over the period 2014-2020 (+40% compared to the previous programmes 2007-2013), the new programme will increase the possibilities to complement at national/regional level the 'seed money' of Erasmus+, thus generating a strong multiplying effect which justifies an action at European level.

## **ACTIONS SUPPORTING AN INNOVATIVE, COMPETITIVE AND SUSTAINABLE KNOWLEDGE SOCIETY THROUGH THE MOBILITY OF RESEARCHERS AND THE DEVELOPMENT OF THE INNOVATION CAPACITY IN EUROPE (GENERAL OBJECTIVE 2)**

**Horizon 2020, the new framework programme for Research and Innovation** has been designed to maximise Union added value and impact, focusing on objectives that cannot be efficiently realised by Member States acting alone. The programme will in particular 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 across all sectors and countries. Based on the recently proposed 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.<sup>29</sup>

The need to develop new conditions which are attractive to investment in knowledge and innovation in Europe is precisely the driver behind the Horizon 2020 Programme/**European Institute of Innovation and Technology** (EIT). The EIT operates through Knowledge and Innovation Communities (KICs) which are excellence-driven, autonomous partnerships of higher education institutions, research organisations, companies and other stakeholders formed within self-supporting strategic networks<sup>30</sup>. The Strategic Innovation Agenda package adopted by the Commission in 2011 defines long-term priorities for the period 2014-2020 and further operational modalities for the EIT. The Institute must prepare to manage autonomously a ten-fold increase of its budget in 2014-2020 and a corresponding expansion of the number of KICs as from 2014 (see 4.2).

The **Marie Skłodowska-Curie Actions**<sup>31</sup> under Horizon 2020 offer funding possibilities for training and career development of researchers around an excellent research project and contribute in this respect directly to the mission of DG EAC. The capacity to attract and retain

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<sup>29</sup> COM(2013)624 of 13.9.2013; SWD(2013)325.

<sup>30</sup> While DG EAC is in charge of the policy setting up the EIT, the EIT headquarters supervise the direct implementation of the KICs.

<sup>31</sup> 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 annex 7.

abundant and highly trained qualified researchers in the Union is a necessary condition to advance science and to underpin innovation (see [impact indicator 12](#)). To this extent the Marie Skłodowska-Curie Actions play an important role for the implementation of the Europe 2020 strategy (*Youth on the Move*, *Innovation Union* and *Agenda for new skills and jobs*, in strengthening human resources in research), investing better in innovation and shaping the European Research Area. The logic of the Youth on the Move flagship initiative applies to research mobility, which will be strengthened further through an increased budget for the Marie Skłodowska-Curie Actions 2014-2020. These Actions aim as well as at enhancing the transfer of knowledge through exchange of researchers between sectors and with the rest of the world, thus equipping them with diversified skills to better match the market requirements and to contribute to growth and job creation (see 4.2).

### **PROMOTING EUROPE'S CULTURAL AND LINGUISTIC DIVERSITY, INTERCULTURAL DIALOGUE AND THE CULTURAL AND CREATIVE SECTORS AS SOURCES OF GROWTH AND JOBS (GENERAL OBJECTIVE 3)**

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

The policy based on the **European Agenda for Culture** seeks to ensure that culture and creativity can make their full contribution to driving economic growth, job creation, competitiveness, as well as fostering personal development and social cohesion. The Agenda supports synergies between culture and other policy areas, with a view to promoting smart, sustainable and inclusive growth. The promotion of **cultural and creative sectors** is supported by EU action in order to overcome fragmentation and to make them better prepared for the digital shift. Framework conditions, including copyright, will play an important role in this respect. These sectors generate indeed above average growth and job opportunities (see [impact indicator 13](#)); they boost innovation and creativity, as recognised in the Innovation Union and Digital Agenda flagship initiatives. At the international level, the Union plays a similar role of partner in the preservation and promotion of cultural diversity as well as the development of dialogue between peoples and cultures.

The **Culture Sub-Programme** of the **Creative Europe programme** makes an important contribution to safeguarding and promoting cultural diversity and intercultural dialogue in Europe. It also assists the professionalisation of the sector through peer-learning and knowledge transfer, fosters the careers of artists, addresses geographical imbalances in Europe by creating opportunities for artists and organisations with weaker capacity to take part in European projects, stimulates the circulation of European and non-national European work and increases the public's access to this work (see [impact indicator 12](#)).

Against the background of the credit crunch and highly fragmented national markets, the under-capitalised **European audiovisual industry** needs EU public support to get better access to financing, to meet the challenges of the digital revolution and to fight back in the global competition notably in terms of distribution and promotion. Without EU intervention, neither the market share of European cinema in the EU (28,5% in 2011) nor the still modest distribution of non-national European films (about 8% EU-wide in 2011) would resist global

competition and both would be considerably lower. Furthermore, media literacy is encouraged as – besides being a real pre-requisite for active citizenship - it can play an important role in audience building in Europe, especially with regard to younger and future audiences.

In line with the Europe 2020 Strategy, the main objectives of the European Union with the **MEDIA Sub-Programme** of the Creative Europe Programme is also to strengthen the competitiveness of the European audiovisual sector, to increase the circulation of European audiovisual works inside and outside the European Union (see impact indicator 14) and to preserve and enhance European cultural and linguistic diversity through its cinematographic and audiovisual heritage.

The Creative Europe Programme<sup>32</sup> with a budget of 1.46 billion euros over the period 2014-2020 will only support those actions presenting a potential **European added value** and contributing to the achievement of the objectives of the Europe 2020 Strategy and its flagship initiatives. European added value will be 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 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 (see 4.3).

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<sup>32</sup> The Creative Europe programme is managed directly by the DG and the Executive Agency ECAEA. See annex 7.

### *The intervention logic*

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

- relatively **direct control** of funded projects (e.g. individual mobility grants, institutional partnerships, European Capitals of culture, sport networks, etc.), 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, digitalisation of cinemas, 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, benchmarks, etc.);
- up to a more **remote contribution** for instance to individual competences (e.g. basic transferable skills, multilingualism, employability etc), societal changes (e.g. participation rates in education, training, non-formal learning, enhancing physical activity, social life especially for young people, 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 film makers, 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 part 4 under each activity.

### *Exogenous factors that might have an impact on the achievement of general objectives*

The implementation of the new programmes will depend on the establishment of appropriate instruments for **tasks entrusted to other entities** and on the decision of the budgetary authority on a sufficient **amount of payment appropriations**. Certain parts of the programmes will more particularly depend on the capacity of stakeholders to decide swiftly on a number of issues, such as the agreement with the European Investment Fund (EIF) on the Erasmus Master Student Loan Guarantee Facility or the designation of Creative Europe Desks by all Member States. The **delayed adoption of the external financial instruments** will cause delays in the participation of third countries in the Erasmus+ programme in 2014. The work programme for Erasmus+ will have to be revised around spring 2014 to take account of the activities funded from Heading 4 of the Multiannual Financial Framework. As the funding for Education and Training can represent a significant percentage of the total budget of the **European Social Fund**, it will be crucial to assess whether Member States set their spending priorities in line with DG EAC's assessment of the Education and Training components of the European Structural and Investment Funds (Partnership Agreements and Operational Programmes definition). Lastly, the **EIT headquarters** will have to demonstrate their capacity to deliver on the new challenges, mainly the new KICs as of 2014.

### 3.3. GENERAL OBJECTIVES AND IMPACT INDICATORS FOR THE POLICY AREAS EDUCATION AND CULTURE

Indicators have been reviewed in the context of new programmes. In the tables below, the baseline refers to the latest known data available. 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.

<b>General objective 1</b>								<input checked="" type="checkbox"/> Spending (ABB ACTIVITY 15.02) <input checked="" type="checkbox"/> Non-spending
<p><b>To contribute to the objectives of the Europe 2020 strategy through the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.</b></p> <p><i>Indicators highlighted with an asterisk (*) below are mandatory (from the Erasmus+ legal basis)</i></p>								
<p><b>* Impact indicator 1: Early School Leaving (Europe 2020 headline target)</b></p> <p><b>Definition:</b> Proportion of 18-24 year olds who have only lower-secondary education and are not enrolled in education or training. The share of the population aged 18-24 fulfilling the following two conditions: (1) who have only at most lower secondary (International Standard Classification of Education (ISCED) level 0, 1, 2 or 3c short); (2) respondents declared not having received any education or training in the four weeks preceding the survey. <b>Source:</b> Eurostat; The Labour Force Survey (annual average based on quarterly data) <b>Unit:</b> B1/A4</p>								
Baseline (2012)	Milestones						Target 2020 (Europe 2020)	
	2014	2015	2016	2017	2018	2019		
12,7%			11,5%				Less than 10%	
<p><b>* Impact indicator 2: Tertiary education attainment (Europe 2020 headline target)</b></p> <p><b>Definition:</b> The share of the population 30 – 34 years who have successfully completed university (or university-like tertiary-level) education that equals International Standard Classification of Education (ISCED) level 5 or 6 <b>Source:</b> The Labour Force Survey (annual average based on quarterly data) <b>Unit:</b> A4</p>								
Baseline (2012)	Milestones						Target 2020 (Europe 2020)	
	2014	2015	2016	2017	2018	2019		
35,7%			38%				At least 40%	
<p><b>Impact indicator 3: Employability of young people</b></p> <p><b>Definition:</b> 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. <b>Source:</b> The Labour Force Survey (annual average based on quarterly data) <b>Unit:</b> A4</p>								
Baseline (2012)	Milestones						Target 2020	
	2014	2015	2016	2017	2018	2019		
75,7%			78%				82%	

#### 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

**Unit:** A4

Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
93,2%				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

**Source:** OECD's Programme for International Student Assessment (PISA). Results reported every 3 years.

**Unit:** B1 / A4

Baseline (2009)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
Reading: 19,6%		17%			15%		Less than 15% for all indicators
Maths 22,2%		19%			17%		
Science 17,7%		16%			14%		

#### Impact indicator 6: Linguistic diversity at school

**Definition:** % of pupils in lower secondary education in the EU (ISCED level 2) that studied at least two foreign languages.

**Source:** UOE Eurostat

**Unit:** A4

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
63%				70%			75%

#### \*Impact indicator 7: Learning mobility in higher education

**Definition:** % of higher education graduates (ISCED 1997 level 5+6) who have had a higher education-related study or training period (including work placement) abroad, representing a minimum of 15 ECTS credits or lasting a minimum three month

**Source:** Eurostat, UOE data collection

**Unit:** C1/A4

Baseline	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
In 2010 around 3.6% of students studied in another European country.  2011: more than 8% of students enrolled came from abroad.		A new data collection for the indicator is under development  First pilot results		17%			20%

**\* Impact indicator 8: Learning mobility in vocational education and training**

**Definition:** % of 18-34 year olds with an initial vocational education and training qualification (ISCED level 3) having had an initial VET-related study or training period (including work placements) abroad lasting a minimum of two weeks.

**Source:** Eurostat

**Unit:** A4

Baseline (2011) <sup>33</sup>	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
2-3%		A new data collection needed for the indicator is under development.  First pilot results		4%			6%

**Impact indicator 9: Share of non-EU students in the EU**

**Definition:** % of students from non-EU Member States enrolled/studying in EU Member States

**Source:** OECD, Eurostat

**Unit:** C4/A4

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
4,6%			7%				10%

**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

**Unit:** D1

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
55%				58%			60%

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<sup>33</sup> Estimate on available data for annual participation in iVET mobility under the Leonardo Da Vinci programme and from certain countries (SWD SEC(2011) 670 on the development of benchmarks on education and training for employability and on learning mobility).

The estimate is based

## General objective 2

Spending  
(ABB ACTIVITY 15.03)  
 Non-spending

**To foster training and career of researchers through international and cross-sector mobility and to develop the innovation capacity in Europe with a view to promoting a knowledge-based, innovative, sustainable and inclusive Europe**

*Through this general objective, DG Education and Culture contributes to all following General Objectives of DG Research and Innovation:*

- *To create the best conditions for EU's researchers and entrepreneurs to innovate*
- *To create a unified research area in which researchers, scientific knowledge and technology circulate freely*
- *To raise the level of excellence in Europe's science base*
- *To strengthen the EU's industrial leadership and competitiveness*
- *To address Societal Challenges across the Union*

*Impact indicators from Horizon 2020 legal basis : see management plan of DG Research and Innovation*

### **Impact indicator 11: 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:** DG Research and Innovation (RTD)'s Management Plan (Eurostat)

**Unit:** DG RTD

Baseline (2009)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0,99%				1%			1,15%
							<i>On the basis of recent trends</i>



### General objective 3

Spending  
(ABB ACTIVITY 15.04)  
 Non-spending

To foster the safeguarding, development and promotion of European cultural and linguistic diversity and cultural heritage, to strengthen the competitiveness of the cultural and creative sectors, in particular the audiovisual sector, and to facilitate people to people cultural contacts worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe

*Indicators highlighted with an asterisk (\*) below are mandatory (from Creative Europe legal basis)*

#### \* Impact indicator 12: Access of EU citizens to European non-national cultural works

**Definition:** Percentage of Europeans reporting that they access European non-national cultural and creative works

**Source:** Special Eurobarometer 399 on Cultural access and participation (2013); mid-term evaluation, 2018

**Unit:** E1/E2

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

<b>* Impact indicator 13: Contribution of cultural and creative sectors to the EU economy</b>							
<b>Definition:</b> The cultural and creative sectors' share in the total European workforce and European GDP							
<b>Source:</b> EU competitiveness report 2010							
<b>Unit:</b> E1							
Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Between 3% and 3.8% of the total European workforce <sup>34</sup>					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
<b>* Impact Indicator 14: Audience of European audiovisual works (MEDIA sub-programme)</b>							
<b>Definition:</b> a) Number of people (in %) in the EU accessing non-national European audiovisual works; b) number of people (in %) in the countries participating in the programme accessing European audiovisual works.							
<b>Source:</b> European Audiovisual Observatory Annual Report; mid-term evaluation of MEDIA sub-programme							
<b>Unit:</b> E3							
Baseline (not available)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU				60%			66%
Participating countries				55%			60%

<sup>34</sup> See Communication on promoting cultural and creative sectors for growth and jobs in the EU – COM(2012)537

## 4. SPECIFIC OBJECTIVES FOR OPERATIONAL ACTIVITIES

This section presents for each budget-based activity main **new actions** to be implemented in the year and main **evaluation results** which justify pursuing programme activities. Specific objectives defined for each activity based budget in tables below are accompanied with **result indicators**, which have been reviewed in the context of new 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 populations of beneficiaries.

### 4.1. EDUCATION AND TRAINING, YOUTH AND SPORT (ERASMUS+, INCLUDING MULTILINGUALISM)

#### EDUCATION POLICIES

EU level priorities for the period 2012-14 will be pursued in 2014, as agreed in the context of the 2012 **Joint Report of the Council and the Commission on education and training cooperation** and the 2014 Annual Growth Survey (see 3.2). Meanwhile this DG will prepare in 2014 a new draft Joint Report to the Council. The 2015 Joint Report will propose priorities for 2015-2017 and shall be based on a thorough mid-term stocktaking of the Strategic Framework ET 2020 (including Bologna and Copenhagen processes) to be undertaken in 2014. Policy dialogue and exchange about how to modernise education and training systems will continue to be supported by DG EAC, through the open method of coordination (see result indicator 21), peer learning, peer reviews and the exchange of good practice involving relevant civil society stakeholders, as well as studies<sup>35</sup> and the collection and use of data from relevant sources, e.g. the European Monitor 2014 to be adopted by the services of the Commission early 2015 and the Education, Training and Youth Forum. This analysis will back up the continuing country specific assessment within the Europe 2020 process.

Secondly, as announced in the President's accompanying letter to the State of the Union, DG EAC will pursue preparatory work to launch by 2015 a **European area of skills and qualifications**, where all citizens should be able to have their skills and qualifications quickly recognised when they want to move to a new job or to further learning, whether within their country or across borders. This is necessary to raise skills levels, help combat unemployment and complete the project of the single market (see result indicator 18). Several European instruments in the field of education and training put in place over the last decade to facilitate the transparency and recognition of skills and qualifications across the EU will be reviewed. These implementation tools, namely the European Qualifications Framework (EQF),<sup>36</sup> documentation tools for learning experiences (Europass<sup>37</sup>, 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) made a major leap in recent years (see result indicator 22) but on-

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<sup>35</sup> See annex 4.

<sup>36</sup> The European Qualification Framework (EQF) acts as a translation device to better understand qualifications from different EU countries, making it easier to learn, work or hire staff abroad.

<sup>37</sup> By offering a standardised CV template (curriculum vitae), available in 26 languages, Europass helps job-seekers to market their skills to employers across Europe and beyond.

going evaluations of the different tools show that further convergence and simplification would bring significant added value<sup>38</sup>. In 2014, this will be a communication priority (see annex 6) and DG EAC will launch a public consultation and a study to assess the existing obstacles to transparency and recognition of skills and qualifications and the possible value added of further action at European level. On that basis, the Commission will possibly present a political initiative on the European Area of Skills and Qualifications in 2015, which could be followed by proposals for amending legal bases of existing tools making these simpler and more coherent.

Thirdly, an in depth analysis of national **school policies** tackling effectively low achievement in basic skills (as evidenced by the 2012 PISA results mentioned above - see section 3) will be published as a report, together with a study on innovative pedagogies in that field. The work of the thematic working group on early childhood education and care (ECEC) will come to an end with the publication of its proposal for a related Quality Framework. The proposal will be part of a broader consultation with stakeholders and translated into country guidance for further implementation of quality ECEC. In parallel, benchmarks will be developed to underpin the framework. In relation to the teaching profession, work will focus on initial teacher education and digital skills.

Fourthly, the Commission will continue in 2014 to support Member States – in particular the great number of countries towards which the Council has issued related country-specific recommendations - in adopting policies for more and better work-based learning, notably through multi-stakeholder cooperation in the **European Alliance for Apprenticeships**. It will also take stock, with the support of the European Centre for the Development of Vocational Training (**CEDEFOP**) of the implementation of the Bruges Communiqué short term deliverables and foster debate, in alignment with the ET2020 process, on next set of deliverables. CEDEFOP is the decentralised EU agency (Greece) which provides information on and analysis of vocational education and training systems, policies and practice. Following the evaluation report to be adopted by the Commission early 2014 and in line with the Common approach on decentralised agencies, endorsed by the European institutions in 2012, DG EAC will prepare in 2014 for a recast of the membership of CEDEFOP's founding regulation, focusing on aspects of governance, including streamlining the governing board composition, planning and management aspects.

Fifthly, in the framework of the modernisation agenda for **higher education**, the development of U-Multirank, the independent, international, user-driven and multidimensional higher education ranking tool launched in 2013 for benchmarking performance, will be pursued with first ever results in the first semester of 2014 and work on the second round of U-Multirank to be continued throughout 2014. The modernisation agenda and the work of the high-level group set up in that respect in 2013 will further strengthen synergies between the EU and Bologna processes, preparing contributions to the 2015 Yerevan Bologna Ministerial conference and Bologna Policy Forum.

Sixthly, the DG will prepare in 2014 a Staff Working Document on the quality and efficiency of **adult learning**, responding to some of the challenges identified by the 2013 Survey on Adult Skills (PIAAC) mentioned above (see section 3). It will draw on evidence from two recently published studies on financing and quality of adult learning, and will build on the proposals made by the two expert working groups set up at EU level on the same issues.

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<sup>38</sup> Evaluation report(s) to the European Parliament and Council on the implementation of the EQF Recommendation, Europass and European Quality Assurance Reference Framework (EQAVET), adopted by the Commission in 2013 as legally requested in the respective legal bases, will be completed in 2014 as regards ECVET.

Seventhly, the DG expects that the European language benchmark proposal will be adopted by the Council in 2014<sup>39</sup>. The first European Survey on **Language Competences** has shown indeed that only 42% of 15 year-olds did reach the level of independent user in their first foreign language. Promoting the learning of languages will be a priority in terms of communication in 2014 (see annex 6).

Eighthly, the work on **entrepreneurship education** in 2014 will focus on developing entrepreneurial education institutions through a joint Commission-OECD project and Erasmus+ funding to trial large scale pilots of practical entrepreneurial experiences at country level. The new ET2020 Working Group on Transversal Skills will work on a competence reference framework for entrepreneurship and a citizen tool to self-assess entrepreneurial characteristics.

Lastly, European policy developments are generating interest for mutual learning well beyond the EU. **International dialogue**, comparison and competition will remain key drivers for enhancing quality in the fields of education and training, in particular higher education. As a component of the EU agenda for modernising higher education, the need to reinforce cooperation with world partners will be pursued, as stressed by the Member States in their conclusions since 2009. In 2014 these key partners will include, but not be limited to countries covered by the Neighbourhood Policy, Southern Mediterranean, Eastern Partnership, Western Balkans, Africa and the BRICs. Work in 2014 will focus on following-up the previously mentioned 2013 *Commission Communication on European higher education in the world*. DG Education and Culture 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. EU support will be provided via the new Erasmus+ programme as well as dialogue with Member States under the Open Method of Coordination (see result indicator 21).

## YOUTH POLICY

In 2014, this DG will **follow-up the joint Council-Commission EU Youth Report** adopted in 2012 on the lessons drawn from the implementation of the aforementioned EU Youth strategy (see 3.2) during its first 3 year cycle, according to the chosen priorities for the next 3-year cycle until 2015 and through the Open Method of Coordination (see result indicator 21). The youth policy result indicators of this Management Plan have been based on this triennial report so as to be more sustainably measurable.

Based on evidence from studies presented in 2013, the focus in 2014 will continue to be on the contribution of youth work and non-formal activities to addressing the effects of the crisis on young people, in particular in term of employability (see result indicator 18). Progress should in particular be made in implementing the 2012 Council Recommendation on the promotion and validation of informal and non-formal learning.<sup>40</sup> The Commission will continue to work actively with Member States, in particular on the basis of the 2012 Youth guarantee and Traineeship recommendations. This DG will contribute to the 2012 **Youth Opportunity Initiative** by supporting placements of volunteers.

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<sup>39</sup> See Commission SWD(2012)372 of 20.11.2012; *Language competences for employability, mobility and growth*, Chapter 5. *Assessing language skills: the European benchmark on Language competences*, p. 26.

<sup>40</sup> OJ C 398, 22-12-2012, p.1.

Meanwhile in a year of European elections, DG Education and Culture will also pay a specific attention to **political participation of young** people and the implementation of the democratic principles of the Treaty - Title II TEU (see result indicator 19). This will be a communication priority (see annex 6).

Further to the EU Youth Report, the Commission will continue to sharpen the **evidence-based implementation** of the EU Youth Strategy, in particular through peer learning activities, a review of Structured Dialogue between policy-makers and young people and an update of the EU Dashboard of Youth Indicators. At the same time, an independent external evaluation of youth policy will be conducted. Preparation for the next EU Youth Report, to be published in 2015, will be initiated. The cross-sectorial approach will be further developed, including through a seminar to explore new opportunities to empower young people by bringing different policy sectors together. In 2014, a Medium Term Work Plan will be prepared in the Council, which will give further focus to youth policy and its links to other policy areas.

The EU **Youth Portal** will be further developed as a key tool to reach out to young people, inform them about opportunities across Europe, to work, travel or participate in civic, social or cultural activities, and increasingly to promote youth participation online.

## EDUCATION AND YOUTH PROGRAMME

The new **Erasmus+ Programme**<sup>41</sup> merges notably the Lifelong Learning, Youth in Action and Erasmus Mundus programmes into a single programme. It will become in 2014 the European action programme enabling individuals at all stages of their lives to pursue equal learning opportunities across Europe, to have the results of their learning activities easily recognised across borders (see result indicators 21 and 22) and aiming at fostering cooperation between education and training systems and in the youth field within and outside the EU so that they become a world quality reference. The largest share will carry on supporting transnational (intra-EU) learning mobility (see result indicator 15), be it of university students, pupils, learners in vocational education and training, young people engaged in non-formal learning activities and education staff from all education sectors, including adults.

In the course of 2014, new candidate and potential candidate countries<sup>42</sup> are expected to deepen their progressive integration into EU policy cooperation through the Erasmus+ programme in order that they become fully integrated within the programme in the medium term.

The Erasmus+ programme will remain a telling example of progress towards the EU objective of **fostering mobility**, considering that 13,2% of European higher education graduates have experienced learning mobility (see result indicator 25). The Erasmus programme sector will carry on contributing directly to the consolidation of mobility infrastructure for the 3 million out of 19 million European students who study with or without EU support outside their home country. They represent over half the number of foreign students worldwide whereas the EU represents less than 10% of the world population. The wide geographical coverage of the programme will remain an asset (see result indicator 23), in particular as in many countries where no programme of youth mobility exist.

As confirmed by evaluations of the previous programme Life Long Learning, Erasmus + will also continue to prepare the ground for the progress made by the EU in **improving**

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<sup>41</sup> COM(2011)788 of 23.11.2011.

<sup>42</sup> Iceland, Turkey, Croatia, Serbia, the former Yugoslav Republic of Macedonia, Montenegro Bosnia and Herzegovina and Albania.

**employability and the relevance of skills** to labour market needs (see result indicator 17) and promoting the use of the aforementioned EU tools for the transparency of qualifications (see result indicator 22). 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 16). More than 97% of former Erasmus students consider having studied abroad an advantage on the job market.<sup>43</sup> Similarly, 85% of the participants in Leonardo da Vinci mobility find that their training placements were beneficial for their career. It is also evidenced that spending time in a company abroad helps students to better meet the requirements of the labour market. More than 80% of employers consider mobile students as better prepared for future employment and work. They particularly value the international experience notably for reinforcing adaptability, sense of initiative, the ability to plan and assertiveness.<sup>44</sup> Increasing the number of **traineeships in enterprises abroad** again in 2014 will remain therefore crucial to overcome youth unemployment. Since 2007, traineeships are the fastest growing action in this area. All these positive trends should be strengthened as from 2014 with the new programme Erasmus+.

Beyond its individual benefits, student mobility triggers also **systemic changes in the European education and training systems**. Erasmus+ will continue to support policies and practices in Member States in the directions agreed at European level under the Europe 2020 strategy, in facilitating policy development, reform implementation and sustainable improvements in education and training systems. It will pursue to ensure due consideration of youth issues within EU policy-making and helps bringing the European Union closer to young people. The mid-term evaluation of LLP has noted indeed significant European added-value, through enhanced policy cooperation and an increased European dimension (see result indicator 21). Institutional beneficiaries acknowledge the benefits in terms of improved content and practice in education and training (see result indicator 20). In the school education sector, cooperation supported by the Erasmus+ programme will contribute to continuous improvement of teachers' pedagogical skills. eTwinning, an Internet exchange platform providing pedagogical support for school teachers will further stimulate innovation in European school and training cooperation very cost-effectively. The extension of similar facilities to adult learning, as started in 2012, will continue in 2014 through the Electronic Platform for Adult Learning in Europe (EPALE). Backed by the LLP 2011 interim evaluation results, DG EAC in 2014 will in particular continue promoting digital literacy and other transversal competences such as entrepreneurship education across the sub-programmes. Besides, in the framework of the expert group on media literacy, this DG will follow-up discussions on **media literacy** (see below 4.3).

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 the level of higher education institutions (see result indicator 28) and at school level, through the Jean Monnet activities of Erasmus+. In 2014 the Jean Monnet activities will further increase teaching of specific EU issues relevant for graduates in their professional life (see result indicator 27).

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<sup>43</sup> ESN Survey 2011: Exchange, employment and added value.

<sup>44</sup> Study on the Professional Value of ERASMUS Mobility International, 2006, University of Kassel, Germany.

As for cooperation in higher education across the globe, the Erasmus+ Programme will draw lessons from the evaluation<sup>45</sup> of preceding **international cooperation programmes**.<sup>46</sup> **Erasmus+** will continue to contribute to strengthening academic cooperation (see result indicator 23), mobility (see result indicator 25) and the development of skills relevant for the labour market with a wide range of countries outside the EU (see result indicator 17). This cooperation will increase the quality of European higher education and increase the worldwide attractiveness of the EU as a top quality education and research destination. The new Erasmus+ joint degree programmes will continue to top quality in order maintain the current, high quality of its joint degrees. Results from ongoing projects which aim to promote EU higher education around the world, will be used to feed into dialogue on higher education policies with strategic partner countries and regions.

As from 2014, **Erasmus+** will be as well the **EU programme addressing Youth**, a pivotal instrument to deliver the Youth strategy and the Youth on the Move flagship initiative. The programme's added value will continue to relate to its effectiveness as regards two main objectives of the youth policy: the enhancement of the human resources in Europe through a particular support to non-formal learning experiences with a European dimension (see result indicators 15 and 17) and the development of the active citizenship (including European citizenship) of young people (see result indicator 19). Beyond its direct individual benefits to about 4 million of people until 2020, the programme will continue to trigger **systemic changes** through the support to over 125 000 institutions and organisations over its time span (see result indicator 24); the European Voluntary Service 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. In terms of efficiency, organisation of transnational youth mobility schemes at European level allows economies of scale. 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. They will actively continue to target young people with fewer opportunities, a unique feature compared to other programmes. They have been considered relevant by the participating young people and other stakeholders, comparing positively with youth programmes organised in Member States.

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<sup>45</sup> 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.

<sup>46</sup> 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.



***Measures taken for optimising an economic, efficient and effective implementation of the programme***

So as to allow the continuation and improvement of all these actions, DG EAC in 2014 will focus on implementing the new legal basis for the single programme Erasmus+ 2014-2020. This will also be a priority in terms of communication (see annex 6). As evidenced by the integration of the predecessor programmes into LLP, this **wider single programme** combining 7 previous programmes will increase again efficiency and effectiveness, while reducing the current risk of under-funding. It will be easier to access for applicants. Building on the success and good practices from previous programmes, it will strengthen the links between the different education and training sectors, as well as between formal, non-formal and informal learning, and as such will improve the Programme's contribution to making lifelong learning a reality. Erasmus+ includes activities such as knowledge alliances and sector skills alliances to support a larger participation of enterprises and therefore promote growth, innovation and employability. It gives also a stronger focus to teachers and staff mobility to **ensure long lasting impacts** on education systems (see result indicator 20). In the framework of the new programme, particular attention will be given to support individuals linguistically and to monitor the contribution of the programme to fostering language skills (see result indicator 26). The DG aims for that purpose to provide a new online service to assess linguistic progress achieved by participants over their mobility period and to offer them optional relevant online courses. In terms of efficiency, **further simplifications** have been prepared (e.g. lump sums, e-applications). Finally, more European cooperation projects, notably the Strategic Partnerships, will be managed at the national level, through the National Agencies, in order to ensure **better relevance to national priorities** and to achieve **greater critical mass**.

DG EAC applies the principle of economy in particular through the respect of appropriate procurement procedures so as to minimize the cost of inputs. Concerning efficiency and effectiveness, the DG has planned monitoring and evaluation work as mentioned in annex 5. Achievements concerning sound financial management will be presented in its Annual Activity Report.

<b>ABB activity: 15.02</b>					
<b>Financial resources</b> (€ in commitment appropriations)			<b>Human resources</b>		
Operational expenditure	Administrative expenditure (managed by the service)	Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
1 520 606 184	36 311 108	1 556 917 292	259	52	311

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European **Cooperation in the Youth field** (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**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:

Spending  
 Non-spending

**a) 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;

**b) 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 solidarity.

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

PRELIMINARY COMMENT: New indicators or breakdown for target groups emerge for the 1<sup>st</sup> time in Erasmus+, therefore there is no baseline and the individual milestones and the final target 2020 are under construction. They will be determined in 2014, based on the individual measurements made in the course of the year.

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

### \* Result indicator 15: Learning mobility opportunities through Erasmus+

**Definition:** Number of mobile students, young people, lecturers, teachers, trainers, education staff and youth workers having benefited of a mobility under Erasmus+

**Source:** EU reporting through Erasmus+ IT tool

**Unit:** B3

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
2 700 000	460 552	464 271	483 576	536 034	620 364	710 862	More than 4 million <sup>47</sup>
a) E&T	397 982	401 363	420 659	459 390	529 034	604 465	3 496 099
b) Youth	62 570	62 908	62 917	76 645	91 330	106 397	676 848

<sup>47</sup>

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.

**\* Result Indicator 16: Formal recognition of participation (Erasmus +)**

**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:** not yet available. See preliminary comment.

**Unit:** B3/D1

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Total							
a) E&T: not yet available. See preliminary comment							
b) Youth: 26%		35%		45%			65%

**\* Result indicator 17: Better skills for participants (Erasmus +)**

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

**Source:** Individual participant report to be submitted under Erasmus+

**Unit:** B3

See preliminary comment

Baseline (2010)	Milestones (to be revised)						Target 2020
	2014	2015	2016	2017	2018	2019	
75%		77%		80%			85%
a) E&T: not yet available							
b) Youth: not yet available							

**Result Indicator 18: 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+

**Unit:** B3

Baseline (2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
See preliminary comment							

**Result Indicator 19: 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+

**Unit:** D1

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

<b>Main outputs</b>			
<b>a) Main policy outputs to be delivered in 2014</b>			
See under specific objective 1.3			
<b>b) Other relevant activities to be implemented in 2014</b>			
See under specific objective 1.3 ; Grand Coalition for Digital Jobs			
<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs <sup>48</sup>		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
*Staff (HE-VET - Schools -Adult - Youth)	F	83 403	744 834
	P		
a) HE-VET - Schools -Adult	F	71 451	653 461
	P		
b) Youth workers	F	11 862	91 373
	P		
Students (HE)	F	223 857	1 858 069
	P		
Students (VET)	F	77 554	673 784
	P		
Young people	F	62 570	585 475
	P		
Of which learners with fewer opportunities	F	15 500	40 500
	P		
Masters (Loan guarantees)	F	10 656	19 4371
	P		
Operating grants for National Agencies	F	60	385
	P		
*Users of Euroguidance	F	Not yet available	Not yet available
	P		
*Users of Eurodesk network: Information enquiries were answered through the Eurodesk network People reached at information sessions, presentations, workshops and public events	F	140 000 650 000	1 000 000 4 500 000
	P		

<sup>48</sup> As regards breakdown by country/sector, the public source of the reporting on indicators stipulated in the legal basis is to be defined.

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European **Cooperation in the Youth field** (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**Specific Objective 1.2:** To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation **at the level of institutions/organisations**<sup>49</sup>:

- Spending  
 Non-spending

**a) in education and training:** between education and training providers and other stakeholders;

**b) in youth work:** between organisations in the youth field and other stakeholders.

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### Result indicator 20: 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+

**Unit:** B3

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
To be revised (see preliminary comment)  50%		55%		65%			70%

### Main outputs

#### a) Main policy outputs to be delivered in 2014

See under specific objective 1.3

#### b) Other relevant activities to be implemented in 2014

See under specific objective 1.3

First European ranking of a number of higher education institutions worldwide thanks to the new independent and multidimensional U-Multirank tool

<sup>49</sup> As regards breakdown by type of organisations/country/sector, the public source of the reporting on indicators stipulated in the legal basis is to be defined.

c) Expenditure-related outputs to be delivered in 2014			
Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
*Strategic partnerships	F	1 675	19 417
	P		
*Knowledge alliances/Sectoral Skills Alliances	F	13	342 <sup>50</sup>
	P		
*Web Platforms	F	3	3
	P		

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<sup>50</sup> With a view to addressing skills gaps and foster entrepreneurship by improving curricula and qualifications through the worlds of work and education, over 2014-2020, Knowledge Alliances aim at gathering: 1 500 higher education institutions and enterprises and Sector Skills Alliances: 2 000 education and training providers and enterprises.

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European **Cooperation in the Youth field** (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**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:

- Spending  
 Non-spending

**a) 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;

**b) 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 level.

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### Result indicator 21: Impact of EU coordination on national policy development (Education and training; youth)

**Definition:** Number of Member States making use of the results of the OMC in their national policy developments measured by the aggregate progression rate of Member States implementing European transparency tools in education and training (recommendation on the European Qualification Framework (EQF) and recommendation on the validation of non-formal and informal learning).

**Source:** DG EAC

**Unit:** A3/B2

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Aggregate progression rate: 24%					80%		100%

### Result Indicator 22: Implementation of European Transparency tools in vocational education and training (ECVET and EQAVET)

**Definition:** Number of countries having established a national approach to quality assurance in line with the European Quality Assurance for Vocational Education and Training (EQAVET)

**Source:** EQAVET secretariat survey

**Unit:** B2

**Definition:** Number of countries introducing European Credits for Vocational Education and Training (ECVET) in their national systems through a political decision and/or tests. (An evaluation of ECVET will be carried out in 2014, following which the concept may be revised; milestones have therefore not been defined beyond 2015).

**Source:** Cedefop monitoring survey

**Unit:** B2

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
ECVET: 10	12	15	n.d.	n.d.	n.d.	n.d.	All MS
EQAVET: 23	24	25	28	28	28	28	All MS

<b>Main outputs</b>			
<b>a) Main policy outputs to be delivered in 2014</b>			
<u>Commission Report</u> on a <u>Policy framework to increase achievements in basic skills</u> ( <i>April 2014</i> )			
<u>Commission Report</u> on the implementation of the Recommendation of the European Parliament and the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) ( <i>June 2014</i> )			
Report on the evaluation of the European Centre for the <u>Development of Vocational Training (CEDEFOP)</u> ( <i>March 2014</i> ) and <u>Recast</u> of the CEDEFOP Regulation			
<u>Staff Working Document</u> on the quality and efficiency of <u>adult learning</u> ( <i>2014</i> )			
<b>b) Other relevant activities to be implemented in 2014</b>			
<u>European Semester</u> outputs including Country Specific Recommendations and Council conclusions			
<u>OMC: ET 2020</u> working group deliverables peer reviews on national policy developments and ET 2020 stocktaking			
Adoption of a <u>European benchmark</u> on foreign language learning			
European <u>network of National literacy organisations</u> to start delivering			
Erasmus+ <u>Programme Committee</u> and renewed mandates for the Executive Agency EACEA			
Contributing to the planning of <u>European Structural Investment Funds 2014-20</u> (Partnership Agreements, Operational Programmes) to ensure that the funding follows the policy priorities defined under Europe 2020, ET2020 and the Youth Strategy			
<u>Youth portal</u> : further development			
<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
Support for policy reform	F	N/A	
	P		



## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European **Cooperation in the Youth field** (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**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:

*a) in education and training:* by increasing the attractiveness of European higher education institutions;

*b) in the field of youth:* in particular as regards the role of youth workers and support structures for young people.

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

- Spending  
 Non-spending

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

### \* Result indicator 23: Involvement of non-EU higher education institutions (Erasmus+)

**Definition:** Non-EU higher education institutions (HEIs) involved in credit and degree mobility actions as well as in capacity building projects under the Erasmus+ programme, having signed an institutional agreement with an EU HEI

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

**Unit:** C4

Baseline (2013)	Milestones <sup>51</sup>						Target 2020
	2014	2015	2016	2017	2018	2019	
1 000	1 000		1 100		1 200		1 300

### \* Result indicator 24: 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 under the Erasmus+ programme

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

**Unit:** D1

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

<sup>51</sup> These figures come from the numbers of non EU HEIs having participated in EM and Tempus from 2009 to 2013.

**\* Result Indicator 25: EU students going to non-EU countries and vice versa (Erasmus+)**

**Definition:** Number of higher education students receiving support to study in a third country, as well as the number of students coming to study in a participating country

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

**Unit:** C4

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Not available				42 000			135 000

**Main outputs**

**a) Main policy outputs to be delivered in 2014**

See under specific objective 1.3

**b) Other relevant activities to be implemented in 2014**

See under specific objective 1.3

Regional and bilateral policy dialogue with key partner countries: In 2014 these key partners will include, but not be limited to countries covered by the Neighbourhood Policy, Southern Mediterranean, Eastern Partnership, Western Balkans, Africa and the BRICs.

Joint public presentation of the outcomes of cooperation with key partner organisations (e.g. OECD)

**c) Expenditure-related outputs to be delivered in 2014**

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
International Student and Staff Mobility H4 <sup>52</sup>	F	17 775 <sup>53</sup>	140 295
	P		
International HE capacity building	F	111	876
	P		
International youth capacity building projects	F	93	655
	P		

<sup>52</sup> Including organisation of mobility fees.

<sup>53</sup> For actions financed from Heading 4 – international credit mobility and capacity building in HE – the number of outputs will be defined once the 2014 external programming exercise has taken place.

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**Specific Objective 1.5:** To improve the teaching and learning of **languages** and promote the Union's broad linguistic diversity and intercultural awareness

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 26: Language skills of participants (Erasmus+)

**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+

**Unit:** A3/B3

#### See preliminary comment

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
80%		83%		85%			88%
a) E&T: not yet available							
b) Youth: not yet available							

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the European dimension in sport in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 27: Students trained through Jean Monnet activities (Erasmus+)

**Definition:** Number of Students directly exposed to teaching courses on European Union issues co-funded by the Jean Monnet Programme

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

**Unit:** C4

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 28: 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

**Unit:** C4

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

### Main outputs

#### a) Main policy outputs to be delivered in 2014

#### b) Other relevant activities to be implemented in 2014

See under specific objective 1.3

#### c) Expenditure-related outputs to be delivered in 2014

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
Jean Monnet projects	F	215	
	P		

## DEVELOPING THE EUROPEAN DIMENSION IN SPORT

In its 2011 Communication *Developing the European Dimension in Sport*<sup>54</sup>, the Commission announced a number of initiatives, which DG EAC will continue to prepare and implement. In 2014, in order to tackle the direct and indirect social and economic costs of physical inactivity and as a contribution to quality of life in Europe, this DG will facilitate the implementation of the **Council Recommendation on Health-Enhancing Physical Activity**, adopted in 2013 on the basis of a Commission proposal. The initiative aims at supporting Member States in developing and implementing more effective policies in this field. The Recommendation will set in place a new monitoring process based on 23 indicators, in close cooperation with the World Health Organisation. This will be a communication priority in 2014 (see annex 6).

Moreover, the DG will contribute to preparing the **new European Union Work Plan for Sport (2014+)**, which the Council is expected to adopt in 2014 for the next few years through its 2013 report on the implementation and relevance of the previous Work Plan. The DG will support new expert groups which will be set up in this context and contribute with substance (e.g. studies –see annex 4) to the implementation of the Work Plan.

The DG will continue to participate, on behalf of the EU and along negotiating directives adopted by the Council on the basis of a Commission proposal, in the preparation of a future international **Convention of the Council of Europe to combat the manipulation of sports results**. The European Union participates in the negotiations with the objective of ensuring that the provisions of the future Convention are aligned with EU policies in the areas of sport, online gambling and fight against corruption (see [result indicator 29](#)).

The objectives of the Treaty in the area of sport will also be pursued in 2014 in implementing the first ever EU programme in that field with the **new Sport Chapter of Erasmus+ 2014-2020**,<sup>55</sup> making the best of the lessons learnt from the 2009-2013 Preparatory Actions in the field of sport. According to evaluation findings, the transnational projects funded demonstrated EU added value, in particular through addressing issues with a cross-border element, developing the European dimension in sport, strengthening networks and kick-starting co-operation between organisations working on sport around Europe (see [result indicator 30](#)). Erasmus+ Sports will support grassroots sport activities in the Member States and promote European policy cooperation in the field of sport. It will support European networks, providing opportunities for cooperation among stakeholders and the exchange of know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping to reduce the social and economic costs of physical inactivity (see [result indicator 31](#)). 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.

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<sup>54</sup> COM(2011)12 of 18.01.2011.

<sup>55</sup> COM(2011)788 of 23.11.2011.

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the **European dimension in sport** in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**Specific Objective 1.7:** To tackle cross-border **threats to integrity of sport** such as doping, match fixing, violence as well as all kind of intolerance and discrimination

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 29: Results used to fight against threats to sport

**Definition:** % of Erasmus+ sport organisations<sup>56</sup> that use the results of cross-border projects to fight against threats to sport

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

**Unit:** D2

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

### Main outputs

#### a) Main policy outputs to be delivered in 2014

#### b) Other relevant activities to be implemented in 2014

EU Work Plan for sport (to be adopted by the Council in May 2014)

#### c) Expenditure-related outputs to be delivered in 2014

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2014		
Sport activities	F	14	61
	P		

<sup>56</sup> \*The size of membership of sport organisations applying for, and taking part in the Programme, by country is monitored in EU funded projects.

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the **European dimension in sport** in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**Specific Objective 1.8:** To support **good governance in sport** and dual careers of athlete

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

Spending

Non-spending

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

### \* Result indicator 30: Results used to improve good governance in sport and dual careers

**Definition:** % of Erasmus+ sport organisations that use 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

**Unit:** D2

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

### Main outputs

#### a) Main policy outputs to be delivered in 2014

#### b) Other relevant activities to be implemented in 2014

See under specific objective 1.7

#### c) Expenditure-related outputs to be delivered in 2014

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
Sport activities	F	21	123
	P		

## ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of partner countries in the field of higher education and to developing the **European dimension in sport** in line with the Union work plan for sport, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

**Specific Objective 1.9:** 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**

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 31: Results used to enhance social inclusion, equal opportunities and sport participation rates

**Definition:** % of Erasmus+ sport organisations that use 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

**Unit:** D2

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

### Main outputs

#### a) Main policy outputs to be delivered in 2014

#### b) Other relevant activities to be implemented in 2014

See under specific objective 1.7

#### c) Expenditure-related outputs to be delivered in 2014

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2014		
Sport activities	F	16	182
	P		



#### 4.2. TO DEVELOP THE HUMAN CAPITAL IN THE FIELD OF RESEARCH AND THE INNOVATION CAPACITY IN THE EUROPEAN UNION

The highest priority for 2014 in these areas will be the implementation of the new **Framework Programme for Research and Innovation, Horizon 2020**, in which DG Education and Culture 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, and the European Institute of innovation and technology, on the other hand. In operating simultaneously in the fields of research and education, both ensure the reinforcement of the knowledge triangle and contribute to reach the objectives laid down in the **Innovation Union** flagship initiative (see 3.2). On a more specific note, this DG will contribute in 2014 to the **EU-Russia Year of Science 2014** promoting EU-Russia cooperation in research, higher education and innovation.

##### **Fostering the mobility, training and career development of researchers**

The **Marie Skłodowska-Curie Actions** are a key component of the new Horizon 2020 Programme. These actions remain opened to researchers from all nationalities and contribute to the competitiveness of Europe by supporting a knowledge based economy (see 3.2). Against the background of growing competition at world level, these actions in 2014 will further encourage European researchers to stay in Europe and strive to attract the best from abroad (see result indicator 35). A particular focus will remain on the **mobility of young researchers** (see result indicator 32) and the collaboration between young and “star” researchers so as to increase the employability (see result indicator 33) and the career prospects of the former in both public and private sectors. The *interim evaluation* of certain actions<sup>57</sup> found that these are strengthening the research capacity of the EU through an increase in the quality and quantity of researchers.

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

Through the Marie Skłodowska-Curie Actions the cooperation between universities, research organisations and **businesses**, including SMEs, from different countries will be strengthened. Businesses are more and more encouraged to be more involved in the career development of experienced researchers as well as in doctoral training so that skills better match industry needs (see result indicator 36).

In line with the **Commission’s Charter and Code for 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

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<sup>57</sup> COFUND and Individual Fellowship Actions.

indicator 33). Throughout Europe, they furthermore offer support to knowledge-sharing between (public/private) sectors and research organisations. They equally allow for a strong participation of women in research and development (see result indicators 34 and 36).

In order to pursue these beneficial aspects in 2014, DG EAC will contribute to implement the first Work Programme for Marie Skłodowska-Curie Actions adopted in 2013.

<b>ABB ACTIVITY 15.03 Relevant general objective 2</b> To foster <b>training and career of researchers</b> through international and cross-sector mobility and to develop the innovation capacity in Europe with a view to promoting a knowledge-based, innovative, sustainable and inclusive Europe  <i>Through this specific objective, DG Education and Culture contributes to the following General Objectives of DG Research and Innovation:</i> <ul style="list-style-type: none"> <li>To create the best conditions for EU's researchers and entrepreneurs to innovate</li> <li>To create a unified research area in which researchers, scientific knowledge and technology circulate freely</li> <li>To raise the level of excellence in Europe's science base</li> </ul>							
<b>Specific Objective 2.1:</b> Excellent science – <b>Marie Skłodowska-Curie actions</b> – 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 <i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)							
<b>Result indicator 32: Cross-sector and cross-country circulation of researchers (MSCA)</b> <b>Definition:</b> Number of Researchers, including PhD candidates, funded through the Marie Skłodowska-Curie Actions (MSCA) <b>Source:</b> CORDA, reports/estimations from Research Executive Agency <b>Unit:</b> C3							
Baseline (2007-2013)	Milestones <sup>58</sup>						Target 2014-2020
	2014	2015	2016	2017	2018	2019	
50 000 researchers (~ 10 000 PhD candidates)	7 500 researchers (~ 3 000 PhD candidates)			34 000 researchers (~ 13 000 PhD candidates)			65 000 researchers (~ 25 000 PhD candidates)

<sup>58</sup> Cumulative figures based on EU28 budget; the milestones have been adapted according to the EU28 budget.

**Result Indicator 33: 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)<sup>59</sup>

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

**Unit:** C3

Baseline (2013) <sup>60</sup>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
95,4% <sup>61</sup>				95%			95%

**Result Indicator 34: Participation of women in MSCA**

**Definition:** % of women participating in the MSCA actions.

**Source:** CORDA

**Unit:** C3

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
36,7% <sup>62</sup>				38%			40%

**Result Indicator 35: Excellence of MSCA researchers**

**Definition:** Number of peer-reviewed publications resulting from MCA/MSCA funded projects

**Source:** Project reporting; Continuous open data acquisition

**Unit:** C3

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
5 500				10 000			15 000

<sup>59</sup> As the first data for the MSCA will only be available in 2019, it is proposed to cumulate MCA/MSCA data.

<sup>60</sup> The baseline still concerns the Marie Curie Actions under the 7<sup>th</sup> 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.

<sup>61</sup> 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.

<sup>62</sup> The baseline still refers to the MCA under the 7<sup>th</sup> 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.

### Result Indicator 36: 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

**Unit:** C3

Baseline <sup>63</sup> (2013)	Milestones						Target [2020]
	2014	2015	2016	2017	2018	2019	
24,3% (of which 73,8% SMEs)			27%				30%
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
N/A							
<b>b) Other relevant activities to be implemented in 2014</b>							
Renewed mandate for the Executive Agency REA							
Launch of a study on promoting research careers – taking into account the perception and attractiveness of research careers as well as aspects impacting on research careers like dual careers or restarting a research career after a break							
<b>c) Expenditure-related outputs to be delivered in 2014</b>							
Outputs		Number of outputs foreseen (F) and produced (P)		Total by 2020			
		2014					
Grants	F	1 380	9 800				
	P						
Prizes	F	-					
	P						
Procurement	F	3	N/A				
	P						
Financial instruments	F	-					
	P						
Experts	F	ca. 2000 <sup>64</sup>	N/A				
	P						
Others	F	-					
	P						

<sup>63</sup> The baseline of this indicator refers to the indicator *% of private enterprises as host organisations in actions supported by MCA* under the 7<sup>th</sup> 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.

<sup>64</sup> Extrapolated from 2012 data in taking into account the specificity of the new Marie Skłodowska-Curie Action, this figure does not relate to the participation in evaluation.

## **Integrating the knowledge triangle of research, innovation and education**

DG EAC will implement in 2014 the **Strategic Innovation Agenda** and the **amended EIT Regulation** following their adoption by the European Parliament and the Council.<sup>65</sup>

As from 2014, the **European Institute of Innovation and Technology (EIT)**<sup>66</sup> will contribute to the objectives of Horizon 2020 from which it will receive a financial contribution (see 3.2). The priority of the EIT remains fostering innovation activities "from the research to the market", in areas of societal challenges (at present ICT, climate change, sustainable energy), resulting in new products and processes (see [result indicator 38](#)). It will continue in 2014 to promote and integrate the three components of the knowledge triangle in an innovative way and will **extend the KIC method to two new areas**: "raw materials" and "healthy living and active aging", with three more KICs planned until 2020.

Considering that the first Knowledge and Innovation Communities (KIC) started their work in 2010 with the support of the EIT (75% of KIC budget coming from other sources of funding – see [result indicator 39](#)) and that conditional financial autonomy was granted to the Institute in 2011, DG Education and Culture will continue to help the EIT in the course of 2014 to become fully operational and KICs to comply with their performance indicators while preparing for the timely selection of future KICs.

Given the constrained timescale and its inherent novelty, the EIT has broadly met its key operational objectives according to its first *external evaluation*. Not only the population of organisations collaborating within KICs to the integration of the knowledge triangle (see [result indicator 37](#)) but also the dissemination of innovations beyond is being developed. However a number of tensions and challenges have been evident in the process of its establishment. Moreover the aforementioned Strategic Innovation Agenda package represents an exceptional challenge (see 3.2). That is why DG EAC will again adjust in 2014 its **temporary strengthened support to the EIT headquarters** to optimise the EIT's capabilities and to facilitate its transition towards the future.

As mentioned above, there is also scope 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 design and deliver new courses (see 4.1).

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<sup>65</sup> COM(2011)817 and COM(2011)822 of 30.11.2011.

<sup>66</sup> Regulation (EC) 294/2008.

## ABB ACTIVITY 15.03 Relevant general objective 2

To foster training and career of researchers through international and cross-sector mobility and to develop **the innovation capacity in Europe** with a view to promoting a knowledge-based, innovative, sustainable and inclusive Europe

Through this specific objective, DG Education and Culture contributes to the following General Objectives of DG Research and Innovation:

- To create the best conditions for EU's researchers and entrepreneurs to innovate
- To strengthen the EU's industrial leadership and competitiveness
- To address Societal Challenges across the Union

**Specific Objective 2.2: The European Institute of Innovation and Technology** – to integrate the knowledge triangle of research, innovation and education and thus to reinforce the Union's innovation capacity and address societal challenges

Spending  
 Non-spending

Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)

**Management mode:**  Direct DG  Indirect Executive Agencies  Indirect (through KICS (EIT))

### Result indicator 37: 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

**Unit:** C2

Baseline (period 2010-2012 with 3 KICs)	Milestones						Target 2020 <sup>67</sup>
	2014	2015	2016	2017	2018	2019	
200	240			400			540

### Result Indicator 38: Innovative deliverables inside KICs

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

**Unit:** C2

Baseline (period 2010-2012)	Milestones						Target 2020 <sup>68</sup>
	2014	2015	2016	2017	2018	2019	
33 start-ups and spin-offs	30			220			600 start-ups and spin-offs
210 innovations	300			2200			6 000 innovations

<sup>67</sup> 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.

<sup>68</sup> 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.

### Result Indicator 39: 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

**Unit:** C2

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
360 million Euro				3 039 million Euro			8 043 million Euro from non-EIT financial sources mobilised, corresponding to 75% funding of the total KICs budget

#### Main outputs

##### a) Main policy outputs to be delivered in 2014

N/A

##### b) Other relevant activities to be implemented in 2014

Raw materials' and 'healthy living and active ageing' resulting in the designation of two new KICs by Q4/2014 in two fields

Setting up of a simplification agenda including benchmarks

Setting up of a Stakeholder Forum

Outreach and dissemination activities

##### c) Expenditure-related outputs to be delivered in 2014

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
Grants	F	0	
	P		
Prizes	F	N/A	
	P	N/A	
Procurement	F	15	
	P		
Experts	F	3	
	P		
Others (Contribution to the EIT- Title 1 and 2 – Governing Structure)	F	1	
	P		

***Measures taken for optimising an economic, efficient and effective implementation of the EAC related part of the programme.***

The programme will in particular implement 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 will enable continent-wide competition to select the best proposals, thereby raising levels of excellence and providing visibility for leading research and innovation. Furthermore, in terms of communication, DG EAC will launch communication activities promoting training and career development possibilities for researchers, targeting in particular PhD candidates and private enterprises, and outreach activities.

A major effort was made as well to simplify the Research framework programme with Horizon 2020 and to reduce 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 future Marie Skłodowska-Curie Actions.

With regard to the EIT, the Strategic Innovation Agenda introduces the obligation for the Institute to set up a simplification agenda with concrete benchmarks. Moreover, the EIT governance has been streamlined. For instance, the Governing Board has been reduced in number and provisions have been introduced to facilitate the relationship between the EIT and the Knowledge and Innovation Communities (KICs).

<b>ABB activity: 15.03</b>					
<b>Financial resources</b>			<b>Human resources</b>		
<b>(€) in commitment appropriations</b>					
Operational expenditure	Administrative expenditure (managed by the service)	Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
966 671 359	3 749 726	970 421 085	22	9	31



### 4.3. DEVELOPING CULTURAL DIVERSITY AND ENHANCING THE COMPETITIVENESS OF THE CULTURAL AND CREATIVE SECTORS IN EUROPE

On the **policy side**, the **Work Plan for Culture** for 2011-2014 adopted by the Council in 2010 set the priorities for the cooperation between Member States on culture, with the objective of improving the coherence and visibility of European action. The Council invited the Commission to “adopt, before the end of the first half of 2014 and on the basis of voluntary contributions from Member States, a final report on the implementation and relevance of the Work Plan. This report will be the basis for the preparation of the next Work Plan during the second half of 2014”.

Union action under the **European agenda for Culture** (see 3.2) will continue in 2014 to include policy cooperation aiming for instance at the effective organisation of dialogue on cultural issues at European level (see result indicator 52), as well as better mainstreaming of the cultural dimension in other Union policies with a view to contributing to growth, employment (see result indicator 46) and cultural diversity. In the field of **external cultural relations**, the objective for the EU will be to proceed with the conclusion and signing of an agreement on cultural cooperation with Colombia and Peru. DG EAC will support the Council in adopting conclusions in that regard. These issues will be communication priorities in 2014 (see annex 6).

In 2014, 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 growth and jobs in the EU.<sup>69</sup> These contribute indeed to territorial development, innovation and job creation - e.g. European Capitals of Culture, translation of fiction, EU Prizes, etc. DG EAC will inter alia fully participate in the in-depth review of the copyright framework. In 2014, DG Education and Culture will also finalise a Commission Proposal for a **Council Recommendation on the challenges and opportunities for the European film industry in the digital era**. This initiative will recommend a number of actions in order to enable the EU film industry to take full advantage of digital technologies and new market developments through the active involvement of all relevant actors.

Moreover a large number of EU policies and programmes have an impact on **cultural heritage**. There is nevertheless no overall approach giving visibility to these actions, whereas a number of them have a clear potential to contribute to smart and inclusive growth. For that reason, DG EAC will prepare a *Communication on cultural heritage* to identify areas of specific European added value in an EU 2020 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), as well as to highlight all EU policies and instruments which contribute to promoting, preserving and fully exploiting cultural heritage for growth and social cohesion.

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<sup>69</sup> COM(2012)537 of 26.9.2012.

In the field of **Media Literacy**, further progress is also planned for 2014. Following the studies on criteria for assessing media literacy levels carried out since 2010, the Commission – through its Media Literacy Expert Group – will coordinate a first pilot assessment exercise to know better media literacy levels at school which will be carried out by a number of Member States. The Commission will also take stock of the debate launched in 2012 on the inclusion of *media* literacy in the compulsory education curriculum. The Commission will adopt in 2014 a report of development on media literacy at EU level (see 4.1). Furthermore, based on the expert report issued in 2012 on the situation of **film literacy** throughout Europe, DG EAC will support actions for that purpose under the MEDIA Sub-Programme of the "Creative Europe" programme 2014-2020.

On the **funding side**, Union action in this area will above all continue in 2014 to take the form of financial support granted under the **European Structural and Investment Funds** and the **Creative Europe Programme 2014-2020**.<sup>70</sup> The latter co-funds trans-national cooperation projects in the audiovisual industry and the other cultural and creative sectors through its specific Cultural and MEDIA sub-programmes. These activities will again take the form of film and audiovisual projects, festivals, international exhibitions, artistic tours, literary translations, conferences, etc. As from 2014 the new programme will confirm what the mid-term evaluation of the Culture Programme evidenced. The Creative Europe Programme will continue to play a unique role in stimulating at EU level cross-border cooperation between cultural operators (contributing to Youth on the Move), fostering the professionalisation and internationalisation of the sectors (see result indicator 45), and helping the international careers of thousands of artists/cultural professionals (see result indicator 46), as well as increasing the access of European citizens to non-national European works (see result indicator 44). 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 indicator 40). The new programme will further contribute to the development of content which is essential for growth and jobs (New Skills and Jobs flagship initiative), and stimulates innovation (Innovation Union agenda).

Another milestone in 2014 will be the finalisation of discussions on the proposal made by the Commission in 2012 for a decision of the European Parliament and of the Council on **the European Capitals of Culture for the years 2020 to 2033**. The European Capitals of Culture (ECoC), which were created in 1985, have become a highly visible deliverable of the EU. Their aim is to promote cultural diversity and exchanges, as well as the long-term development of cities. As indeed the results of the ex-post evaluation of the 2011 Capitals of Culture confirmed ECoC stimulates investments in cultural and other infrastructure that would otherwise not have taken place. Cultural activities continue beyond the title year and can also have long-term positive impacts related to economic, social, tourism and urban development objectives. The leverage effect in some Capitals has been estimated to generate up to 8 euros in return per each euro invested and the title helps to generate between € 15 and 100 million of investment in the cultural programmes of the cities. In 2014, this DG will prepare more particularly Commission Recommendations for the European Capital of Culture 2019.

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<sup>70</sup> COM(2011)785 of 23.11.2011.

The **MEDIA sub-programme** of the Creative Europe Programme 2014-2020 will be as from 2014 the main Union instrument in the audiovisual domain (e.g. about 300 new films supported every year representing 50% of European films displayed on screen). It will continue to support non-national European audiovisual works (see result indicators 42 and 44), both upstream (training and development) and downstream (cross-border distribution, promotion and exhibition) of the production process. Furthermore, more recent actions will continue to focus on the impact of digital technologies in this field (see result indicators 43). The added value of EU action measured through its overall leverage effect is indeed very significant. One euro invested from the MEDIA 2007 programme triggered the generation of € 6 from private financing sources, culminating in a multiplier of 14 in the funding of cinema network. As confirmed by its interim evaluation, the MEDIA 2007 Programme has achieved its main objective to improve the competitiveness of the European film industry (see result indicators 41 and 42) and contributes substantially to the promotion of cultural diversity in Europe (see result indicator 44). Films supported by MEDIA have above-average success in A-rated festivals (e.g. 9 out of 13 "Palme d'Or" between 2000 and 2013 were MEDIA supported films). Backed by these evaluation results, this new EU programme will aim in 2014 at bringing even more added value to national interventions and demonstrating a similar or higher impact in the reduction of imbalances between European countries of high and low audiovisual production capacity.

Moreover in a global context of tough **global competition in the audiovisual market**, the new Creative Europe Programme will succeed to the MEDIA Mundus programme (2011-2013) so as to contribute to offer the consumer a larger choice by bringing more culturally diverse products to European and international markets (see result indicator 41) and by creating new business opportunities. It will keep on supporting cultural and commercial sustainable cooperation between professionals of the audiovisual industry from the EU and from third countries.

The cross-sectorial strand of Creative Europe fosters on one hand transnational policy development, on the other hand facilitates access to finance for SMEs active in cultural and creative sectors (see result indicator 47). It will pursue previous support to the network of information offices (new Creative Europe desks) throughout Europe. Building on the experience of the MEDIA Production Guarantee Fund, the new **financial facility**, to be progressively rolled out as from 2016, will give better access to bank loans for SMEs active in the cultural and creative sectors (see result indicators 48 and 49), with a wider geographical and sectorial coverage (see result indicators 50 and 51).

***Measures taken for optimising an economic, efficient and effective implementation of the programme***

A number of **simplification** measures (online application process, lump sums) will be in place as from 2014. Moreover, a network of combined national desks for both MEDIA and Culture will be established in order to exploit **synergies** and increase efficiency.

DG EAC applies the principle of economy in particular through the respect of appropriate procurement procedures so as to minimize the cost of inputs. Concerning efficiency and effectiveness, the DG has planned monitoring and evaluation work as mentioned in annex 5. Achievements concerning sound financial management will be presented in its Annual Activity Report.

<b>ABB activity: 15.04</b>					
<b>Financial resources</b>			<b>Human resources</b>		
<b>(€) in commitment appropriations</b>					
Operational expenditure	Administrative expenditure (managed by the service)	Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
149 913 100	14 329 900	164 243 000	55	11	66

## ABB ACTIVITY 15.04 Relevant general objective 3

To foster the safeguarding, development and promotion of European **cultural and linguistic diversity and cultural heritage**, to strengthen the competitiveness of the cultural and creative sectors, in particular the audiovisual sector, and to facilitate **people to people cultural contacts** worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe

**Specific Objective 3.1:** To promote the transnational **circulation** of cultural and creative works and operators and reach new audiences in Europe and beyond

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

Spending  
 Non-spending

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

### \* Result Indicator 40: 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

**Unit:** E2

Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline, first known results (2017) available in 2018 for the first time				46 million			80 million

### \* Result Indicator 41: Global audience of European films in cinemas (MEDIA Subprogramme)

**Definition:** Number of admissions for non-national European films in Europe and European films worldwide (10 most important non-European markets) based on the number of cinema tickets sold.

**Source:** Annual report of the European Audiovisual Observatory; Rentrak database (non-European markets)

**Unit:** E3

Baseline (2009)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU: 120 million				135 million			150 million
Worldwide: 117 million				135 million			165 million

### \* Result Indicator 42: Market share of European audiovisual works in Europe (MEDIA sub-programme)

**Definition:** % of European audiovisual works programmed in cinemas, TV and digital platforms in the EU

**Source:** annual report of the European Audiovisual Observatory

**Unit:** E3

Baseline (2009 & 2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Cinemas: 59%				59%			60%
TV: 66.4%				66.4%			67%
Digital platforms: 48,2%				55%			67%

**\* Result Indicator 43: Production of European video games (MEDIA sub-programme)**

**Definition:** Estimated turnover of companies producing video games a) in the Union; b) in the 5 largest national markets in the EU (DE, FR, IT, NL, UK)

**Source:** PWC Global entertainment and media outlook 2013-2017

**Unit:** E3

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU: €21,3 bn				€25bn			€30 bn
5 biggest markets €13,35 bn				€14,5bn			€16 bn

**Result Indicator 44: Supported circulation of non-national European films in Europe**

**Definition:** % of European non-national films programmed by Europa Cinemas Network across Europe

**Source:** Annual report of the European Audiovisual Observatory, Annual Report of the Europe Cinemas Network

**Unit:** E3

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
36%				38%			40%

**Main outputs**

**a) Main policy outputs to be delivered in 2014**

See under specific objective 3.4

**b) Other relevant activities to be implemented in 2014**

See under specific objective 3.4

**c) Expenditure-related outputs to be delivered in 2014**

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2014		

**MEDIA Strand:**

Distribution campaigns of European Non National films: number of projects.	F	762	5 566
	P		
Network of cinemas screening majority of European films: number of cinema networks	F	1	7
	P		
Film festivals and events: number of festivals and events	F	82	639
	P		
Film literacy initiatives: number of projects	F	11	96
	P		
New marketing and advertising tools: number of projects establishing e.g. film community platforms	F	13	96
	P		

<b>CULTURE Strand:</b>			
Cooperation measures, such as those supporting international touring	F	63	490
	P		
European networks, such as those promoting audience building	F	15	127
	P		
European platforms, such as those fostering international careers	F	5	47
	P		
Literary translations and promotional support	F	42	310
	P		
Special actions, such as Prizes, ECOC, European Heritage label	F	9	75
	P		
*Number of projects addressed to children, young people and under-represented groups and the estimated number of people reached	F	57	416
	P		

## ABB ACTIVITY 15.04 Relevant general objective 3

To foster the safeguarding, development and promotion of European cultural and linguistic diversity and cultural heritage, to strengthen the competitiveness of the **cultural and creative sectors**, in particular the audiovisual sector, and to facilitate people to people cultural contacts worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe

**Specific Objective 3.2:** To support the capacity of the European cultural and creative **sectors** to operate transnationally and internationally

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 45: Internationalisation of EU-supported cultural operators (Creative Europe)

**Definition:** Number of transnational partnership projects funded by the Creative Europe programme with the participation of operators from more than 3 countries

**Source:** Projects final reports

**Unit:** E2

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

### \* Result Indicator 46: Professionals with better skills and employability (Creative Europe)

**Definition:** Number of professionals (artists, cultural and creative operators, including audiovisual professionals) with learning experience gained through the Creative Europe programme which have increased their skills and employability

**Source:** Projects final reports

**Unit:** E2

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

### Main outputs

#### a) Main policy outputs to be delivered in 2014

See under specific objective 3.4

#### b) Other relevant activities to be implemented in 2014

See under specific objective 3.4



<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2014	
<b>MEDIA Strand:</b>			
New skills and networking: number of courses/workshops/events	F	47	367
	P		
Development of audiovisual projects (including TV production): number of projects	F	351	2 548
	P		
Support to co-production funds: number of co-production funds supported	F	4	38
	P		
Audiovisual markets, promotion tools and stands: number of projects	F	58	467
	P		
Innovative projects in the field of ICT applicable to AV industry: number of applications of ICT to the industry	F	4	38
	P		
<b>CULTURE Strand:</b>			
Cooperation measures, such as activities stimulating peer learning	F	42	327
	P		
European networks, such as those providing capacity building	F	10	70
	P		
European platforms, such as those providing a structure for international professional development	F	3	27
	P		
Special actions*, such as Prizes, ECOC, European Heritage label (*In the special action strand, the Melna Mercouri Prize (1.5 Eur Million) will be awarded each year to the European Capitals of	F	5	45
	P		

## ABB ACTIVITY 15.04 Relevant general objective 3

To foster the safeguarding, development and promotion of European cultural and linguistic diversity and cultural heritage, to strengthen the **competitiveness of the cultural and creative sectors**, in particular the audiovisual sector, and to facilitate people to people cultural contacts worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe

**Specific Objective 3.3:** 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 sectors

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 47: Guaranteed loan supply

**Definition:** Total volume of loans granted to SMEs in cultural and creative sectors in the framework of the financial facility<sup>71</sup>

**Source:** annual report from the European Investment Fund

**Unit:** E3

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

### \* Result indicator 48: Average default rate of loans

**Definition:** The average default range of loans granted to SMEs in cultural and creative sectors in the framework of the financial facility

**Source:** annual report from the European Investment Fund

**Unit:** E3

Baseline (2011) <sup>72</sup>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
10% (estimated)					9%		8%

### \* Result indicator 49: Leverage effect of guaranteed loans

**Definition:** 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 financial facility

**Source:** annual report from the European Investment Fund

**Unit:** E3

Baseline (2011) <sup>73</sup>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1 : 5,7 (estimated)				1:5,7			1:6

<sup>71</sup> 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.

<sup>72</sup> There is no EU wide financial instrument for the sector. An estimated 10% according to the ex-ante impact assessment of the Creative Europe programme.

<sup>73</sup> 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.

### Result Indicator 50: Diversity of guaranteed loan supply

**Definition:** Number and geographical spread of banks and other financial institutions providing access to finance for the cultural and creative sectors through the guarantee facility

**Source:** annual report from the European Investment Fund

**Unit:** E3

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
2 financial institutions from 2 Member States				7 financial institutions from 5 different Member States			10 financial institutions from 10 different Member States

### Result Indicator 51: Diversity of guaranteed loan beneficiaries

**Definition:** Number, national origin and sub-sectors of final beneficiaries benefitting from the financial facility<sup>74</sup>

**Source:** annual report from the European Investment Fund

**Unit:** E3

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

#### Main outputs

##### a) Main policy outputs to be delivered in 2014

See under specific objective 3.4

##### b) Other relevant activities to be implemented in 2014

See under specific objective 3.4

##### c) Expenditure-related outputs to be delivered in 2014

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	F	P	
Establishment of a Cultural and Creative Sectors Facility: number of loans provided by banks to operators			
	F	-	6 573
	P		

<sup>74</sup> Breakdowns by national origin, size and sectors of SMEs or organisations are provided in annual reports from the European Investment Fund.

## ABB ACTIVITY 15.04 Relevant general objective 3

To foster the safeguarding, development and promotion of European cultural and linguistic diversity and cultural heritage, to strengthen the competitiveness of the cultural and creative sectors, in particular the audiovisual sector, and to facilitate people to people cultural contacts worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe

**Specific Objective 3.4:** To support transnational **policy** cooperation in order to foster policy development, innovation, creativity, audience building and new business models

Spending  
 Non-spending

*Indicators highlighted with an asterisk(\*) below are mandatory (from programme legal basis)*

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

### \* Result indicator 52: 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 and the number of new initiatives to improve policy making

**Source:** Voluntary reports by EU MS

**Unit:** E1

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

#### Main outputs

##### \* a) Main policy outputs to be delivered in 2014: 4 items

Proposal for Council Decisions on the signing and conclusion, on behalf of the European Union, of the Agreement on Cultural Cooperation between the EU and its Member States, of the one part, and Colombia and Peru, of the other part (*January 2014*)

Communication on cultural heritage in EU policies and programmes ("Heritage 2020" - provisional title) (*June 2014*)

Commission Report to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the implementation of the Work Plan Culture 2011-2014 (*June 2014*)

Commission Report to the European Parliament and the Council on media literacy (*4th quarter 2014*)

##### b) Other relevant activities to be implemented in 2014

European Semester outputs

Council conclusions on heritage under Greek Presidency.

Open Method of Coordination (OMC) working groups foreseen in the 2011-2014 Work Plan for Culture should be convened three times over a 1,5 year period. In 2014 the last three OMC working groups foreseen will be operating on the following topics: Artists' Residencies; cultural awareness and expression, and access to finance for cultural and creative industries.

Contribution to the preparation of a new Work Plan for Culture 2015-2018.

Pilot projects on the economy of cultural diversity and in view of creating a European platform for festivals

Inter-service Group on Cultural and Creative Sectors with a focus on the follow up to the 2012 Communication on the promotion of cultural and creative sectors for growth and jobs in the EU.

2014 European Capital of Culture (Riga, Umeå) – completed – and 2015 European Capitals of Culture (Mons, Plzeň)

European Heritage Label to be granted to cultural sites

EU Prizes (the European Border Breakers Award, EU Cultural Heritage prize, the Contemporary Architecture prize, the 2013 Literature prize, the MEDIA prize)

Coordinated assessment on media literacy at school with a number of interested countries.

Establishment of the new Creative Europe desks and programme committee, as well as renewed mandates for the Executive

Agency EACEA  
 Regional and bilateral policy dialogue with key partner countries  
Preparatory action on Culture in EU external relations

**c) Expenditure-related outputs to be delivered in 2014**

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2014	
Network of Creative Europe desks	F	28	196
	P		
Studies, evaluations and policy analysis <sup>75</sup> (This also includes the European audiovisual observatory)	F	4	34
	P		
Transnational exchanges and networking	F	1	4
	P		
Testing new cross-sectorial approaches	F	-	4
	P		
Conferences, seminars and policy dialogue	F	4	30
	P		

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<sup>75</sup> See annex 4

#### 4.4. CORPORATE ACTIVITIES

On behalf of the Commission, DG Education and Culture manages two corporate activities to the benefit of all services of the Commission and other EU institutions or bodies: the **Central Library** (see below) and the **Traineeship Office** (see part 5).

<b>CENTRAL LIBRARY OF THE COMMISSION:</b>		
<b>Specific Objective: To develop collections on all subjects relating to European integration and to make them available to staff of the European Commission and other EU institutions, as well as to citizens</b>		
<i>Result Indicators</i>	<i>Source and baseline (2013)</i>	<i>Targets</i>
53. <b>Acquisition</b> of new relevant material relating to European integration  Number of new records in catalogue	20 000 new relevant records catalogued	Within the limits of the budget available, ensuring a steady annual increase of publications with a view to building collections on all subjects relating to European integration
54. Extension of the offer of <b>online resources</b>  On-line supply and demand	<ul style="list-style-type: none"> <li>• 1 900 specialist periodicals available on-line;</li> <li>• 130 000 online articles downloaded;</li> <li>• 2 500 searches per day in the ECLAS online catalogue</li> </ul>	Improving online and onsite access to information resources on a continuous basis.
55. Regular <b>consultation of users</b>  % of "satisfied" or "very satisfied" users	<ul style="list-style-type: none"> <li>• 97%</li> <li>• Source: Permanent users' survey available both online and in the reading rooms to rate each service offered</li> </ul>	Satisfaction of most users.  Identifying and responding to the information needs of users
<b><i>Policy outputs to be delivered in 2014</i></b>		
<b><i>Expenditure-related outputs to be delivered in 2014</i></b>		
5 000 orders of books (or e-books) and 3 000 subscriptions to newspapers and specialist periodicals (paper or electronic)		
<b><i>Other relevant activities to be implemented in 2014</i></b>		
Continue to actively pursue centralisation of library services in the Commission, including centralised management of databases as well as preservation and availability of the collections concerned and ensure continuity of service for the users of the closing libraries.		
Satisfy all requests for visits, loans, bibliographic information, copies of documents and technical assistance for questions relating to the use of the Library Management System, including information and training to users in order to improve the knowledge of the Central Library collection use.		
Prepare an extension of the existing library management system contract for a maximum of 2 years, and launch an open call for tender with a view to move to a new generation system, potentially cloudhosted, by the first half of 2017.		
Increase synergies with other initiatives such as the Open Data Portal and EUROPEANA.		

**Corporate activity: 15 01 60 Documentation and library expenditure**

<b>Financial resources</b>			<b>Human resources</b>		
<b>(€) in commitment appropriations</b>					
Operational expenditure	Administrative expenditure (managed by the service)	Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
	2 534 000	2 534 000	54	12	66

*Annex 1 – IT resources (not published)*

*Annex 2 – Critical and cross-cutting risks (not published)*

*Annex 3 – Prioritised internal control standards for effective management*

<i>Priority Control Issues</i>			<i>(4) Summarise the relevant requirements and/or effectiveness criteria</i>	<i>(5) Control issues and planned measures to improve or develop controls</i>
<i>(1) Prioritised in MP 2013</i>	<i>(2) Effectively implemented</i>	<i>(3) Internal Control Standards</i>		
Y	Y	ICS N°9 Management Supervision	To ensure appropriate supervision is in place to control direct implementation of the EAC's budget notably by its Executive Agencies or indirect implementation by entrusted bodies (National Agencies, Traditional Agencies, EIT ...).	To update DG EAC supervision strategy based on risk and adapted to each specific context of delegation of tasks in order to take into account changes in delegated tasks and relations with Executive and National Agencies, the objective of the autonomy of the EIT, the Commission's new approach on EU traditional Agencies and the new Financial Regulation, as well as effective and timely following recurrent IAC/IAS recommendations for improving supervision.
N	Y	ISC N°7 Operational structure	To assure the continuation of coherent decision-making within DG EAC and that effective organisational and working arrangements are in place.	In order, notably, to have an effective and coherent implementation of the new programmes without overlap, through a clearer internal coordination and repartition of roles and responsibilities
Y	Y	ISC N° 3 Staff allocation and mobility ICS N°4 Staff appraisal and development ISC N°12 Information and Communication	To ensure adequate staff allocations, job description are in line with priorities and workload and consistent with relevant mission statements; To improve effectiveness of internal communication.	In order to respond to 2013 Staff survey concerns and perceptions (about heavy workload, overburden of tasks, satisfaction of staff at work, improving two-way of internal communication...) and in the context of the first year of implementation of the new staff regulation.



**Annex 4 – Planning of Studies (evaluation of other studies)**

DG EAC evaluation plan 2014 – 2018

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
<b>I. Ongoing evaluations (work having started in previous years)</b>									
1	Evaluation of the European Credit system for Vocational Education and Training (ECVET)	ECVET Recommendation (2009/C 155/02) commits The Commission to monitor and evaluate the implementation of ECVET and report by 18 June 2014 to the European Parliament and the Council, on the experience gained and the implications for the future, including if necessary a review of the legal instrument.	P & R	E	R	04/2013	04/2014		160.000
2	Interim evaluation on the Traineeship Scheme	The evaluation will be organised to ensure a continuous availability of valid evaluation information, and as well to respond to formal requirements of the Financial Regulation.	P & R	E	I	06/2013	08/2014		80.000
3	Ex-post evaluation of European Capitals of Culture 2013	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	I	05/2013	07/2014		75.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
4	Interim evaluation on the EU Strategy on Youth + comprehensive evaluation of policy area	The IA for the Strategy states that Monitoring and evaluation of the Cooperation framework would take place via triennial joint progress reports and adaptations would be made on a regular basis. Emphasis on monitoring by the stakeholders (in particular via structured dialogue with young people) will also be put in the new framework. On the basis of results of evaluation, proposals for improvement would be done on a regular basis. The evaluation will take account of existing evaluation results in the overall policy area.	P & R	E	R	09/2013	12/2014	200.000	
5	Strategic framework for European cooperation in education and training ("ET 2020")	Council conclusions (2009/C 119/02) -the IA for the New Strategic Framework for Education and Training states that "The monitoring and evaluation of policy convergence and outcomes would take place via the biennial joint progress reports and, especially for policy outcomes, via the annual progress reports on indicators and benchmarks	P & R	E	R	09/2013	10/2014	307.050	
6	Interim evaluation on the Central Library	The evaluation will be organised to ensure a continuous availability of valid information on internal commission activity, and as well to respond to formal requirements of the Financial Regulation.	P & R	E	I	09/2013	11/2014	80.000	

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
<b>II. Evaluations planned to start 2014 or later</b>									
7	Ex-post evaluation of the European Capitals of Culture 2014	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	05/2014	05/2015		75.000
8	Interim evaluation of the European Training Foundation	REGULATION (EC) No 1339/2008 - ETF activities should be evaluated every four years, i.e. the implementation of the Regulation, the results obtained by the Foundation and its working methods in light of the objectives, mandate and functions defined. The last evaluation as of Feb 2012 (covering period 2006-2010).	P & R	E	R	09/2014	12/2015		150.000
9	EACEA - 3rd evaluation	Regulation (EC) No 58/2003 - Framework Regulation for Executive Agencies provides for an agency operation to be evaluated each three years. The last evaluation as of April 2013 (covering period 2008-2011). This evaluation should cover the period 2012 - 2014.	P & R	E	R	10/2014	10/2015		

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
10	Ex-post evaluation of the European Capitals of Culture 2015	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	05/2015	05/2016		75.000
11	Evaluation of the EIT	REGULATION (EC) No 294/2008 - By June 2011 and every five years after the entry into force of a new financial framework, the Commission shall provide for an evaluation of the EIT activities; The evaluation should provide inputs for the interim evaluation of Horizon 2020. The last evaluation as of May 2011.	P&R	E	P&R	2015	2016		300.000
12	Interim evaluation on Communication and Valorisation	The evaluation will be organised to ensure a continuous availability of valid information on internal commission activity.	P & R	E	I	2016	2017		120.000
13	Interim evaluation of Erasmus +	The legal basis for Erasmus+ provides for a combined interim evaluation of the new programme and an ex-post evaluation of the predecessor programmes.	P&R	E	E	2016	2017		

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
14	Interim evaluation of Creative Europe	The legal basis for Creative Europe provides for a combined interim evaluation of the new programme and an ex-post evaluation of the predecessor programmes.	P/R	E	E	2016	2017		EUR
15	Europass - 3rd evaluation	DECISION No 2241/2004/EC - every four years, the Commission shall submit to the European Parliament and the Council an evaluation report on the implementation of this Decision, based on an evaluation carried out by an independent body. The last evaluation as of March 2013 (covering period 2009-2012)	P & R	E	R	2016	2017		
16	Interim Evaluation of Marie Skłodowska-Curie actions 2014-2020	Taking into account the ex-post evaluation of Marie Curie under FP7, the evaluation should provide inputs/contribution to the interim evaluation of Horizon 2020. This requirement stems from the legal basis for Horizon 2020.	P&R	E	E	2016	2017	RTD	
17	Ex-post evaluation of European Capitals of Culture 2016	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	2016	2017		

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
18	Interim evaluation of CEDEFOP	REGULATION (EEC) No 337/75 - CEDEFOP activities should be evaluated on a regular basis. The evaluation findings will help improving the programming and management of the Centre; the performance and impact of products and services and accountability to the Budgetary Authority. The last evaluation as of November 2013 (covering period 2006-2012).	P & R	E	R	09/2017	12/2018		EUR 150.000
19	Evaluation of the Community action for the European Heritage Label	DECISION No 1194/2011/EU - According to the Legal Base an evaluation should be delivered in 2018	P&R	E	R	2017	2018		
20	Ex-post evaluation of European Capitals of Culture 2017	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	P&R	2017	2018		
21	Evaluation of Recommendation on the validation of non-formal and informal learning	Council Recommendation (2012/C 398/01) - evaluation of the action taken in response to this Recommendation and report to the Council by 31 December 2019 on the experience gained and implications for the future should be delivered.	P/R	E	R	2018	2019		

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
<b>III. Other ongoing or planned studies/reports</b>									
<b>Education and training</b>									
22	European Inventory on validation of non-formal and informal learning	To support the implementation of the recommendation. The results will be expressed in country fiches published on a website and presentations at key events.	P/R	E	R	05/2013	06/2014		200.000
23	Innovative Pedagogies	To provide an analytical base for country specific recommendations. It will contribute to supporting Member States to reaching the ET2020 benchmark on basic skills (Literacy, Maths and Sciences), through the analysis of new pedagogical approaches and their effectiveness in addressing low achievement in basic skills.	P/R	E	R	09/2013	04/2014		300.000
24	Adults learners in digital environments	The study is part of the follow-up package of the Rethinking education and the Opening up Education Communications. It focuses on the current take up of adult learners and adult education providers on ICT enhanced learning and identify the factors that can lead to more effective policies in this field.	P/R	E	R	07/2013	07/2014		250.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
25	Effectiveness of adult learning policies addressing adult with low educational levels	To help evaluate the current state of play in relation to MS' adult education policies, with a view to producing more country specific guidance to MS.	P/R	E	R	07/2013	07/2014		250.000
26	Improving completion rates in European Higher Education	The study will further support future work of the European Commission and Eurostat to improve analysis, methodology and data on completion rates and average duration in higher education through a comprehensive administrative data collection	P/R	E	R	09/2013	03/2015		400.000
27	Measuring the outcomes and the impact of University-Business Cooperation	The study focuses on the approaches and indicators used to assess the outcomes and impact of University-Business Cooperation. The results will be used to inform the Commission work in this field.	P/R	E	R	2013	02/2014		200.000
28	Supporting the entrepreneurial potential of higher education	The study focuses on the improving entrepreneurial skills of higher education graduates, enhancing and applying students' entrepreneurial capabilities, supporting institutions in their entrepreneurial mission and enabling entrepreneurship through partnerships and collaboration.	P/R	E	R	08/2013	09/2014		300.000



N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
29	The changing pedagogical landscape: new ways of teaching and learning and the implications for HE policy	The study will look into the impact of new modes of teaching and learning and bring the evidence on how MS are tackling the challenge	P/R	E	R	07/2013	06/2014		300.000
30	The impact of different cost-sharing models on effectiveness, efficiency and equity in higher education	The study will contribute to the debates on financing education and the outcomes will feed into Europe 2020 analysis on the efficiency of public spending and serve as an input for cooperation and peer-learning on HE funding issues in the context of the OMC.	P/R	E	R	2013	04/2014		366.290
31	The impact of Erasmus mobility and Intensive Programmes on skills development, employability, institutional development and the internationalisation of HE Institutions	The study will evaluate how the Erasmus programme has acted as a driver for the modernisation of higher education in Europe and so contributed to the creation of a European Area of Higher Education, i.e. identify the EU added value of the programme.	P/R	E	R	2013	06/2014		500.000
32	Tuning India feasibility study	Tuning initiative should allow the strengthening the compatibility of EU and China education systems, enhancing outcome-based education, overcoming obstacles to mobility, establishing commonly acknowledged quality criteria and developing tools for mutual recognition	P/R	E	R	2013	06/2014		250.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
33	EU-China High Level People to People Dialogue – EU Tuning study	Tuning initiative should allow the strengthening the compatibility of EU and China education systems, enhancing outcome-based education, overcoming obstacles to mobility, establishing commonly acknowledged quality criteria and developing tools for mutual recognition	P/R	E	R	2013	06/2014		230.000
34	Tuning US – follow up: Measuring results from tuning projects in the EU and the US	The study focuses on a larger-scale implementation and monitoring in the EU and in the US of the survey instruments developed in the previous phase of the Tuning US project carried out in 2011/2012.	P/R	E	R	05/2013	05/2014		100.000
35	The Survey of Adult Skills (PIAAC) – new evidence for examining the relationship between skills and productivity and competitiveness	To harness the new evidence for examining the relationship between skills and productivity and competitiveness; The study would be expected to improve the understanding of the situation in specific countries, and as such contribute to work in the Europe 2020 country teams.	P/R	E	R	01/2014	09/2015		250.000
36	Efficiency of investment in Education and Training	This study should help to strengthen the implementation of the Europe 2020 strategy, the priorities of the ET2020 strategic framework and the Rethinking Education Communication.	P/R	E	R	01/2014	06/2015		180.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
37	Economic and social costs of low achieving adults and examples of successful policy initiatives – exploiting PIAAC data	concrete evaluation in monetary/economic terms of the economic potential, which is lost due to high share of low skilled population in the European Union.	P/R	E	R	2014	2015	ECFIN, EMPL, JRC	250.000
38	Foreign language proficiency and employability	harness a solid evidence as to what extent multilingualism, i.e. the knowledge of a first and a second foreign language, can give a professional a competitive advantage in the labour market.	P/R	E	R	01/2014	03/2015		250.000
39	Governance and policy drivers for higher VET	The study will examine the underlying factors which drive the emergence of higher VET schemes across the EU. The results would help support the reforms of this part of education and training systems.	P/R	E	R	07/2014	12/2015		250.000
40	The Survey of Adult Skills (PIAAC) – new evidence for examining the connection between formal education and skills development	The study will provide empirical evidence as to what extent similar formal qualifications reflect similar levels of foundation skills in a comparative perspective across countries and within countries and what the impact of formal education on the skills levels is, thus allowing inferences about the quality of formal education.	P/R	E	R	01/2014	09/2015		200.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
41	Quality in School Education	Strengthen the knowledge base and to provide comprehensive and updated overview of how school quality policies are addressed in Member States. The outcome should support the initiatives in school policy area.	P/R	E	R	2014	2015		300.000
42	Measuring the impact of higher education on innovation performance in the EU (economic and social)	The results will be used for policy development around the contribution of higher education to innovation capacity. It will provide the basis for the study foreseen in 2015 on 'What role for higher education in developing innovation and entrepreneurial talent?'	P/R	E	R	03/2014	05/2016		500.000
43	Structural Reform of Higher Education Systems	The results will be used an input to OMC cooperation in higher education to support Member States undertaking or planning structural change in higher education with practice examples and recommendations	P/R	E	R	04/2014	05/2015		200.000
44	Research careers in Europe	The study will focus on how to best promote research careers towards potential future researchers. Specific issues (dual careers, restarting a career in research) related to, and impacting on, research careers will be analysed.	P/R	E	R	03/2014	09/2015		350.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
		CWP, Fitness check, required by legal basis, other (specify)							EUR
45	Study on Teacher Education and Training through international cooperation	The study will provide the evidence base to our policy dialogue with key regions and reflects strategic priorities at political level for the cooperation with partner countries.	P/R	E	R	03/2014	12/2014		200.000
46	Western Balkans Platform on Education and Training: Study on HE provision and Labour Market Opportunities	the study will explore the links between the degrees and qualifications that their higher education institutions (HEI) provide and compare these to the job market and future trends and opportunities of their economies. the results will support evidence-based policy making by the ministries.	P/R	E	R	06/2014	12/2015		200.000
47	Impact of copyright regulations and their effects on education and training	The outcomes of the study will be used to support the works of the Commission on the review of the InfoSoc Directive (EC/29/2001) led by DG MARKET	P/R	E	R	01/2014	01/2015	MARKT	300.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
48	Opening up education for equity and inclusion in education and training	The study will explore the evidence for the role and potential impact of ICT and OER in equity and inclusion in and through education and training. It will provide policy recommendations on how open education could contribute to reducing inequalities in education and how various target groups could best benefit from these.	P/R	E	R	01/2014	06/2015		EUR 300.000
<b>Youth</b>									
49	Social and human capital – supporting disengaged and discouraged NEETS	An in-depth analysis on disengaged and discouraged NEETS, including statistical features, causes and effects. The study would feed into work to be undertaken as part of the OMC in the youth field.	P/R	E	R	2014	2015	EMPL	300.000
<b>Sport</b>									
50	Doping prevention in recreational sport	The study was requested by the Council in the conclusions on combating doping in recreational sport (OJ C 169, 15.6.2012)	P/R	E	R	11/2013	11/2014		200.000
51	Sharing of information and reporting in relation to suspicions of manipulations of sports results in the EU 27	To acquire further knowledge in order to develop a common EU approach on this topic and to propose good practices.	P/R	E	R	10/2013	04/2014		60.000

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
52	Sport betting bans in the EU 27	To acquire further knowledge in order to develop a common EU approach on this topic and to propose good practices.	P/R	E	R	10/2013	04/2014	60.000	
53	Contribution of sport to regional development through the Structural Funds	The study will provide evidence on the range of contributions made by the sport sector to the objectives of Cohesion Policy 2007-2013 (backing up with best practice examples), in particular in view of contributing to Europe 2020 objectives.	P/R	E	R	06/2004	2015	240.000	
54	Sport qualifications	The study will focus on the qualifications in the sector of sport and is directly linked to the implementation of the Recommendations on EQF and validation and recognition of non-formal and informal learning	P/R	E	R	01/2014	09/2015	300.000	
55	Dual Careers services: minimum quality requirements	The study will focus on the combination of elite sport and education (dual career) which will contribute to the prevention of early school leaving and an increase of the number of graduates.	P/R	E	R	01/2014	05/2015	200.000	
56	Implementation of the EU Physical Activity Guidelines	Study results will be used in the context of the implementation of the Council Recommendation (COM support to MS).	P/R	E	R	2014	2015	350.000	

N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
			Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme €, Regulatory instrument (R ), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		
57	Sport Satellite Accounts (SSA) (i.e. common methodology at European level to measure the economic importance of sport)	The study would support on-going efforts and help develop national SSAs based on the Vilnius Definition. The study should also support the development of a methodological tool that can be used for policy simulation and analysis beyond the economic impact .	P/R	E	R	04/2014	2015		EUR 80.000
<b>Culture and Creative Industries</b>									
58	Showing films and other audio-visual content in European schools – Obstacles and best practices	The study will investigate the nature of the problem of showing films legally in classrooms and other school venues and how it might be solved, possibly on a European level.	P/R	E	R	10/2013	10/2014		300.000
59	Development, production and exploitation path and profitability of European films	The study shall foster the ability of the DG to promote and stimulate a debate about film policies at EU level as well as to optimise the added value of the creative Europe programme.	P/R	E	R	06/2014	12/2015		200.000



***Annex 5 – Framework for monitoring, evaluation and reporting on spending programmes in the MFF 2014 - 2020***

This annex provides the framework for monitoring, reporting and evaluation arrangements for each spending programme where DG EAC has a direct management responsibility (i.e. Erasmus + and Creative Europe). It is outlined how progress in programme implementation is tracked and reported on and when and what type of evidence of performance will become available over time. It provides information on the frequency, type and content of monitoring reports and evaluations and the responsible actors involved.

The annual reporting on the spending programmes within this framework will be done within the annual activity reporting exercise (AARs).

The framework for monitoring, reporting and evaluation arrangements for Horizon 2020 (including the Marie Skłodowska-Curie Actions) is outlined in the Annex to the Management Plan of DG RTD.

<b>Title spending programme:</b>	<b>Erasmus +</b> (ABB activity 15 02)						
<b>Summary, general description of the logic and sequence of the overall progress and performance reporting framework</b>	<p>A new integrated programme and structure of Erasmus+ brings seven previously separated programmes into a single programme. The implementation of the programme will include both the centralised management modality by the Commission directly but also the indirect centralised via the executive agency EACEA and by the decentralised management through designated national agencies in all participating countries as well as a variety of other specialised designated bodies.</p> <p>The performance reporting framework for the programme has not been finalised yet. A comprehensive set of indicators has been established. They relate to outputs, results, impact and specific financial aspects and they cover the particular dissemination purpose of the programme. The detailed measurement framework necessary to follow the indicators, including the work to ensure that relevant data is collected in a coherent and coordinated manner, is planned to be finalised at the latest in 2015. Where relevant, the data collection will be carried out through the management systems of the programme (i.e. the dedicated IT tools <i>E Plus Link</i> for the National Agencies and <i>Pegasus</i> for the EAC Executive Agency). Where that is not possible other means of data collection have been defined (i.e. EU Survey tool, Mobility tool). The concrete reporting mechanisms and frequency has not yet been determined. Specific statistics serving the purpose of monitoring the implementation of the programme will be made available as determined by the programme cycle.</p> <p>A regular reporting will be carried out within the framework of Annual Activity Reports (AAR).</p> <p>A mid-term evaluation of the new programme will be launched in 2016 and will be combined with an ex-post evaluation of the long term impact of the predecessor programmes. It will be a single evaluation exercise covering three different fields of action (i.e. education and training at all levels, youth and sport). A final evaluation of the programme will be launched in 2020.</p>						
<b>General and specific objectives, indicators, milestones and targets</b>							
<b>GENERAL OBJECTIVE 1</b>	<p>To contribute to the objectives of the Europe 2020 strategy and of the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments, to renewed framework for European Cooperation in the Youth field (2010-2018), to the sustainable development of third countries in the field of higher education and to developing the European dimension in sport, with a view to promoting a knowledge-based, innovative, sustainable and inclusive Europe.</p> <p><i>Indicators highlighted with an asterisk (*) below are mandatory (from the Erasmus+ legal basis)</i></p>						
<b>* Impact indicator 1: Early School Leaving</b> (Europe 2020 headline target)							
<b>Definition:</b> Proportion of 18-24 year olds who have only lower-secondary education and are not enrolled in education or training.							
The share of the population aged 18-24 fulfilling the following two conditions: (1) who have only at most lower secondary (International Standard Classification of Education (ISCED) level 0, 1, 2 or 3c short); (2) respondents declared not having received any education or training in the four weeks preceding the survey.							
<b>Source:</b> Eurostat,; The Labour Force Survey (annual average based on quarterly data)							
Baseline (2012)	Milestones						Target 2020 (Europe 2020)
12,7%	2014	2015	2016	2017	2018	2019	Less than 10%
			11,5%				

<b>* Impact indicator 2: Tertiary education attainment</b> (Europe 2020 headline target)							
<b>Definition:</b> The share of the population 30 – 34 years who have successfully completed university or university-like tertiary-level education that equals International Standard Classification of Education (ISCED) level 5 or 6							
<b>Source:</b> The Labour Force Survey (annual average based on quarterly data)							
Baseline (2012)	Milestones						Target 2020 (Europe 2020)
	2014	2015	2016	2017	2018	2019	
35,7%			38%				At least 40%
<b>Impact indicator 3: Employability of young people</b>							
<b>Definition:</b> 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.							
<b>Source:</b> The Labour Force Survey (annual average based on quarterly data)							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
75,7%			78%				82%
<b>Impact indicator 4: Early childhood education and care</b>							
<b>Definition:</b> 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)							
<b>Source:</b> Eurostat, UOE							
Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
93,2%				94%			95%
<b>Impact indicator 5: Low achievement in basic skills at school</b>							
<b>Definition:</b> The share of 15-year old Europeans failing to reach level 2 in reading, mathematics and science as measured by the OECD's PISA							
<b>Source:</b> OECD's Programme for International Student Assessment (PISA). Results reported every 3 years.							
Baseline (2009)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
Reading: 19,6%		17%			15%		Less than 15% for all indicators
Maths 22,2%		19%			17%		
Science 17,7%		16%			14%		

<b>Impact indicator 6: Linguistic diversity at school</b>							
<b>Definition:</b> % of pupils in lower secondary education in the EU (ISCED level 2) that studied at least two foreign languages.							
<b>Source:</b> UOE Eurostat							
Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
63%				70%			75%
<b>*Impact indicator 7: Learning mobility in higher education</b>							
<b>Definition:</b> % of higher education graduates (ISCED 1997 level 5+6) who have had a higher education-related study or training period (including work placement) abroad, representing a minimum of 15 ECTS credits or lasting a minimum three month							
<b>Source:</b> Eurostat, UOE data collection							
Baseline (2015)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
The data collection needed for the indicator is under development		First pilot results		17%			20%
<b>* Impact indicator 8: Learning mobility in vocational education and training</b>							
<b>Definition:</b> % of 18-34 year olds with an initial vocational education and training qualification (ISCED level 3) having had an initial VET-related study or training period (including work placements) abroad lasting a minimum of two weeks.							
<b>Source:</b> Eurostat							
Baseline (2015)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
The survey data collection needed for the indicator is under development. (Within the Leonardo da Vinci sub-programme of LLP, data are only available for IVET mobility.)		First pilot results		4%			6%
<b>Impact indicator 9: Share of non-EU students in the EU</b>							
<b>Definition:</b> % of students from non-EU Member States enrolled/studying in EU Member States							
<b>Source:</b> OECD, Eurostat							
Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
4,6%			7%				10%
<b>Impact indicator 10: Youth out-of-school participation</b>							
<b>Definition:</b> Percentage of young people declaring that they have participated in any out-of-school organisation (youth organisation, NGO, sport club...) during the last year.							
<b>Source:</b> Eurobarometer, every two years							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
55%				58%			60%

<p><b>Specific Objective 1.1:</b> To improve the level of key <b>competences and skills</b>, in particular through increased opportunities for learning mobility and strengthened cooperation with the world of work:</p> <p><b>a) in education and training:</b> with particular regard to the relevance of these key competences and skills for the labour market and their contribution to a cohesive society;</p> <p><b>b) in the field of youth,</b> 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 solidarity.</p> <p><i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i></p> <p>PRELIMINARY COMMENT: New indicators or breakdown for target groups emerge for the 1<sup>st</sup> time in Erasmus+, therefore there is no baseline and the individual milestones and the final target 2020 are under construction. They will be determined in 2014, based on the individual measurements made in the course of the year.</p>							<input checked="" type="checkbox"/> Spending  <input checked="" type="checkbox"/> Non-spending
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input checked="" type="checkbox"/> Indirect (through National Agencies)							
<b>* Result indicator 15: Learning mobility opportunities through Erasmus+</b> <b>Definition:</b> Number of mobile students, young people, lecturers, teachers, trainers, education staff and youth workers having benefited of a mobility under Erasmus+ <b>Source:</b> EU reporting through Erasmus+ IT tool							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
2 700 000	460 552	464 271	483 576	536 034	620 364	710 862	More than 4 million <sup>76</sup>
a) E&T	397 982	401 363	420 659	459 390	529 034	604 465	3 496 099
b) Youth	62 570	62 908	62 917	76 645	91 330	106 397	676 848

<sup>76</sup>

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.

<b>* Result Indicator 16: Formal recognition of participation (Erasmus +)</b>							
<b>Definition:</b> % 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							
<b>Source:</b> not yet available. See preliminary comment.							
Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Total							
a) E&T: not yet available. See preliminary comment							
b) Youth: 26%		35%		45%			65%
<b>* Result indicator 17: Better skills for participants (Erasmus +)</b>							
<b>Definition:</b> % of Erasmus + participants who have improved their key competences and/or their skills relevant for employability							
<b>Source:</b> Individual participant report to be submitted under Erasmus+							
Baseline (2010)	Milestones (to be revised)						Target 2020
	2014	2015	2016	2017	2018	2019	
75%		77%		80%			85%
a) E&T: not yet available							
b) Youth: not yet available							
<b>Result Indicator 18: Employability of participants (Erasmus +)</b>							
<b>Definition:</b> % of Erasmus + participants indicating that participation in the programme contributed to finding a job							
<b>Source:</b> Second individual participant report to be submitted under Erasmus+							
Baseline (2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
See preliminary comment							
<b>Result Indicator 19: Social and political participation of young people (Erasmus +)</b>							
<b>Definition:</b> % of Erasmus + young participants declaring being better prepared to participate in social and political life							
<b>Source:</b> Individual participant report to be submitted under Erasmus+							
Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
78%		80%		80%			80%
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
See under specific objective 1.3							
<b>b) Other relevant activities to be implemented in 2014</b>							
See under specific objective 1.3 ; Grand Coalition for Digital Jobs							

<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs <sup>77</sup>		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
*Staff (HE-VET - Schools -Adult - Youth)	F	83 403	744 834
	P		
a) HE-VET - Schools -Adult	F	71 451	653 461
	P		
b) Youth workers	F	11 862	91 373
	P		
Students (HE)	F	223 857	1 858 069
	P		
Students (VET)	F	77 554	673 784
	P		
Young people	F	62 570	585 475
	P		
Of which learners with fewer opportunities	F	15 500	40 500
	P		
Masters (Loan guarantees)	F	10 656	19 4371
	P		
Operating grants for National Agencies	F	60	385
	P		
*Users of Euroguidance	F	Not yet available	Not yet available
	P		
*Users of Eurodesk network: Information enquiries were answered through the Eurodesk network People reached at information sessions, presentations, workshops and public events	F	140 000 650 000	1 000 000 4 500 000
	P		

<sup>77</sup> As regards breakdown by country/sector, the public source of the reporting on indicators stipulated in the legal basis is to be defined.

<b>Specific Objective 1.2:</b> To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation <b>at the level of institutions/organisations</b> <sup>78</sup> : <i>a) in education and training:</i> between education and training providers and other stakeholders; <i>b) in youth work:</i> between organisations in the youth field and other stakeholders. <i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input checked="" type="checkbox"/> Indirect (through National Agencies)							
<b>Result indicator 20: Innovation from participating organisations</b> (Erasmus +) <b>Definition:</b> % of organisations that have developed/adopted innovative methods and/or materials, improved capacity; outreach methodologies, etc. <b>Source:</b> Final report to be submitted by the beneficiary organisations under Erasmus+							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
To be revised (see preliminary comment) 50%		55%		65%			70%
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
See under specific objective 1.3							
<b>b) Other relevant activities to be implemented in 2014</b>							
See under specific objective 1.3 First European <u>ranking</u> of a number of higher education institutions worldwide thanks to the new independent and multidimensional U-Multirank tool							

<sup>78</sup> As regards breakdown by type of organisations/country/sector, the public source of the reporting on indicators stipulated in the legal basis is to be defined.



<p><b>Specific Objective 1.3:</b> To promote at <b>policy level</b>, in particular through enhanced policy cooperation, the dissemination of good practices and better use of Union transparency and recognition tools:</p> <p><b>a) in education and training:</b> 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;</p> <p><b>b) in the field of youth:</b> 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 level.</p> <p><i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i></p>							<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<p><b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input checked="" type="checkbox"/> Indirect (through National Agencies)</p>							
<p><b>Result indicator 21: Impact of EU coordination on national policy development</b> (Education and training; youth)</p> <p><b>Definition:</b> Number of Member States making use of the results of the OMC in their national policy developments measured by the aggregate progression rate of Member States implementing European transparency tools in education and training (recommendation on the European Qualification Framework (EQF) and recommendation on the validation of non-formal and informal learning).</p> <p><b>Source:</b> DG EAC</p>							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Aggregate progression rate: 24%					80%		100%
<p><b>Result Indicator 22: Implementation of European Transparency tools in vocational education and training</b> (ECVET and EQAVET)</p> <p><b>Definition:</b> Number of countries having established a national approach to quality assurance in line with the European Quality Assurance for Vocational Education and Training (EQAVET)</p> <p><b>Source:</b> EQAVET secretariat survey</p> <p><b>Unit:</b> B2 <b>Contact person (for internal use only):</b> Sophie Weisswange</p> <p><b>Definition:</b> Number of countries introducing European Credits for Vocational Education and Training (ECVET) in their national systems through a political decision and/or tests. (An evaluation of ECVET will be carried out in 2014, following which the concept may be revised; milestones have therefore not been defined beyond 2015).</p> <p><b>Source:</b> Cedefop monitoring survey</p>							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
ECVET: 10	12	15	n.d.	n.d.	n.d.	n.d.	All MS
EQAVET: 23	24	25	28	28	28	28	All MS
<p><b>Main outputs</b></p>							
<p><b>a) Main policy outputs to be delivered in 2014</b></p> <p><u>Commission Report on a Policy framework to increase achievements in basic skills (April 2014)</u></p> <p><u>Commission Report on the implementation of the Recommendation of the European Parliament and the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (June 2014)</u></p> <p><u>Report on the evaluation of the European Centre for the Development of Vocational Training (CEDEFOP) (March 2014) and Recast of the CEDEFOP Regulation (2014)</u></p> <p><u>Staff Working Document on the quality and efficiency of adult learning (2014)</u></p>							
<p><b>b) Other relevant activities to be implemented in 2014</b></p> <p><u>European Semester outputs including Country Specific Recommendations and Council conclusions</u></p> <p><u>OMC working group deliverables (e.g. early childhood education and care quality framework)</u></p> <p><u>European network of National literacy organisations to start delivering</u></p> <p><u>Future Erasmus+ Programme Committee and renewed mandates for the Executive Agency EACEA</u></p> <p><u>Contributing to the planning of European Structural Investment Funds 2014-20 (Partnership Agreements, Operational Programmes) to ensure that the funding follows the policy priorities defined under Europe 2020, ET2020 and the Youth Strategy</u></p> <p><u>Youth portal: further development</u></p>							

c) Expenditure-related outputs to be delivered in 2014							
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020				
	2014						
Support for policy reform	F	N/A					
	P						
<b>Specific Objective 1.4:</b> 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 <b>international dimension</b> of activities: <i>a) in education and training:</i> by increasing the attractiveness of European higher education institutions; <i>b) in the field of youth:</i> in particular as regards the role of youth workers and support structures for young people. <i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>						<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending	
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input checked="" type="checkbox"/> Indirect (through National Agencies as from 2015)							
<b>* Result indicator 23: Involvement of non-EU higher education institutions (Erasmus+)</b> <b>Definition:</b> Non-EU higher education institutions (HEIs) involved in credit and degree mobility actions as well as in capacity building projects under the Erasmus+ programme, having signed an institutional agreement with an EU HEI <b>Source:</b> The mobility tool used by NAs for decentralised actions and the EACEA Pegasus database							
Baseline (2013)	Milestones <sup>79</sup>						Target 2020
	2014	2015	2016	2017	2018	2019	
1 000	1 000		1 100		1 200		1 300
<b>* Result indicator 24: Involvement of EU and non-EU youth organisations (Erasmus+)</b> <b>Definition:</b> Number of youth organisations from both Programme countries and partner countries involved in international mobility and cooperation under the Erasmus+ programme <b>Source:</b> 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
<b>* Result Indicator 25: EU students going to non-EU countries and vice versa (Erasmus+)</b> <b>Definition:</b> Number of higher education students receiving support to study in a third country, as well as the number of students coming to study in a participating country <b>Source:</b> 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	
Not available				42 000			135 000
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
See under specific objective 1.3							

<sup>79</sup> These figures come from the numbers of non EU HEIs having participated in EM and Tempus from 2009 to 2013.

**b) Other relevant activities to be implemented in 2014**

See under specific objective 1.3

Regional and bilateral policy dialogue with key partner countries: In 2014 these key partners will include, but not be limited to countries covered by the Neighbourhood Policy, Southern Mediterranean, Eastern Partnership, Western Balkans, Africa and the BRICs.

Joint public presentation of the outcomes of cooperation with key partner organisations (e.g. OECD)

**c) Expenditure-related outputs to be delivered in 2014**

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
International Student and Staff Mobility H4 <sup>80</sup>	F	17 775 <sup>81</sup>	140 295
	P		
International HE capacity building	F	111	876
	P		
International youth capacity building projects	F	93	655
	P		

**c) Expenditure-related outputs to be delivered in 2014**

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
*Strategic partnerships	F	1 675	19 417
	P		
*Knowledge alliances/Sectoral Skills Alliances	F	13	342 <sup>82</sup>
	P		
*Web Platforms	F	3	3
	P		

80 Including organisation of mobility fees.

81 For actions financed from Heading 4 – international credit mobility and capacity building in HE – the number of outputs will be defined once the 2014 external programming exercise has taken place.

82 With a view to addressing skills gaps and foster entrepreneurship by improving curricula and qualifications through the worlds of work and education, over 2014-2020, Knowledge Alliances aim at gathering: 1 500 higher education institutions and enterprises and Sector Skills Alliances: 2 000 education and training providers and enterprises.

<b>Specific Objective 1.5:</b> To improve the teaching and learning of <b>languages</b> and promote the Union's broad linguistic diversity and intercultural awareness							<input type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							
<b>Management mode:</b> <input type="checkbox"/> Direct DG <input type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)							
<b>* Result indicator 26: Language skills of participants</b> (Erasmus+)							
<b>Definition:</b> % of Erasmus+ participants in long-term mobility declaring that they have increased their language skills							
<b>Source:</b> Individual participant report to be submitted under Erasmus+							
Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
80%		83%		85%			88%
a) E&T: not yet available							
b) Youth: not yet available							
<b>Specific Objective 1.6:</b> To promote excellence in teaching and research activities in European integration through <b>Jean Monnet</b> activities worldwide							<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)							
<b>* Result indicator 27: Students trained through Jean Monnet activities</b> (Erasmus+)							
<b>Definition:</b> Number of Students directly exposed to teaching courses on European Union issues co-funded by the Jean Monnet Programme							
<b>Source:</b> 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
<b>Result Indicator 28: Worldwide scope of Jean Monnet activities</b> (Erasmus+)							
<b>Definition:</b> Number of countries where Jean Monnet activities have been performed successfully, increasing knowledge in partner countries							
<b>Source:</b> 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
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
<b>b) Other relevant activities to be implemented in 2014</b>							
See under specific objective 1.3							
<b>c) Expenditure-related outputs to be delivered in 2014</b>							
Outputs						Number of outputs foreseen (F) and produced (P)	Total by 2020
						2014	
Jean Monnet projects					F	215	

<b>Specific Objective 1.7:</b> To tackle cross-border <b>threats to integrity of sport</b> such as doping, match fixing, violence as well as all kind of intolerance and discrimination								<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>								
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)								
<b>* Result indicator 29: Results used to fight against threats to sport</b>								
<b>Definition:</b> % of Erasmus+ sport organisations <sup>83</sup> that use the results of cross-border projects to fight against threats to sport								
<b>Source:</b> 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%	
<b>Main outputs</b>								
<b>a) Main policy outputs to be delivered in 2014</b>								
<b>b) Other relevant activities to be implemented in 2014</b>								
EU Work Plan for sport (to be adopted by the Council in May 2014)								
<b>c) Expenditure-related outputs to be delivered in 2014</b>								
Outputs						Number of outputs foreseen (F) and produced (P)	Total by 2020	
						2014		
Sport activities						F	14	61
						P		

<sup>83</sup> \*The size of membership of sport organisations applying for, and taking part in the Programme, by country is monitored in EU funded projects.

<b>Specific Objective 1.8:</b> To support <b>good governance in sport</b> and dual careers of athlete							<input checked="" type="checkbox"/> Spending	
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Non-spending	
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)								
<b>* Result indicator 30: Results used to improve good governance in sport and dual careers</b>								
<b>Definition:</b> % of Erasmus+ sport organisations that use the results of cross-border projects to improve good governance and dual careers								
<b>Source:</b> 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%	
<b>Main outputs</b>								
<b>a) Main policy outputs to be delivered in 2014</b>								
<b>b) Other relevant activities to be implemented in 2014</b>								
See under specific objective 1.7								
<b>c) Expenditure-related outputs to be delivered in 2014</b>								
Outputs						Number of outputs foreseen (F) and produced (P)	Total by 2020	
						2014		
Sport activities						F	21	123
						P		
<b>Specific Objective 1.9:</b> To promote voluntary activities in sport, together with social inclusion, equal opportunities and <b>health-enhancing physical activity</b> through increased <b>participation in, and equal access to sport</b>							<input checked="" type="checkbox"/> Spending	
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Non-spending	
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)								
<b>* Result indicator 31: Results used to enhance social inclusion, equal opportunities and sport participation rates</b>								
<b>Definition:</b> % of Erasmus+ sport organisations that use the results of cross-border projects to enhance social inclusion, equal opportunities and participation rates								
<b>Source:</b> 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%	
<b>Main outputs</b>								
<b>a) Main policy outputs to be delivered in 2014</b>								

<b>b) Other relevant activities to be implemented in 2014</b>			
See under specific objective 1.7			
<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2014	
Sport activities	F	16	182

### Monitoring and reporting arrangements

<b>Describe</b> how progress on achieving milestones and targets is tracked	<p>A full automation of business processes for the vast majority of activities is envisaged throughout the programme allowing for detailed data collection at all stages of programme implementation.</p> <p>The data collected from the management systems and other systems supporting the implementation of the programme will be made available for combined reporting via the IT tool Business Objects. The data models of the supporting systems will be finalised in Q1 / 2014. Hence, comprehensive reports can be defined as from Q2 / 2014, the final availability depends on the complexity and cannot yet be determined. Reports supporting the monitoring of ongoing business processes (i.e. the application, accreditation and the selection process) will be established and made available ad hoc.</p> <p>Annual standard reports will be drafted in view of ensuring a generalised monitoring of key performance indicators within the framework of AAR.</p>						
<b>Actors involved in monitoring</b>	<p>Programme end users: Applicant organisations, beneficiary organisations, individual participants</p> <p>Administrative / Implementing bodies of the Programme : DG EAC, executive agency EACEA, national authorities, national agencies, Higher Education institutions,</p>						
<b>Planned use of information</b>	<p>All indicators set in the programme will be reported on in the Commission's corresponding Annual Activity Report.</p> <p>When available, monitoring and evaluation findings will feed in the adjustments made to the implementation of the current programme or in the preparation of the next generation of programmes.</p>						
<b>Frequency of reporting</b>	Annual						
<b>Indicate the availability of reports in the timeline</b>	2014 Q2	2015 Q2	2016 Q2	2017 Q2	2018 Q2	2019 Q2	2020 Q2



Evaluations of the spending programme	
<b>Deadline</b>	2017
<b>Type</b>	External, Retrospective and Prospective; Interim evaluation incl. ex-post evaluations of previous MFF period
<b>Main issues addressed and coverage</b>	- continued relevance and effectiveness of objectives; efficiency, sustainability, utility, European added value, internal and external coherence - scope for simplification of the programme - contribution to the realisation of Europe 2020
<b>Planned use of evaluation results</b>	-Improvement of design and execution of the programme - Preparation of a successor programme
<b>Actors involved</b>	External Contractors, DG EAC, EACEA, selected National authorities and national agencies, selected final beneficiary organisations; other stakeholders

<b>Deadline</b>	2022
<b>Type</b>	External, Retrospective and Prospective; Final evaluation
<b>Main issues addressed and coverage</b>	- continued relevance and effectiveness of objectives; efficiency, sustainability, utility, European added value, internal and external coherence - scope for simplification of the programme - contribution to the realisation of Europe 2020
<b>Planned use of evaluation results</b>	-Improvement of design and execution of the next generation programme
<b>Actors involved</b>	External Contractors, DG EAC, EACEA, selected National authorities and national agencies, selected final beneficiary organisations; other stakeholders

<b>Title spending programme:</b>	<b>Creative Europe</b> (ABB activity 15 04)						
<b>Summary, general description of the logic and sequence of the overall progress and performance reporting framework</b>	<p>The programme is managed centrally by DG EAC, with the help of an Executive Agency (indirect central management), and its budget is not broken down per country. Projects are only supported on quality grounds and they are individually monitored by the Agency through the usual monitoring tools such as for instance on-site visits and sample audits in addition to contractual monitoring obligations (final and, where foreseen, interim report)</p> <p>A regular reporting will be carried out within the framework of Annual Activity Reports (AAR). The information on impact indicators will be reported on through the mid-term and the ex-post evaluation reports scheduled respectively for 2017 and 2022.</p> <p>A mid-term evaluation of the programme will be launched in 2016 and will cover all three strands of the programme (i.e. MEDIA, Culture and Cross-sectoral activities). The results of previous programmes in the field of culture will be taken into account.</p> <p>A final evaluation of the programme will be launched in 2020.</p> <p>The Creative Europe programme committee, composed of representatives from the member States, will be informed as appropriate on the programme implementation and the results of its monitoring and evaluation.</p>						
<b>General and specific objectives, indicators, milestones and targets</b>							
<b>GENERAL OBJECTIVE 3</b>	To foster the safeguarding and promotion of European cultural and linguistic diversity, to strengthen the competitiveness of the cultural and creative sectors and to facilitate people to people cultural dialogue worldwide with a view to promoting a creative, innovative, sustainable and inclusive Europe						
<b>* Impact indicator 12: Access of EU citizens to European non-national cultural works</b>							
<b>Definition:</b> Percentage of Europeans reporting that they access European non-national cultural and creative works							
<b>Source:</b> Special Eurobarometer 399 on Cultural access and participation (2013); mid-term evaluation, 2018							
Baseline (2013)  % of Europeans declaring that they benefited from the following items from another European country: <ul style="list-style-type: none"> <li>• 31% read a book;</li> <li>• 27% watched or listened to a cultural programme on TV/radio;</li> <li>• 19% visited a historical monument or site;</li> <li>• 13% were to a musical performance;</li> <li>• 10% attended a performance, festival, etc;</li> <li>• 6% seen a</li> </ul>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	Increase of 2% in comparison to 2013 results

ballet, dance performance, or opera; • 4% been to a theatre performance.							
<p><b>* Impact indicator 13: Contribution of cultural and creative sectors to the EU economy</b>  <b>Definition:</b> The cultural and creative sectors' share in the total European workforce and European GDP  <b>Source:</b> EU competitiveness report 2010</p>							
Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Between 3% and 3.8% of the total European workforce <sup>84</sup>					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
<p><b>* Impact Indicator 14: Audience of European audiovisual works (MEDIA sub-programme)</b>  <b>Definition:</b> a) Number of people (in %) in the EU accessing non-national European audiovisual works; b) number of people (in %) in the countries participating in the programme accessing European audiovisual works.  <b>Source:</b> European Audiovisual Observatory Annual Report; mid-term evaluation of MEDIA sub-programme</p>							
Baseline (not available)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU				60%			66%
Participating countries				55%			60%

<sup>84</sup> See Communication on promoting cultural and creative sectors for growth and jobs in the EU – COM(2012)537

<b>Specific Objective 3.1:</b> To promote the transnational <b>circulation</b> of cultural and creative works and operators and reach new audiences in Europe and beyond							<input checked="" type="checkbox"/> Spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Non-spending
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)							
<b>* Result Indicator 40: Audience of the Creative Europe programme</b> (Culture sub-programme)							
<b>Definition:</b> Number of people directly and indirectly reached through projects supported by the Programme							
<b>Source:</b> Future projects final reports and mid-term programme evaluation							
Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline, first known results (2017) available in 2018 for the first time				46 million			80 million
<b>* Result Indicator 41: Global audience of European films in cinemas</b> (MEDIA Subprogramme)							
<b>Definition:</b> Number of admissions for non-national European films in Europe and European films worldwide (10 most important non-European markets) based on the number of cinema tickets sold.							
<b>Source:</b> Annual report of the European Audiovisual Observatory; Rentrak database (non-European markets)							
Baseline (2009)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU: 120 million				135 million			150 million
Worldwide: 117 million				135 million			165 million
<b>* Result Indicator 42: Market share of European audiovisual works in Europe</b> (MEDIA sub-programme)							
<b>Definition:</b> % of European audiovisual works programmed in cinemas, TV and digital platforms in the EU							
<b>Source:</b> annual report of the European Audiovisual Observatory							
Baseline (2009 & 2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Cinemas: 59%				59%			60%
TV: 66.4%				66.4%			67%
Digital platforms: 48,2%				55%			67%
<b>* Result Indicator 43: Production of European video games</b> (MEDIA sub-programme)							
<b>Definition:</b> Estimated turnover of companies producing video games a) in the Union; b) in the 5 largest national markets in the EU (DE, FR, IT, NL, UK)							
<b>Source:</b> PWC Global entertainment and media outlook 2013-2017							
Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
EU: €21,3 bn				€25bn			€30 bn
5 biggest markets €13,35 bn				€14,5bn			€16 bn

<b>Result Indicator 44: Supported circulation of non-national European films in Europe</b>								
<b>Definition:</b> % of European non-national films programmed by Europa Cinemas Network across Europe								
<b>Source:</b> Annual report of the European Audiovisual Observatory, Annual Report of the Europe Cinemas Network								
Baseline (2010)	Milestones						Target 2020	
	2014	2015	2016	2017	2018	2019		
36%				38%			40%	
<b>Main outputs</b>								
<b>a) Main policy outputs to be delivered in 2014</b>								
See under specific objective 3.4								
<b>b) Other relevant activities to be implemented in 2014</b>								
See under specific objective 3.4								
<b>c) Expenditure-related outputs to be delivered in 2014</b>								
Outputs						Number of outputs foreseen (F) and produced (P)	Total by 2020	
						2014		
<b>MEDIA Strand:</b>								
Distribution campaigns of European Non National films: number of projects.						F	762	5 566
						P		
Network of cinemas screening majority of European films: number of cinema networks						F	1	7
						P		
Film festivals and events: number of festivals and events						F	82	639
						P		
Film literacy initiatives: number of projects						F	11	96
						P		
New marketing and advertising tools: number of projects establishing e.g. film community platforms						F	13	96
						P		
<b>CULTURE Strand:</b>								
Cooperation measures, such as those supporting international touring						F	63	490
						P		
European networks, such as those promoting audience building						F	15	127
						P		
European platforms, such as those fostering international careers						F	5	47
						P		
Literary translations and promotional support						F	42	310
						P		
Special actions, such as Prizes, ECOC, European Heritage label						F	9	75
						P		
*Number of projects addressed to children, young people and under-represented groups and the estimated number of people reached						F	57	416
						P		

<b>Specific Objective 3.2:</b> To support the capacity of the European cultural and creative sectors to operate transnationally and internationally							<input checked="" type="checkbox"/> Spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							<input checked="" type="checkbox"/> Non-spending
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)							
<b>* Result indicator 45: Internationalisation of EU-supported cultural operators</b> (Creative Europe)							
<b>Definition:</b> Number of transnational partnership projects funded by the Creative Europe programme with the participation of operators from more than 3 countries							
<b>Source:</b> Projects final reports							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
7 000 transnational partnerships				7 600			8 000 transnational partnerships
<b>* Result Indicator 46: Professionals with better skills and employability</b> (Creative Europe)							
<b>Definition:</b> Number of professionals (artists, cultural and creative operators, including audiovisual professionals) with learning experience gained through the Creative Europe programme which have increased their skills and employability							
<b>Source:</b> 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
<b>Main outputs</b>							
<b>a) Main policy outputs to be delivered in 2014</b>							
See under specific objective 3.4							
<b>b) Other relevant activities to be implemented in 2014</b>							
See under specific objective 3.4							

<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2014	
<b>MEDIA Strand:</b>			
New skills and networking: number of courses/workshops/events	F	47	367
	P		
Development of audiovisual projects (including TV production): number of projects	F	351	2 548
	P		
Support to co-production funds: number of co-production funds supported	F	4	38
	P		
Audiovisual markets, promotion tools and stands: number of projects	F	58	467
	P		
Innovative projects in the field of ICT applicable to AV industry: number of applications of ICT to the industry	F	4	38
	P		
<b>CULTURE Strand:</b>			
Cooperation measures, such as activities stimulating peer learning	F	42	327
	P		
European networks, such as those providing capacity building	F	10	70
	P		
European platforms, such as those providing a structure for international professional development	F	3	27
	P		
Special actions*, such as Prizes, ECOC, European Heritage label (*In the special action strand, the Melna Mercouri Prize (1.5 Eur Million) will be awarded each year to the European Capitals of Culture – ECOC)	F	5	45
	P		

<b>Specific Objective 3.3:</b> To strengthen the <b>financial capacity</b> of small and medium-sized enterprises and organisations in the cultural and creative sectors in a sustainable and balanced way across countries and sectors <input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending <i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>							
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input type="checkbox"/> Indirect Executive Agencies <input checked="" type="checkbox"/> Indirect (through EIB)							
<b>* Result indicator 47: Guaranteed loan supply</b> <b>Definition:</b> Total volume of loans granted to SMEs in cultural and creative sectors in the framework of the financial facility <sup>85</sup> <b>Source:</b> annual report from the European Investment Fund							
Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
20 million EUR supported loans				180 million EUR			0,5 billion EUR
<b>* Result indicator 48: Average default rate of loans</b> <b>Definition:</b> The average default range of loans granted to SMEs in cultural and creative sectors in the framework of the financial facility <b>Source:</b> annual report from the European Investment Fund							
Baseline (2011) <sup>86</sup>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
10% (estimated)					9%		8%
<b>* Result indicator 49: Leverage effect of guaranteed loans</b> <b>Definition:</b> 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 financial facility <b>Source:</b> annual report from the European Investment Fund							
Baseline (2011) <sup>87</sup>	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1 : 5,7 (estimated)				1:5,7			1:6

<sup>85</sup> 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.

<sup>86</sup> There is no EU wide financial instrument for the sector. An estimated 10% according to the ex-ante impact assessment of the Creative Europe programme.

<sup>87</sup> 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.



<b>Result Indicator 50: Diversity of guaranteed loan supply</b>								
<b>Definition:</b> Number and geographical spread of banks and other financial institutions providing access to finance for the cultural and creative sectors through the guarantee facility								
<b>Source:</b> annual report from the European Investment Fund								
Baseline (2012)	Milestones						Target 2020	
	2014	2015	2016	2017	2018	2019		
2 financial institutions from 2 Member States				7 financial institutions from 5 different Member States			10 financial institutions from 10 different Member States	
<b>Result Indicator 51: Diversity of guaranteed loan beneficiaries</b>								
<b>Definition:</b> Number, national origin and sub-sectors of final beneficiaries benefitting from the financial facility <sup>88</sup>								
<b>Source:</b> 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				3 000 beneficiaries from 5 sub-sectors, from 10 Member States			10 000 beneficiaries from 5 sub-sectors, from 15 Member States	
<b>Main outputs</b>								
<b>a) Main policy outputs to be delivered in 2014</b>								
See under specific objective 3.4								
<b>b) Other relevant activities to be implemented in 2014</b>								
See under specific objective 3.4								
<b>c) Expenditure-related outputs to be delivered in 2014</b>								
<b>Outputs</b>						Number of outputs foreseen (F) and produced (P)	<b>Total by 2020</b>	
						2014		
Establishment of a Cultural and Creative Sectors Facility: number of loans provided by banks to operators						F	-	6 573
						P		

<sup>88</sup> Breakdowns by national origin, size and sectors of SMEs or organisations are provided in annual reports from the European Investment Fund.

<b>Specific Objective 3.4:</b> To support transnational <b>policy</b> cooperation in order to foster policy development, innovation, creativity, audience building and new business models								<input checked="" type="checkbox"/> Spending <input checked="" type="checkbox"/> Non-spending
<i>Indicators highlighted with an asterisk(*) below are mandatory (from programme legal basis)</i>								
<b>Management mode:</b> <input checked="" type="checkbox"/> Direct DG <input checked="" type="checkbox"/> Indirect Executive Agencies <input type="checkbox"/> Indirect (through other)								
<b>* Result indicator 52: Influence of EU cultural cooperation on national policy making</b> <b>Definition:</b> Number of Member States making use of the results of the Open Method of Coordination in their national policy development and the number of new initiatives to improve policy making <b>Source:</b> 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	
<b>Main outputs</b>								
<b>* a) Main policy outputs to be delivered in 2014: 4 items</b>								
<p>Proposal for Council Decisions on the signing and conclusion, on behalf of the European Union, of the <u>Agreement on Cultural Cooperation</u> between the EU and its Member States, of the one part, and <u>Colombia and Peru</u>, of the other part (<i>January 2014</i>)</p> <p><u>Communication on cultural heritage</u> in EU policies and programmes ("Heritage 2020" - provisional title) (<i>June 2014</i>)</p> <p><u>Commission Report</u> to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions <u>on the implementation of the Work Plan Culture 2011-2014</u> (<i>June 2014</i>)</p> <p><u>Commission Report</u> to the European Parliament and the Council on <u>media literacy</u> (<i>4th quarter 2014</i>)</p>								
<b>b) Other relevant activities to be implemented in 2014</b>								
<p><u>European Semester</u> outputs</p> <p><u>Council conclusions on heritage under Greek Presidency.</u></p> <p><u>Open Method of Coordination (OMC) working groups</u> foreseen in the 2011-2014 Work Plan for Culture should be convened three times over a 1,5 year period. In 2014 the last three OMC working groups foreseen will be operating on the following topics: Artists' Residencies; cultural awareness and expression, and access to finance for cultural and creative industries. Contribution to the preparation of a new Work Plan for Culture 2015-2018.</p> <p><u>Pilot projects</u> on the economy of cultural diversity and in view of creating a European platform for festivals</p> <p><u>Inter-service Group</u> on Cultural and Creative Sectors with a focus on the follow up to the 2012 Communication on the promotion of cultural and creative sectors for growth and jobs in the EU.</p> <p>2014 <u>European Capital of Culture</u> (Riga, Umeå) – completed – and 2015 European Capitals of Culture (Mons, Plzeň)</p> <p><u>European Heritage Label</u> to be granted to cultural sites</p> <p><u>EU Prizes</u> (the European Border Breakers Award, EU Cultural Heritage prize, the Contemporary Architecture prize, the 2013 Literature prize, the MEDIA prize)</p> <p>Coordinated <u>assessment on media literacy</u> at school with a number of interested countries.</p> <p>Establishment of the new <u>Creative Europe</u> desks and programme committee, as well as renewed mandates for the Executive Agency EACEA</p> <p>Regional and bilateral policy dialogue with key <u>partner countries</u></p> <p><u>Preparatory action</u> on Culture in EU external relations</p>								

<b>c) Expenditure-related outputs to be delivered in 2014</b>			
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2014		
Network of Creative Europe desks	F	28	196
	P		
Studies, evaluations and policy analysis (This also includes the European audiovisual observatory)	F	4	34
	P		
Transnational exchanges and networking	F	1	4
	P		
Testing new cross-sectorial approaches	F	-	4
	P		
Conferences, seminars and policy dialogue	F	4	30
	P		

### Monitoring and reporting arrangements

<b>Monitoring and reporting arrangements</b>							
<b>Describe</b> how progress on achieving milestones and targets is tracked	<p>The main monitoring and reporting obligations are specified in the Article 18 of the Regulation establishing the Creative Europe Programme. The article lists a number of indicators which should be regularly (on annual basis) monitored by the Commission.</p> <p>The general issues to be monitored include the cultural and creative sectors shares in economy, employment levels in sectors as well as demand for the products and services within the sector.</p> <p>The specific issues to be monitored include the scale of international activities within the sector, learning experiences, penetration of European audiovisual works in cinemas and digital platforms, number of people benefiting from the projects including children and young, volume and structure of loans granted, etc.</p> <p>Depending on their nature, they can be monitored in different ways including annual activity reports, studies, reports from the European Audiovisual Observatory, reports from the European Investment Fund and the programme's mid-term evaluation.</p>						
<b>Actors involved in monitoring</b>	<p>Programme end users: Applicant organisations, beneficiary organisations, individual participants</p> <p>Administrative / Implementing bodies of the Programme: the Member States will be informed through the Creative Europe programme committee. Other elements might be gathered by the Commission and its executive Agency and submitted for information to the programme committee.</p>						
<b>Planned use of information</b>	<p>All indicators set in the programme will be reported on in the mid-term and ex-post evaluations and, where relevant, in the corresponding Commission's Annual Activity Report.</p> <p>When available, monitoring and evaluation findings will feed in the adjustments made to the implementation of the current programme or in the preparation of the next generation of programmes.</p>						
<b>Frequency of reporting</b>	<p>Annual.</p> <p>Other forms of reporting to the Creative Europe programme committee, if appropriate, could be for example annual and might consist for example of general reports on the programme implementation, of presentations before the programme committee or of specific reports or notes sent to the committee. The time of the year is not known at this stage. It will be part of the Creative Europe committee meeting/discussions.</p>						
<b>Indicate the availability of reports in the timeline</b>	2014	2015	2016	2017	2018	2019	2020
	Q2	Q2	Q2	Q2	Q2	Q2	Q2

### Evaluations of the spending programme

<b>Deadline</b>	2017
<b>Type</b>	External, Retrospective and Prospective; Mid-term incl. ex-post evaluations of previous MFF period
<b>Main issues addressed and coverage</b>	- continued relevance and effectiveness of objectives; efficiency, sustainability, utility, European added value, internal and external coherence - scope for simplification of the programme - contribution to the realisation of Europe 2020
<b>Planned use of evaluation results</b>	-Improvement of design and execution of the Programme - Preparation of a successor Programme
<b>Actors involved</b>	External Contractors, DG EAC, EACEA, selected National authorities and national agencies, Programme beneficiaries and applicants, stakeholders from the cultural and creative sectors

<b>Deadline</b>	2022
<b>Type</b>	External, Retrospective and Prospective; Final evaluation
<b>Main issues addressed and coverage</b>	- continued relevance and effectiveness of objectives; efficiency, sustainability, utility, European added value, internal and external coherence - contribution to the realisation of Europe 2020
<b>Planned use of evaluation results</b>	-Improvement of design and execution of the next generation programme
<b>Actors involved</b>	External Contractors, DG EAC, EACEA, selected National authorities and national agencies, selected final beneficiary organisations; other stakeholders

## *Annex 6 – Communication strategy*

Even if the economies of several Member states are starting to show positive signs of recovery, the effects of the current financial and economic crisis, namely the high levels of unemployment among young people, will still dominate the overall context of DG EAC's action in 2014. In addition to this, 2014 will see the beginning of a new EU financial framework, European elections, and the beginning of a new Commission term.

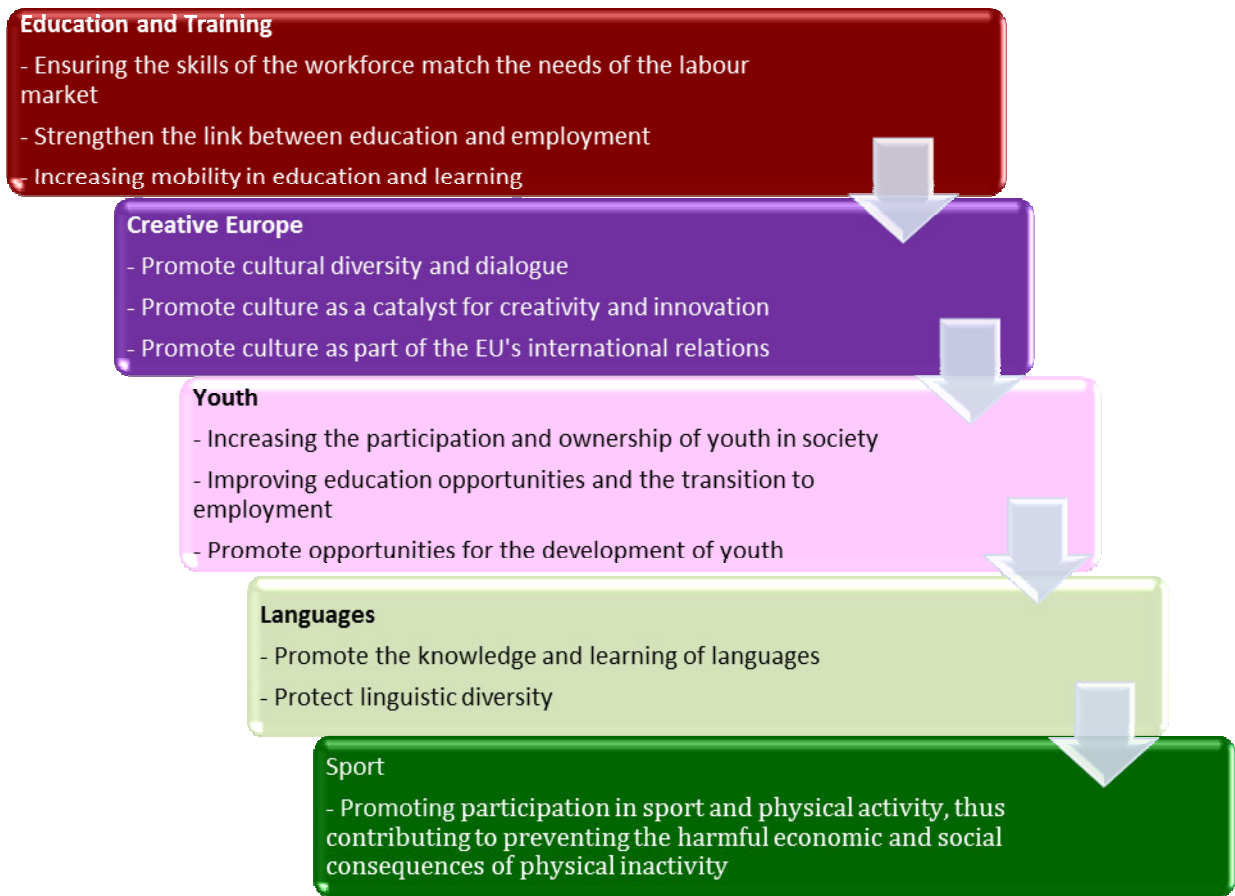
In this context, DG EAC's **main integrated communication priority in 2014** will be to raise awareness amongst our stakeholders on how EAC's revamped policies and new programmes (Erasmus+, Creative Europe, and Horizon 2020) contribute to achieving the growth objectives set in the Europe 2020 Strategy. More precisely, the accent will be put on the relevance of EAC's policies and the opportunities raised by the new programmes to:

- Contribute to **overcome the current skills mismatch** by better equipping people, in particular the youngest, for a smooth transition from education to employment or entrepreneurship;
- Enable the development of dynamic **cultural and creative sectors** which **contribute to create new jobs and contribute more to the EU economy**.

In 2014 the communication activities of DG EAC will, as a priority, focus on:

- 1) Showcasing the **achievements of the Commission** in the policy fields under DG EAC's remit during the current term, thus ensuring our commitment to the principles of transparency and accountability, and the priorities of the incoming new Commission (the Prospect Campaign).
- 2) Communicating about the start of the **new programmes**, Erasmus+ and Creative Europe, as well as Marie Skłodowska-Curie Actions and the European Institute of Technology (EIT), in the context of Horizon 2020. In this regard particular attention will be paid in supporting Commissioner Vassiliou to engage in a campaign to inform and raise awareness about them.
- 3) Finalising the **web rationalisation** exercise.
- 4) Extending **social media and press activities** to reach out to and engage new audiences, as well as increase engagement and participation by existing audiences.
- 5) Optimising the processes and procedures of the Communication Unit. This includes namely an **IAC audit** (2014-2015) and a review of the management of **Framework contracts** in order to ensure the best value for money in the provision of communication services and products.

In thematic terms, the 2014 priorities are outlined as follows:



EAC's Communication Unit will, as of 2014, be adopting an **increasingly strategic approach** to its activities. As a first step, the previous Evaluation and Action Plan documents have now been merged, in order to provide a clearer transition from year to year and demonstrate the linkages from one year's work plan to the next.

This revised approach is designed to allow for the development of **longer term multi-annual strategic action plans** that can better monitor progress, track adaptations to the Unit's modus operandi, and provide a greater degree of continuity in terms of communication activities.