Strategic Plan 2020-2024

DIRECTORATE GENERAL FOR EDUCATION, YOUTH, SPORT, AND CULTURE

European Commission

Contents

INTRODUCTION

Few policy areas are closer to the daily life and experiences of EU citizens than education, culture, youth and sport. Although EU competences in these fields are limited, it is here that the EU has some of the most meaningful and direct impact on people across the Member States. These areas are key to having a resilient European Union with citizens that are ready for the future – citizens with the necessary skills to succeed, and who share a European identity.

If Europeans are to thrive together, they must also **build a Union that belongs to all**, based on common values. Polarisation in societies is increasingly growing which raises questions about the ability of European countries to create a common sense for shared values. Without decisive action, young people could be locked out of the labour markets of the future, and in particular those from disadvantaged socio-economic backgrounds. The rise of populism and disinformation can only be stopped if everyone, no matter their age or background, can acquire the knowledge and skills for the societies and economic models of the future, including to engage with digitalised information critically.

The **COVID-19 pandemic** has affected around 100 million learners and teachers and has tested not only the resilience of education and training systems across Europe but also the well-being of young people. It has affected millions of artists in the cultural and creative sectors as well as athletes and sport amateurs with the cancellation of events and the closing of sporting facilities, bringing numerous small organisations in both sectors to the brink of disappearance. It has also severely impacted EU and regional innovation ecosystems, putting at risk the survival of high-growth innovative companies which are crucial to tackle the economic crisis that will follow the pandemic.

Tackling the effect of COVID-19 requires a **coordinated European response,** within the EU and with our global partners, particularly with the Western Balkans, the EU Neighbourhood and Africa. At the same time, we need to continue working towards our priorities **to tackle long-term challenges**, such as **digital transformation** whilst ensuring **equity and inclusion**, and a transition to **climate neutrality**. The future Erasmus, the European Solidarity Corps, the Marie Skłodowska-Curie Actions and Creative Europe all involve a high degree of individual mobility that we plan to further reinforce and make greener. They also offer space for projects that focus on sustainability and thus help lead to innovative solutions. The European Institute of Innovation and Technology (EIT) and its Knowledge and Innovation Communities (KICs) play a key role in that regard by contributing to strengthening innovation ecosystems through the integration of the knowledge triangle activities (education, innovation and research).

The purpose of this strategic plan is to guide the activities of DG EAC in the next five years and to make sure that the strategic objectives are in line with the political priorities. The strategic plan is divided into two parts. The first part presents the objectives to be achieved in the domains of education and training, sport, youth, culture, research and innovation, in terms of policy and programmes. The second part presents how DG EAC will contribute to modernising the Commission administration.

PART 1. Delivering on the Commission's priorities

A. MISSION STATEMENT

> *'People care about the future of our children and our society.*
> *Culture and education are what link our history with our future. This is what*
> *makes us unique. Our soul, our culture, our diversity, our heritage.'*

Ursula von der Leyen, 27 November 2019
Speech to the European Parliament

DG EAC fulfils its mission under the leadership of Commissioner Gabriel responsible for **DG Education, Youth, Sport, and Culture,** in line with the overall objectives and political guidelines of the European Commission. Its mission targets to contribute to a **knowledge-based Europe** with the aim to achieve a competitive economy and an inclusive society, while addressing both the green transition and the digital transformation.

In this regard DG EAC develops policy actions and fosters cooperation with Member States supported by the relevant programmes:
 - to **foster equity, excellence and agility in education systems**
 - to **promote culture as a catalyst for the European values**
 - to **stimulate competitive research and innovation**
 - to **empower young people to become active citizens in the democratic life**
 - to **develop the European dimension in sport**
 - to **strengthen international cooperation**

To achieve its objectives DG EAC rolls out five **EU flagship programmes:** Erasmus+, European Solidarity Corps, Creative Europe, as well as the Marie Skłodowska-Curie Actions and the European Institute of Innovation and Technology, which are part of the Horizon Programme. The DG is also responsible for two corporate services, the Blue Book Traineeships scheme and the Library.

Across domains, DG EAC aims to support and stimulate the development of competences, the learning mobility of individuals, mutual learning through increased cross border cooperation and involvement of stakeholders, as well as policy reform in Member States and partner countries around the world.

B. OPERATING CONTEXT

In the areas of education, culture, youth and sport, DG EAC acts strictly according to the subsidiarity principle as laid down in the EU Treaty. Despite the limited competences in those fields, the European Union is bringing undisputable added value by supporting Member States in their modernisation efforts, through fostering **policy cooperation**, peer learning between EU Member States and regions, and by funding numerous cooperation projects and mobility schemes.

The degree of influence that DG EAC exerts varies across actions, depending on the funding available and the implementation mode. In order to implement its numerous and varied activities, DG EAC uses four different implementation modes:

Direct management through two EU Executive Agencies: the Education Audiovisual and Culture Executive Agency (EACEA) and the Research Executive Agency (REA), mainly for those parts of programmes where projects are allocated across Europe based on excellence.

Indirect management through National Agencies (NAs) appointed and supervised by the National Authorities (NAUs) of the participating countries to the Erasmus+ programme and the European Solidarity Corps. This implementation mode is mainly used for mass mobility actions, partnerships, and certain cooperation projects.

Indirect management through other bodies: the European Institute of Innovation and Technology and the European Investment Fund (EIF) for the Erasmus+ Student Loan Guarantee Facility or Cultural and Creative Sectors Guarantee Facilities

Direct management by DG EAC mainly for administrative expenditure related to policy support, politically sensitive and new actions, pilot projects and preparatory actions.
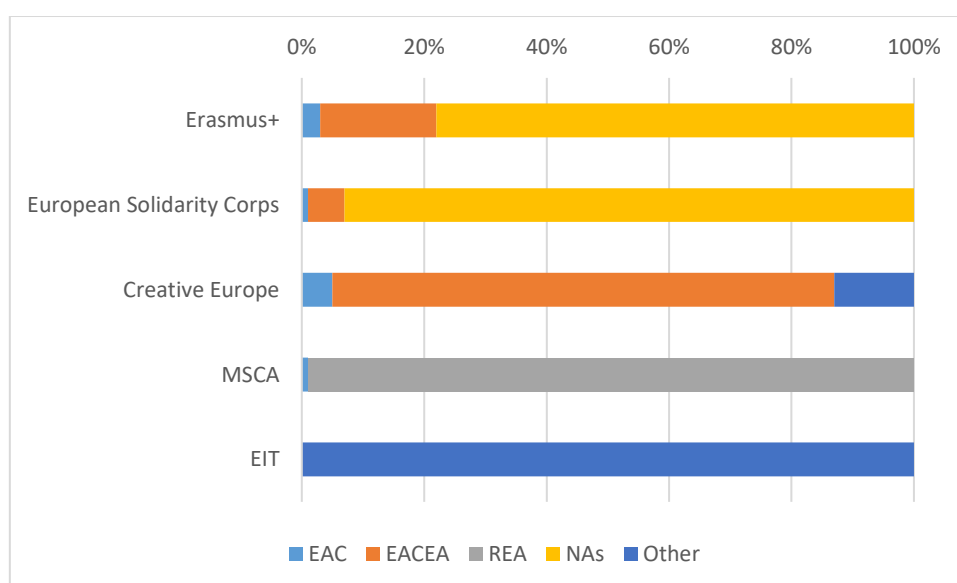
Relative share of implementation mode per programme

C. STRATEGY

Global objectives and EU competences

The lessons learned from the on-going COVID-19 crisis clearly demonstrate the necessity to pull education, creative, research and innovation resources for service to our societies. **No country can act alone to protect itself against external shocks.** The shared interest of all EU Member States is to harness the full potential of education, culture, and sport as drivers for job creation, economic growth and improved social cohesion, as well as a means to experience European identity in all its diversity.

Though the European Union's competence in these domains are limited by the EU Treaty, as underlined in Commissioner Gabriel mission letter, DG EAC contributes mainly to the '***Promoting our European way of Life***' Commission priority in matters relating to education, culture, youth and sport, and to '***A Europe fit for the Digital Age***' Commission priority in matters relating to research and innovation. As illustrated below, DG EAC also contributes to the other Commission priorities across its different domains, policies and programmes.
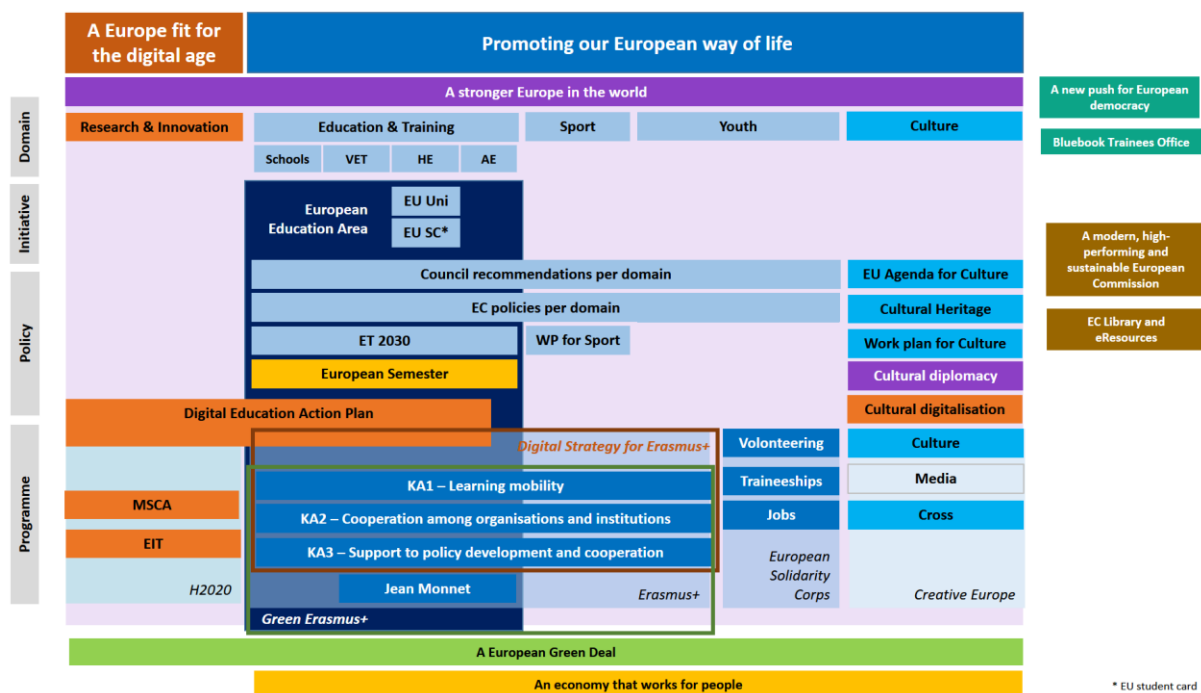
Figure 1 – DG EAC Strategic Priorities

Challenges

The **twin digital and green transitions** will progressively alter the set of competences needed, and the way culture is created, produced, promoted, consumed and monetised. Education and training, that is to say educators, as well as artists and creators, have a fundamental role to play if Europe is to address these challenges and opportunities in equal measure. Technology and the future of work, digitalisation of society and learning, or the transition to a circular economy necessitate that education and training systems across Europe can deliver the knowledge and skills, including digital skills and sustainable

education that people need to participate fully in society. To this end, high quality and inclusive education and training for all is the only way forward if Europe is to remain globally competitive and innovative while, at the same time, true to its common values in creating a more equitable and sustainable world.

Equity and equal access to education and training mean that differences in learners' outcomes should be unrelated to their background or other circumstances over which they have no control. This is not the case in most countries. The latest OECD Programme for International Student Assessment (PISA survey) results show that most education systems fail to reduce inequalities linked to socio-economic status. The COVID-19 crisis is reinforcing social inequalities and further highlights the digital divide.

The Europe 2020 strategy provided an important contribution to the EU's socio-economic development since its launch in 2010, drawing lessons from the 2008 **financial crisis**. Since 2010, the EU has recovered. Against its growth and jobs strategy, the EU has not only met greenhouse gas emissions but also the higher education target. Europeans are on track with their early school-leaving target, as well as with renewable energy and energy efficiency targets. Yet, they still need to make progress on attracting more investment in Research and Development, reducing the share of those not achieving a minimum level of basic skills and fighting poverty and social exclusion.

The COVID-19 **pandemic** highlighted in a dramatic way the critical role of education and science in responding to global threats with common solutions. The direct impact of this crisis on the education and training sectors in Europe has also highlighted the crucial importance of multilateral cooperation, sharing evidence-based knowledge, experience-based mutual learning, digital education, distance and blended learning, virtual mobility and on-line resources to maintain learning continuity. Despite the unprecedented and very heavy impact on the cultural and creative sectors, the pandemic also demonstrated the potential of these sectors to adapt, to innovate and to respond to societies' needs and individual wellbeing.

Strategic response

The EU priorities set in the European Green Deal and the **Annual Sustainable Growth Strategy** in December 2019, namely stability, fairness, productivity and sustainability, aim to address these challenges and provide the necessary strategic framework for the European growth model beyond 2020. Many Europeans will find their skills and jobs at risk in the global green and digital transitions. The move to sustainable societies calls for a profound change in peoples' behaviour. Education, training and adult learning in particular will be key in helping them cope.

EU priorities include equally the **European Pillar of Social Rights** with its emphasis on education and training, equal opportunities and access to the labour market. If Europeans are to prosper together, they must go beyond the successful common market, to build a fairer and less polarised Europe, where gender equality is a reality. There is yet a strong correlation between educational attainment and social outcomes. People with only basic

education are almost three times more likely to live in poverty or social exclusion than those with tertiary education.

General Objective 1 – A European Green Deal

Specific objective 1.1 – Promote behavioural changes and support education towards a sustainable economy

In her Political Guidelines, President von der Leyen envisions Europe '*becoming the world's first climate-neutral continent…We need more education and motivation (…) to bring about a change in behaviour, from the individual to the largest multinational'*.

In the area of education and training, the **Green Deal Communication** puts forward:
1. The preparation of a **European competence framework** to help develop and assess knowledge, skills and attitudes on climate change and sustainable development
2. The provision for Member States of new financial resources to make **school and university buildings and operations more sustainable**
3. The update of the Skills Agenda and the Youth Guarantee to **enhance employability in the green economy**

The **EU Biodiversity Strategy** announced that the Commission will propose a Council Recommendation on encouraging cooperation in **education for environmental sustainability** in 2021, providing guidance for schools and teachers.

Schools and higher education institutions play an essential role by raising awareness and instilling the key competences needed for understanding the challenges and **changing personal behaviours**. Policy work on **Education for Environmental Sustainability** will ensure that transitions to climate-neutrality will be promoted and are fair and inclusive.

Young people can be part of finding solutions as agents for change and making their voices heard in decision-making, as expressed in the European Youth Goals and EU Youth dialogue. The European Solidarity Corps and Youth work, both cross-sectoral by design, can greatly contribute to environmental awareness.

New technologies, sustainable solutions and disruptive innovation are critical to achieve the European Green Deal. The European Institute for Innovation and Technology will promote collaboration among the knowledge triangle on climate change, sustainable energy, food for the future, and smart, environmentally-friendly urban transport.

The next **EU programmes** (Erasmus+, European Solidarity Corps, Marie Skłodowska-Curie Actions, Creative Europe) will encourage mobility activities using environmentally friendly means of transport, support initiatives aimed at reducing emissions, and foster interdisciplinary cooperation to develop best institutional practices and policy recommendations.

SDG 4 QUALITY EDUCATION	SDG 9 INDUSTRY, INNOVATION, AND INFRASTRUCTURE	SDG 11 SUSTAINABLE CITIES AND COMMUNITIES	SDG 13 CLIMATE ACTION

General Objective 2 – Europe fit for the digital age

A key success factor for the digital transition will be to foster the spread of innovation, notably by ensuring strong collaboration and smart specialisation between universities, research centres and firms, and adequate availability of skills through investments in human capital, including researchers' mobility, and effective education and training systems. Exiting the current crisis and future prosperity will demand **digital skills for all** and increased digital capacity and resilience of our education and training systems.

The COVID-19 pandemic shows the immense social and economic value of access to education. The abrupt and total **shift to online and distance learning and teaching** demonstrated how essential digital capabilities and skills at all levels of education are for learners, educators and youth workers to continue with their work, life and learning. At the same time, the physical closures of schools and universities at the beginning of the COVID-19 crisis raised many concerns regarding the actual digital readiness of education institutions across the EU, their digital infrastructures and the inequalities exacerbated by the crisis. Truly digital education – **education fit for the digital age** – will be a core part of the EU's response to the COVID-19 crisis and essential for the successful green and digital transitions. Improving the level of education and skills and modernising education systems in Europe is key for managing the digital transformation in Europe and its economic recovery. Non-formal and informal education and training can also contribute significantly to developing the digital skills of all EU citizens by reaching those out of school, at work, or in search of employment.

A – Digital Education Action Plan

Specific objective 2.1 – Increase the use of digital technologies for teaching and learning to support both quality and inclusive education

The **new Digital Education Action Plan (DEAP)** will put forward an ambitious roadmap of actions for adapting education and training to the digital age over the next years with a focus on measures that add EU value and are of strategic importance for the EU. The DEAP will address the critical 'digital gaps' in education and training – as demonstrated by the COVID-19 crisis, and help increase the digital resilience of education and training systems to address future challenges.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

Specific objective 2.2 – Invest in the development of digital skills for all

In addition to more effective coordination, the DEAP will address strategic challenges in the transition of education to the digital age by focusing on supporting digital literacy, competences and skills; making digital learning a reality for all; and harnessing data and foresight for inclusive and quality digital education. The Action Plan will include a proposal for a **Council Recommendation on Distance and Online Learning** to establish clear

guidelines to increase effectiveness and ensure quality and inclusion. Further actions will address the need to promote high-quality **computing/informatics** education; realising better the potential of **artificial intelligence** and education; reducing the gender gap in digital and STEM fields; the development of guidelines for high-quality online education **content creation**; addressing **disinformation** through education more effectively; supporting **digital capacity and resilience in all education institutions**.

The **Erasmus+ Programme** and the **European Solidarity Corps** will produce a dedicated strategy to support and complement the new Digital Education Action Plan which will help create an appropriate ecosystem for the development of digital tools and practices to support learners, educators/operators, youth workers and volunteers in the fields of education, training, youth and sport.

As stated in the Commission Communication '**Shaping Europe's digital future**', in the digital age ensuring a level playing field for businesses, big and small, is more important than ever. For players in the cultural sector, it is particularly important to ensure that rules that apply offline, from competition to intellectual property, also apply online. In this context, our efforts focus on the one hand on the Commission actions related to the implementation processes of recently adopted legislative reforms such as the copyright reform and the update of the audio-visual media services Directive to ensure that the new measures are effective and their benefits are felt on the ground, and, on the other, on planned or possible future regulatory reviews or initiatives affecting the cultural sector (e.g. Digital Services Act initiative, platforms economy, geo-blocking Regulation, Media Action Plan, Collective Rights Management Directive).

The COVID-19 crisis also demonstrates the **key role of digital for culture**. A forward-looking reflection is needed on the longer-term effects of the crisis on the cross-border dimension of performing arts works and music, and how digital culture/virtual mobility fits in, not only in terms of audience engagement, promotion of diversity, community-building among European citizens but also in terms preserving the balance between live performing experience and online viewing experiences. While an immediate support scheme for the performing arts will allow for translation, subtitling, upskilling on the use of digital tools, copyright and similar, we need more than a piecemeal approach. Regarding music, the sustainable recovery from the crisis is inter alia being addressed in a targeted support scheme (call under the 2020 Preparatory action on music).

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

B- Research and innovation

The **Horizon programme** boosts the development of Europe's research and innovation capacity and strengthens its intellectual capital by supporting the development and transfer of new skills, knowledge and innovation. It is of key importance for realising Europe's full potential across all sectors and regions.

To address future global challenges, embrace the opportunities of new technologies and contribute to sustainable economic growth, jobs, competitiveness and the well-being of Europe's citizens, the Horizon Europe programme will further strengthen Europe's capacity to innovate by: fostering the creation of new environments conducive to collaboration and innovation; strengthening the innovation capabilities of academia and the research sector; supporting a new generation of entrepreneurial people; stimulating the creation and the development of innovative ventures.

Well-trained, dynamic and creative researchers and innovators are one of the essential elements for the best science and the most productive research-based innovation.

Although Europe hosts a large and diversified pool of talents for research and innovation, this needs to be constantly replenished, improved and adapted to the rapidly evolving needs of our society and economy. In 2011 only 46% of this pool worked in the business sector, which is much lower than in the countries of Europe's main economic competitors.

The necessary reform must start at the first stages of the researchers' careers, during their doctoral studies or comparable post-graduate training. Europe must develop state-of-the-art, innovative training schemes, consistent with the highly competitive and increasingly inter-disciplinary requirements of research and innovation. Significant involvement of businesses, including SMEs and other socio-economic actors, will be needed to equip researchers with the cross-cutting innovation and entrepreneurial skills demanded by the jobs of tomorrow and encourage them to consider their careers in industry or in the most innovative companies.

Marie Skłodowska-Curie Actions

Specific objective 2.3 - Through the Marie Skłodowska-Curie actions under Horizon Europe, promote excellence in research, generate innovation and strengthen skills, training and career development for researchers notably through excellent international doctoral networks

The **Marie Skłodowska-Curie Actions (MSCA),** a key part of the Excellence pillar of Horizon 2020, are the EU flagship programme to support researchers' knowledge, skills, careers and collaboration between institutions globally, and a cornerstone of EU research, innovation and education, through the development of excellent doctoral networks. The programme provides grants for all stages of researchers' careers, be they doctoral candidates or highly experienced researchers, as well as to institutions to set up doctorates and collaborative projects, and is the most international component of Horizon 2020 allowing the creation of strategic partnerships with leading institutions and companies worldwide.

The MSCA have supported so far the careers of more than 130 000 excellent scientists, and have set new standards in terms of training and working conditions for researchers in Europe and beyond. Between 2014 and 2020, over 1 000 new excellent doctoral programmes will have been funded. The MSCA contribute to the political priorities by **strengthening Europe's human capital** base in Research and Innovation, by supporting sustainable collaboration through doctoral programmes and staff exchanges, and by fostering structural impact on the European Research Area.

As an entirely 'bottom-up' and idea-driven programme, MSCA provide **great flexibility for research creativity** in all scientific fields, leading to significant and innovative contributions to major societal challenges and Commission priorities, including emerging ones such as the EU response to COVID-19, as highlighted by the fact that more than 100 MSCA projects are directly related to COVID-19 research issues alone, and can support many more in the years to come.

The current COVID-19 crisis dramatically highlights the critical need to provide researchers with the right skills, including the necessary resilience skills, and facilitate their outreach and networking, not only for addressing the immediate health challenges, but also to anticipate the broader societal, ecological and economic implications of the outbreak and enhance Europe's preparedness in the future.

SDG 4 **QUALITY EDUCATION**	**SDG 5** **GENDER EQUALITY**	**SDG 7** **AFFORDABLE AND GREEN ENERGY**	**SDG 9** **INDUSTRY, INNOVATION, AND INFRASTRUCTURE**
SDG 10 **REDUCED INEQUALITIES**	**SDG 17** **PARTNERSHIPS FOR THE GOALS**		

The European Institute of Innovation and Technology

Specific objective 2.4 – Through the EIT under Horizon Europe, strengthen innovation ecosystems that help to tackle global challenges, by fostering the integration of education, research and business.

The EIT's overall mission is to boost sustainable European economic growth and competitiveness by **reinforcing the innovation capacity** of the Member States and the Union. The EIT has a unique way of integrating the knowledge triangle by building EU-wide innovation ecosystems of education, research, and business. Its activities have a cumulative effect, which support and stimulate Europe's expertise, and contribute towards the achievement of the target of 3% of GDP for research and development across the Union by 2020.

Cooperation activities supported by the EIT lead to an increased quality of action, innovation and internationalisation of Knowledge and Innovation Communities (KICs) partners and organisations, the creation of cross-border, multidisciplinary networks, more cross-sectoral cooperation and geographical outreach. The areas of intervention of the current KICs are innovative energy, digital, climate, food, health, raw material,

manufacturing and urban mobility. The dynamism of the KICs is reflected by the number of organisations integrated in the KICs as well as in the wealth of innovative products or patents deriving from their collaboration.

As part of the EU's collective efforts to combat the COVID-19 virus, on 14 May 2020, the EIT launched its '**EIT Crisis Response Initiative**' with €60 million of additional funding mobilised for innovators powering high-impact solutions that tackle this unprecedented challenge. This will form a part of the 'Pandemic Response Projects' and will support highly innovative start-ups, scale-ups and SMEs crucial to the economy's recovery.

SDG 7 AFFORDABLE AND GREEN ENERGY	SDG 9 INDUSTRY, INNOVATION, AND INFRASTRUCTURE	SDG 11 SUSTAINABLE CITIES AND COMMUNITIES	SDG 12 RESPONSIBLE CONSUMPTION AND

General Objective 3 – An economy that works for people

Specific objective 3.1 – Ensure effective and efficient European cooperation and develop optimised strategic investments for modernised, high quality education and training systems fostering EU social cohesion and economic

In a rapidly changing geopolitical and technological reality, Europeans need to prioritise the **reforms and investments** that will help Europe get back to growth and mitigate the social consequences of the economic slowdown. One of the Europe 2020 headline targets, the twin target on share of early school leavers and tertiary educational attainment is directly related to education. Investment in human capital and effective education and training systems are key drivers for growth, competitiveness and social cohesion and therefore play a key role in the **European Semester** process. The proclamation of the European Pillar of Social Rights in 2017 further strengthened the social dimension of the Semester, thereby echoing the Sustainable Development Goal 4, seeking to ensure access to equitable and quality education through all stages of life.

The experience of the physical school closures due to the COVID-19 pandemic has sharpened the **focus on digital education**. The education's role in driving the digital transformation, which will be core to the Commission's outline for a recovery strategy, will therefore be a key component of EAC's input to the European Semester process going forward.

Gender equality is a core value of the EU, a fundamental right and key principle of the European Pillar of Social Rights. So far, no Member State has achieved full gender equality and progress is slow, and is neither inevitable nor irreversible. DG EAC will implement the Gender Equality Strategy 2020-2025, with the dual approach of targeted measures and strengthened gender mainstreaming in policy design in education, training, youth, sport and culture.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

General Objective 4 – A stronger Europe in the world

Specific objective 4.1 – Promote and strengthen international cooperation in the fields of education, training, youth, sport, culture, and research and innovation

To achieve a stronger Europe in the world, it is crucial to set up ambitious **multilateral initiatives** to mobilise international engagement and coordination, together with **partnerships** with key partner countries and regions on strategic areas. **Science, culture and sport** diplomacy, as well as **education** are indisputable instruments of **soft power** to support EU external policy. Leveraging synergies on international cooperation both at policy and programme level, including Horizon Europe, Erasmus+ and the external action instruments, require close cooperation and funding agreement with both other DGs in the research and education family and external relations service.

While DG EAC has a global outreach, policy work will focus on the Neighbourhood, the Western Balkans and Africa.

In the **Neighbourhood and the Western Balkans,** DG EAC will support the ongoing process of **reforming education, training and research systems**, targeting areas such as youth employment, entrepreneurship and digital skills or teaching reforms. It will provide more opportunities for capacity building and by increasing innovation potential. For example, important gaps still exist between countries in the implementation of the Bologna Process. A major objective is to help the Western Balkans implement further the Bologna Process, towards a full integration in the European Higher Education Area. DG EAC will enhance opportunities for **mobility** of students, learners, staff and researchers through our flagship programmes Erasmus+ and the Marie Skłodowska-Curie Actions.

The EU is looking at **Africa** as a key strategic partner. The new **comprehensive strategy on Africa**[1] builds on the 2018 Africa-Europe Alliance for Sustainable Investment and Jobs and is expected to have a strong focus on the new *European Green Deal* and the development of knowledge, digital technologies, skills, scientific capacities, innovation, infrastructure, including research and e-governance. More specifically on education, we aim to increase Erasmus+ funding for Africa in 2021-2027, which would allow the expansion of **learning mobility opportunities** for African students and educational staff[2] and increase support to **Capacity Building in Higher Education, and in Youth**.

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[1] Joint Communication under preparation

[2] More than 24 500 mobilities of African students and staff to Europe were funded to date. Thanks to the substantial additional funding received under the Alliance, we are well on track to reaching the 2020 target of 35 000 incoming mobilities.

A – Education and Training, Youth

Erasmus+ International

Erasmus+ is important for the EU's global outreach, by facilitating cooperation between Europe, the non-EU 'programme countries'[3] and the rest of the world through the participation of '**partner countries'**[4]. To date, international cooperation in the Erasmus+ programme has focused on higher education and youth. In future, this will be expanded to include vocational education and training, and sport.

Teaching and research on EU matters is now relatively widespread in higher education, as illustrated by the 30 years of existence of **Jean Monnet Activities**, representing excellence in teaching and research in the field of European Union studies. The objectives of the Jean Monnet Activities (JMA) are to promote teaching and research on **European integration** worldwide, as well as policy debate and exchanges between the **academic world and policy-makers on EU priorities**.

In the future Erasmus+ programme, Jean Monnet activities will be extended to cater for a wider target group, including schools and VET sectors, in order to **raise awareness of the European values**, also in line with the objectives of the Commission to *Promote our European way of life*.

European Solidary Corps

Similarly to Erasmus+, the **European Solidarity Corps** has a strong international dimension with a volunteering strand open to partner countries. This dimension will be further enhanced in the European Solidarity Corps 2021-2027 with the inclusion of volunteering activities in support of **humanitarian aid operations** in non-EU countries.

B – Sport

At present, the **European Week of Sport** is open to the participation of Eastern Partnership and Western Balkans countries and regions. Under the new Erasmus+ programme, cooperation with third countries will be strengthened notably the Western Balkans and Eastern Partnership, Africa and Asia, in particular with regards to **exchanges and mobility in sport**.

C – Culture

The cultural dimension of EU international relations and cooperation actions is fundamental to promote better mutual understanding, dialogue, peace-building, and is contributing to achieve foreign policy objectives. In addition, the EU inspires other regions with cultural initiatives such as the **European Capitals of Culture, EU Prizes for Culture,** and

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[3] Non EU Programme countries contribute financially and benefit from the full programme: Iceland, Liechtenstein, Norway, North Macedonia, Serbia, Turkey.
[4] Partner Countries do not contribute financially. However, their organisations and individuals may benefit from the Programme depending on the nature of the action.

initiatives such as **i-Portunus** – the mobility scheme for artists and creative people, and actions coming under the integrated policy approach of **Music Moves Europe**.

The **Creative Europe** programme will continue making the EU a stronger global actor, fostering cooperation and joint actions with partner countries and with international organisations such as Unesco, the Council of Europe, the OECD or the World International Property Organisation. Geographically, DG EAC will focus particularly on the Western Balkans, China (through the High Level people to people dialogue) and South Korea (by implementing the EU-Republic of Korea Cultural Cooperation Protocol).

D – Research and Innovation

Marie Skłodowska-Curie Actions

The Marie Skłodowska-Curie Actions strengthen considerably the EU's international research collaboration through its extensive cooperation with third-country researchers and organisations. Almost 37% of all MSCA fellows are nationals from non-EU countries, while more than half of all participations from third-country organisations in Horizon 2020 take place via the MSCA. We expect this trend to intensify under Horizon Europe.

The European Institute of Innovation and Technology

To contribute to competitiveness and to reinforce the international attractiveness of the European economy and its innovation capacity, and in line with the **Strategic Framework for EIT Community Global Outreach Activities**, the EIT and its Knowledge Innovation Communities (KICs), aim at attracting partner organisations, researchers and students from all over the world and develop sound and long-lasting collaboration with them. As a result of these ambitions, two cross-KIC hubs have been already established (in the US and in Israel) and a third (to be established in China) is in the planning.

SDG 3 **GOOD HEALTH AND WELL**	**SDG 4** **QUALITY EDUCATION**	**SDG 5** **GENDER EQUALITY**	**SDG 8** **DECENT WORK AND ECONOMIC GROWTH**
SDG 10 **REDUCED INEQUALITIES**	**SDG 17** **PARTNERSHIPS FOR THE GOALS**		
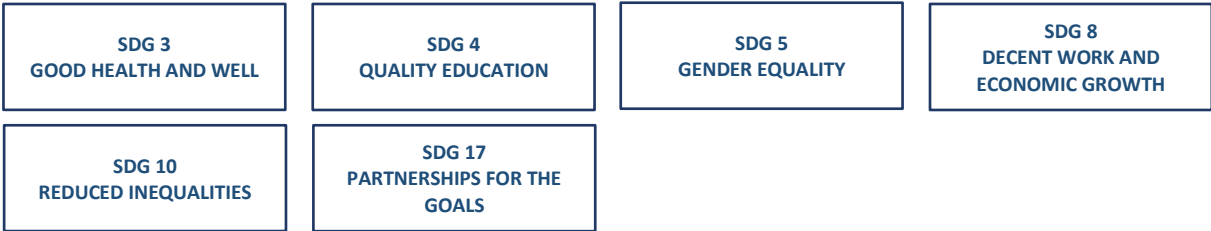
General Objective 5 - Promoting our European way of life

The **promotion of more tolerant and inclusive societies** is based on the notion that education in all its forms is crucial for the integration of all learners and encouraging their social, cultural and political participation. Promoting a 'European Way of Life' exists only if societies exemplify the values as articulated in the EU Treaty with the aim of **creating more cohesive societies** as cohesion lays the foundation for a **more fair, prosperous and competitive Europe.**

A - Education and Training

Gains of educational improvements taking time to materialise, a long-term strategy is particularly required in this field. The EU monitors and supports national education policies through the **Strategic Framework for Cooperation in Education and Training** (ET 2020), including its flagship yearly publication. The Commission will build on this to propose in 2020 a new framework for the period between 2021 and 2030 covering all education and training sectors, in accordance with the principle of subsidiarity and Article 165 of the Treaty on the Functioning of the European Union. In line with political objectives, it will include a set of new EU education and training targets that will help Member States implement key policy reforms. Furthermore, DG EAC will deploy its analytical capability towards emerging issues, such as education for sustainable development; impact of demography (e.g. urban-rural divide, migration, brain circulation); the gender dimension; equity in the light of just transitions; smart investment in education and digital education.

How quickly and effectively the Commission supports Member States to adapt their education systems, will be the measure of our success. The new governance framework with the Member States will prioritise actions to support the recovery from the COVID-19 crisis in a structural way. It will provide the governance modalities to support Member States with their structural adaptations, speeding up and maximising the use of good practice.

B - European Education Area

Specific objective 5.1 – Make the European Education Area a reality, removing barriers to learning, improving access to quality education and making it easier for learners to move between countries

Commission President Ursula von der Leyen has committed, in her Political Guidelines and in her Mission Letter to Commissioner Gabriel, **to establish the European Education Area by 2025,** making it easier for learners and researchers to move across borders in Europe and improve access to quality and inclusive education and training for all. It is meant to be the **heart and soul of the European project**. '*A continent, where spending time in another Member State – to study, to learn, or to work – has become the standard and where, in addition to one's mother tongue, speaking two other languages has become*

the norm. A continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity'.

Bringing down barriers to a European space of learning, where talent and skills circulate freely will strengthen Europe's innovation, skills and jobs. First actions include, in a **lifelong span**, strengthening quality early childhood education and care systems; supporting the acquisition of key competences; developing European Universities; making qualifications and learning abroad mutually and automatically recognised across Member States; tracking the employability of graduates; but also at all ages, strengthening digital learning; improving language teaching and learning and embracing common values.

President von der Leyen also committed '*to changing the culture of education towards lifelong learning that enriches us all'*. This ambition includes learning in a non-formal and informal context, for example through youth and solidarity activities. Several European Education Area initiatives will contribute strongly to other EU strategic goals, as laid down in the Commission's new European Skills Agenda, its Industrial Strategy, or Digital Education Action Plan, to name a few, by equipping Europeans with the 21st century skills they need.

The **COVID-19 pandemic is having a major impact on education systems** in Europe, bringing out their strengths and weaknesses even more strongly. The vulnerable – those without access to technology, a supportive learning environment at home or relying on schools also for care and meals – are particularly affected. The crisis shows the importance of building a **European space of learning where everybody stands to benefit**. In this context, the new Communication on the European Education Area, in tune with the new Communication on the European Research Area, will help foster quality, equity and resilience in European education and training systems at all levels and sectors. At the same time, it will promote more interaction with research, innovation, labour market and wider community; all this with a view to help the recovery process and empower people to manage the twin transition to digital and green.

Key topics where **EU cooperation can make the difference** between success or failure include: ensuring that investment in education is on a par with our economic aspirations, accelerating the transformation of higher education in Europe, promoting the digital capacity of European higher education and its students, proposing a mechanism to ensure that all young people acquire basic skills and obtain an upper secondary qualification, and arming teachers with the skills to deal with the digital and socio-economic challenges.

The experience of the European Universities alliances will feed into a transformation agenda for higher education, to be co-created with stakeholders and Member States, and which will provide incentives for the more than 5.000 higher education institutions across Europe to adapt to the post-Covid-19 conditions and train the future generations. The transformation of our universities and other higher education institutions needs to accelerate to empower the European citizens with the **high-level competences** (knowledge, skills and attitudes) necessary for their personal, social, civic and professional development in a fast changing society. This requires much **deeper cooperation** between higher education institutions across the EU; the **removal of barriers** to such deeper cooperation, in particular in terms of mobility; and boosting the capacity of higher

education institutions to deliver in a synergetic manner on the **four missions of universities**: education, research, innovation and service to society.

In this context, the introduction of a **European degree** could provide a framework to remove red tape for the delivery of joint degrees of University alliances such as the European Universities, offering automatic degree recognition among the participating institutions and everywhere in the EU. It is also key to explore the necessity and feasibility of a **European statute** for European Universities and other university alliances to be able to flourish and overcome obstacles stemming from disparities between the laws and practices of different EU Member States. Finally, developing a European approach for **micro-credentials** will facilitate this transformation as innovative learning pathways need to become more modular to better adapt to the needs of a wider range of students.

With the adoption in November 2018 of the Council Recommendation on promoting **automatic mutual recognition** of higher education and upper secondary education and training **qualifications** and the outcomes of learning periods abroad, EU Member States made a political commitment to take steps to introduce automatic recognition by 2025. As **Quality assurance**[5] is the basis of trust for automatic recognition, international cooperation and mobility between higher education institutions, DG EAC will gear efforts towards improving the quality assurance process.

To help reaching a good match between the competences developed in education and the skills needed at the labour market, there is a need to improve data availability on what graduates do after they obtained their qualification. In the 2017 Council Recommendation on **tracking graduates**, Member States committed to collect graduate tracking data in higher education, vocational education and training that is comparable at European level. DG EAC will continue working with Member States to develop a European system of data collection, and encourage to use harmonized graduate tracking information for evidence-based policy making and student information systems, including via the European Universities.

DG EAC has announced in its [Communication on Building a stronger Europe](#) that a progressive roll-out of the **European Student Card Initiative** will start in 2021. The Commission will be making it mandatory for higher education institutions participating in the next Erasmus+ programme 2021-2027 to digitalise their mobility management processes in line with the European Student Card Initiative, including the use of Erasmus Without Paper Network for universities and the Erasmus+ Mobile App for the students. The Commission describes the roadmap for mandatory implementation on the website of the [initiative](#). As described in the **[Digital Education Action Plan](#)**, students shall be able to have their national identity and student status recognised automatically across EU Member States by 2025.

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[5] Recommendation on further European cooperation in quality assurance in higher education, adopted by the European Parliament and the Council on 15 February 2006

School education can play a twofold role in promoting social fairness and prosperity. The objectives of the '**Pathway to School Success**' initiative are to give all young people the chance to develop their key competences; to minimise the number of young people who leave education without at least an upper secondary degree; and to ensure pupils' well-being at school. This initiative will target specifically disadvantaged groups, who are more at risk of underachievement and early school leaving, such as migrants, ethnic minorities, low-educated families, or people living in remote areas.

Among all factors in education and training, **teachers and trainers** have the greatest impact on students' learning outcomes, providing quality education and training for the poorer and more affluent alike. Supporting teachers in using digital technology is crucial in the aftermath of the 2020 pandemic. The **European Teachers Agenda** foresees the set-up of **Erasmus Teacher Academies** (networks of teacher education and training institutions cooperating, developing joint courses and mobility schemes). It will support **teacher mobility** through the future Erasmus programme and policy guidance, support **teachers' professional development**, and identify and reward innovative teaching solutions. The **eTwinning** and the **School Education Gateway** online platforms will continue to provide pedagogical support for school teachers and leaders, and encourage and support collaborative online or blended projects between classrooms. This effort is completed by the cooperation and knowledge exchange opportunities offered by **EPALE**, the Electronic Platform for Adult Learning in Europe.

In addition, DG EAC will continue to support Member States in implementing the four existing policy recommendations:
➢ 2018 Council Recommendation on automatic recognition of higher and upper secondary education qualifications and learning periods abroad;
➢ 2018 Council Recommendation on Key Competences for Lifelong Learning;
➢ 2019 Council Recommendation on teaching and learning languages;
➢ 2019 Council Recommendation on Quality early childhood education and care systems.

SDG 4 **QUALITY EDUCATION**	**SDG 5** **GENDER EQUALITY**	**SDG 8** **DECENT WORK AND** **ECONOMIC GROWTH**	**SDG 10** **REDUCED INEQUALITIES**

Erasmus+ Programme

Specific objective 5.2 – With the support of the Erasmus+ programme, promote learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training

Erasmus+ is the **EU's flagship programme** to support and strengthen education, training, youth and sport in Europe. Over the last three decades, Erasmus+ and its predecessors have given **mobility opportunities** to more than 10 million young people, students and adults to study, train, gain work experience, and participate in youth civil society initiatives abroad, in Europe or beyond. With more than 4 000 **projects and partnerships** funded in 2019, Erasmus+ supports cooperation and exchanges of practices,

which allow education, training, youth and sport key actors to make better use of new technologies, develop innovative teaching, training and learning methods, promote sport and healthy life styles, modernise curricula and develop common tools and activities. Through these initiatives, the programme is a key instrument to **implement reforms**, **develop polices**, and reach out to and engage with a wide spectrum of stakeholders in our society. At the same time the programme promotes the understanding and awareness of European values, in particular solidarity and tolerance.

What started as a modest mobility scheme for higher education students back in 1987 – with only 3 200 students in its first year – has developed into one of the most successful EU programmes, with a well-known brand name that projects a positive image of the Union, well beyond its borders. Within this context, the **EU added value of the programme is uncontested.**

Erasmus+ is a key instrument for building a **European Education Area by 2025**, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union **Youth Strategy 2019-2027** and developing the European dimension in sport. Erasmus+ is a major contributor to the implementation of the **European Pillar of Social Rights** and a key motor of the **European Skills Agenda**.

Based on lessons learned from the current programme, the future Erasmus+ 2021-2027 will be more inclusive and accessible, more digital, more forward-looking, **simpler and greener**, in particular via the implementation of the Green Erasmus Strategy, which will directly contribute to the *European green deal* Commission objective. The future Erasmus+ will also be more international, therefore also promoting a *Stronger Europe in the World*, while continuing to support lifelong learning and innovative education and training in Europe.

It will offer reinforced opportunities for transnational learning mobility and cooperation, including new opportunities for school pupils and sport staff. The programme will give **more attention to fields that are strategic to Europe's knowledge creation and sustainable growth**, by targeting mobility and cooperation projects in strategic forward-looking sectors such as climate change, clean energy, digitisation, artificial intelligence, bio-science, etc., therefor contributing to crucial skills development, increasing Europe's innovation capacity, and tackling societal challenges.

The proposed future programme has **in-built synergies mechanisms** with other EU instruments such as Horizon Europe, the Cohesion Policy funds and the instruments for EU external action. There is a need to better exploit the significant potential for complementarities and synergies to support the qualitative development of lifelong learning, education, training, and sport and youth systems in the EU and beyond.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

C – Youth

The EU and Member States politically committed themselves to implementing and rolling out the Council Resolution on the **EU Youth strategy**, over a time period spanning until 2027. The EU will aim, in particular, at:

➢ Enabling young people to be architects of their own lives, supporting their personal development and growth to autonomy, building their resilience and equipping them with life skills to cope with a changing world
➢ Encouraging and equipping young people with the necessary resources to become active citizens, agents of solidarity and positive change inspired by EU values and a European identity
➢ Improving policy decisions with regard to their impact on young people across all sectors, notably employment, education, health and social inclusion

Evidence shows a high and **growing interest among young people to be active in solidarity**. Volunteering and other acts of solidarity are ways for young people to enhance their skills and express civic engagement at the same time. In that context, the Council Recommendation on the cross-border **mobility of young volunteers** in Europe adopted in November 2008 should be reviewed to support more cross-border solidarity activities for young volunteers, trainees and employees, within and beyond what the European Solidarity Corps can fund.

Following the unprecedented COVID-19 crisis, which also puts European solidarity and a common sense of belonging to a test, a focus on young people and their active participation in democratic society is essential in the crisis and post-crisis era. Youth projects, youth and civil society organisations at large must be able to play an effective role in offering a multitude of non-formal learning opportunities and young people should be able to engage in dialogue to ensure that their voice counts and their concerns are heard, also contributing to a *New push for European democracy*.

The EU Youth Strategy foresees the pursuit of a **European Youth Work Agenda** on quality, innovation and recognition. The Council invited the Commission to propose a Recommendation on the education and training of youth workers, which should take a strong focus on youth workers' skills to capitalise on new digital means and sustainable practices for their activities.

Erasmus+ Programme – Youth

Specific objective 5.3 – With the support of the Erasmus+ programme, promote non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth

As a general objective, the Erasmus+ 2014-2020 Programme contributes to the achievement of the overall objectives of the **EU Youth Strategy**. The Programme fosters exchanges, quality and innovation in the youth field. It supports young people, notably those with fewer opportunities, to increase their skills, intercultural awareness and active

citizenship by taking part in activities outside formal education. Youth workers have opportunities to increase their knowledge and skills; and enhance their capacity to support young people in informal and non-formal learning settings. The programme builds capacity of youth organisations providing them with tools and networking opportunities in Europe and beyond, improving the quality of youth work and non-formal learning practices.

The specific objective of the future Erasmus+ Programme in the youth field is to **promote non-formal and informal learning mobility and active participation** among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies.

The future Erasmus+ programme will continue supporting current actions such as Youth Exchanges and Youth Workers mobility. Additionally, the new Youth Participation Activities will provide accessible opportunities for young people to prepare for and engage in civic, economic, social, cultural and political decision-making. **DiscoverEU** will continue enabling young people to discover Europe's cultural heritage and diversity, and to gain key competences through informal learning.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

European Solidarity Corps

Specific objective 5.4 – With the support of the European Solidarity Corps, enhance the engagement of young people and organisations in accessible and high-quality solidarity activities as a means to contribute to strengthening cohesion, solidarity and democracy in the Union and abroad, addressing societal and humanitarian challenges on the ground, with particular effort to promote social inclusion

The European Solidarity Corps aims to offer young people aged between 18 and 30 the opportunity to take part in **a wide range of solidarity activities across the EU, whilst gaining skills relevant to their civic engagement and professional development**. Participation not only supports young people's personal development, active involvement in society and employability, but also assists non-governmental organisations, public bodies and companies in their efforts to cope with societal and other challenges.

The European Solidarity Corps enhances the **European dimension of solidarity**, complementing existing public and private policies, programmes and activities without creating competition or substitution effects. The Corps enables young people to help addressing unmet societal needs in a European context. The EU value added of the programme derives mainly from the **cross-border character** of the activities.

Recovery from the COVID-19 crisis cannot happen without solidarity – solidarity between countries but also between people. The immense potential of the European Solidarity Corps can be fully mobilised during the immediate and long-term recovery. Over the next seven

years, up to 350 000 European Solidarity Corps participants could be working and volunteering to address unmet needs.

The proposal for the future European Solidarity Corps builds on the achievements of the Corps in its first years of existence and further consolidates efforts to have one single entry point for young people ready to engage in solidarity. The Corps will also include volunteering activities in support of humanitarian aid operations in non-EU countries where humanitarian aid activities and operations take place, thus supporting a stronger Europe in the world.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES

C – Sport

Specific objective 5.5 – With the support of the Erasmus+ programme, promote learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies

The Fourth **EU Work Plan for Sport** will set out the policy priorities and main actions for cooperation in the field of sport at EU level for 2021-2024. **Promotion of grassroots sport** will continue to be the main priority in the period 2020-2024. Three specific dimensions will be further promoted: intergenerational, digital and innovation. The global tendency towards inactivity is worrying, making the promotion of sport and healthy lifestyle more relevant than ever. Sport is associated with a longer life expectancy and according to the World Health Organisation, 40% of all cancer can be prevented with the adoption of healthy lifestyles featuring physical activity. Based on the success of the **Tartu call** action will be taken to promote healthy lifestyle through new initiaitves.

Sport has a unique power not only to improve health but also to build strong, cohesive communities, to foster innovation and employment, and actively engage people from all generations. Transcending social barriers, sport **promotes shared values** and create a sense of belonging in society, particularly among young people.

Sport clubs and organisations are a clear asset for the EU which is attracting many attractive events and competitions. The European way to link professional sport and grassroots sport through **solidarity mechanisms** should be protected and promoted. The sport sector is strongly anchored at regional and local level where it spurs economic growth and innovation at grassroot level. The current **COVID-19 pandemic** is having a major negative impact on the sector, while it has also underlined the importance of sport and physical activity for developing both physical and social resilience well-being.

The fight against discrimination in sport will continue to be actively promoted and further strengthened at EU level. This includes the fight against racism and violence, the

promotion of inclusion in sport activities, and the fight against gender stereotypes and gender-based violence. One important dimension will be **Gender Equality** and the efforts to increase the participation of women and girls not only in sport and physical activity but also within sport organisations (management, coaching).

Successful actions and initiatives such as the **European Week of Sport** and the **#Beinclusive EU sports awards** will continue and their gender and international dimensions will be strengthened.

Reinforcing the links between sport and **culture** through enhanced support to traditional sports and games and active tourism, and between sport and **innovation,** will be further explored, as for instance with the contribution to the [Marshall Plan for European Tourism with the promotion of active tourism](#) set out as a response to the COVID-19 crisis. The [SHARE initiatives](#) will continue to raise awareness on the role of sport and physical activity in the context of **regional and local development**. Finally, by ensuring that major sport events are **sustainable** and pay attention to their legacy, the sport sector will also contribute to the *European Green Deal* Commission priority.

Erasmus+ Programme – Sport

The Erasmus+ programme will continue to support actions towards a systemic impact on the organisation and **good governance of sport** in Europe, at improving the level of **participation in sport and physical activity** and at ensuring the integrity and credibility of sport in Europe through **the promotion of its common values**. The following actions will continue: collaborative partnerships, small collaborative partnerships, not-for-profit European sport events, initiatives to strengthen the evidence base for policy-making in sport and the dialogue with relevant European stakeholders. In addition the future programme will promote the **learning mobility of sport staff**.

The Erasmus+ Programme 2021-2027 will promote the **European dimension of sport**. It will continue to promote skills and innovative practices development in sport, and contribute to foster key aspects such as the integrity of sport, good governance, anti-doping. The particular focus on grassroots sport has proven its high potential to encourage social inclusion and to foster equal opportunities, as well as to fight discrimination and intolerance and will be enhanced in the future programme.

SDG 3 GOOD HEALTH AND WELL	SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH
SDG 10 REDUCED INEQUALITIES	SDG 11 SUSTAINABLE CITIES AND COMMUNITIES		

D – Culture

Specific objective 5.6 – With the support of the Creative Europe programme, promote European cooperation on cultural and linguistic diversity

Europe is a continent of **high-quality artistic creation**. It has a rich diversity of cultural expressions and a vibrant creative industry. Thriving cultural and creative sectors are essential for a resilient society, and the freedom of artistic creation is representative of Europe's values, such as the promotion of human rights, tolerance, and non-discrimination. Cooperation among artists and creators as well as cultural professionals across borders opens the possibility for citizens to enjoy the richness of Europe's cultural works. Cultural heritage can foster a sense of identity and of belonging to a European community, based on common cultural legacies, historical experiences and shared values.

Culture and creativity are **important assets for the economy**. Culture contributes directly to jobs, growth and external trade. EU cultural employment increased steadily between 2011 and 2017, when the sector reached 8.7 million jobs, which corresponds to 3.8% of the total of people employed. Culture should be at the heart of the **twin digital and green transition** and help Europe come out of the crisis more sustainable and more resilient.

The cultural sectors have been among the first to suffer from the **outbreak of COVID-19**, and are among the most heavily hit. They will most probably will be the last ones to be able to resume their regular activities, once containment measures are lifted or relaxed, if at all. The current crisis has therefore already put millions of artists and small companies under existential threat.

It primarily falls to individual EU countries to set up economic measures for the most affected sectors, including the cultural ones, but there is also a clear need – and an opportunity – for a **European response**. The cultural sectors themselves ask us to design a long-term strategy for strengthening the sector, as well as for reviving societies and economy at large. One of the main challenges lies in maintaining or even scaling up their capacity to work across borders and in an international dimension.

Digitisation, globalisation and new revenue models will give these sectors new growth opportunities. The development of artistic and creative skills and the fostering of talent lie at the heart of the cultural and creative sectors and can act as a driver behind innovation and entrepreneurship. It is important to take into account the particular characteristics of the cultural and creative industries, especially the variety of the value chains.

EU policy making and cooperation on culture reflects the strategic orientations of the **New European Agenda for Culture** (May 2018) and the priorities set in the Work Plan for Culture 2019-2022. The Work Plan is implemented jointly by the Member States and the Commission. The Council can be expected to adopt a new Work Plan for Culture in 2022.

Creative Europe Programme

The Creative Europe Programme supports and promote the Europe's cultural, creative and audio-visual sectors. Its objectives are to safeguard, develop and promote European **cultural and linguistic diversity**, to promote Europe's **cultural heritage** and to enhance the **competitiveness**, by supporting small independent production and distribution companies in the audio-visual field as well as a wide range of operators in the cultural field. At the same time, the programme helps address current political and societal challenges through the power of culture to reach the hearts and minds of citizens and boost confidence in our **shared European values**.

Under the leadership of DG EAC, the **Culture sub-programme** addresses the cultural and creative sectors (heritage, museums, performing arts, visual arts, design, literature, architecture) and provides European added value through support to cross-border cooperation, mobility of cultural operators and circulation of works, capacity building and internationalisation of careers and cultural and linguistic diversity. In addition, a number of symbolic actions showcase European talent and excellence and the tangible returns of investing in culture.

Throughout history, Europe has been a hub of artistic development of exceptional richness and great diversity where European cities have played a vital role in the formation and spread of culture. The **European Capital of Culture** action builds on this heritage and aims in particular at increasing citizens' sense of belonging to a common cultural area and at fostering the contribution of culture to the long-term development of cities. European Capitals of Culture are currently designated until 2024:
  ➢ 2020: Galway (Ireland) and Rijeka (Croatia)
  ➢ 2021: Novi Sad (Serbia), Timisoara (Romania) and Elefsina (Greece)
  ➢ 2022: Kaunas (Lithuania) and Esch (Luxembourg)
  ➢ 2023: Veszprém (Hungary)
  ➢ 2024: Bodo (Norway), Tartu (Estonia) and Bad Ischl (Austria)

The effects of the coronavirus crisis have led the European Commission to propose in August 2020 that the two 2020 European Capitals of Culture extend their activities until April 2021 and that the three 2021 European Capitals of Culture be postponed to 2022 (Novi Sad) or 2023 (Timisoara and Elefsina). The Commission's proposal is now with to the European Parliament and the Council for consideration and final adoption.

The **cross-sectoral strand** of the Creative Europe programme, jointly managed by DG EAC and DG CNECT, helps diversify the EU support through the **Financial Guarantee Facility**, a market-led financial instrument providing guarantees to financial institutions extending loans to cultural and creative enterprises, which have difficulties accessing private financing.

SDG 4 QUALITY EDUCATION	SDG 5 GENDER EQUALITY	SDG 8 DECENT WORK AND ECONOMIC GROWTH	SDG 10 REDUCED INEQUALITIES

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES

General Objective 6 - A new push for European democracy

Specific objective 6.1 – Provide European young people opportunities to participate in civic society and democratic life

As digital technologies and social media fundamentally reshape political and civic participation, citizens, especially the younger generation, are demanding greater involvement in the way policies are shaped, beyond voting in elections every 5 years. President Ursula von der Leyen has pledged to do this by **giving Europeans a greater say on what the Union does and how it works for them**.

To this end, the **Conference on the Future of Europe** will be a new public forum for an open, inclusive, transparent and structured debate accessible to all citizens, from all walks of life, and from all corners of the Union. Broad, interactive and creative forms of participation, should be used to **attract young people** through the communities entailed by various programmes and policies under DG EAC's responsibility. The latest Youth Eurobarometer survey (April 2019) confirms the eagerness among young people to participate in democratic processes.

DG EAC will continue working with youth organisations and Member States, at European level and through the Dialogue National Working Groups, to improve the outreach, inclusiveness and impact of the **EU Youth Dialogue process**.

The **Youth Participation Activities** under next **Erasmus** programme and the **European Solidarity Corps** will provide young people with opportunities to engage and learn to participate in civic society. These will support pathways for young people from all backgrounds to be engaged in civic and democratic life. They will also raise young people's awareness about European common values including fundamental rights and contribute to the European integration process, including through contribution to the achievement of one or more of the **EU Youth Goals**.

Traineeships Office

The Commission's **Blue Book Traineeships scheme**, established in 1960, aims to offer a work-based learning experience to young people at the start of their career, fostering their understanding of the EU, and to allow the Commission to benefit from the fresh knowledge and external perspective of the trainees. The Blue Book scheme aims to attract the best and brightest candidates from both the EU and the rest of the world, regardless of their social background. The programme is highly appreciated by recruiting services and opens new opportunities for trainees' professional prospects and potential as **informal ambassadors of European values**. The main areas for strategic development include learning content, trainees as ambassadors, and more efficient and transparent selection procedures.

SDG 5 GENDER EQUALITY	SDG 10 REDUCED INEQUALITIES	SDG 16 PEACE, JUSTICE ANS STRONG INSTITUTIONS

General Objective 7 - A modern, high-performing and sustainable European Commission

Specific objective 7.1: To develop and deliver high quality and innovative information services to support Commission staff in evidence-based policy development and decision-making processes
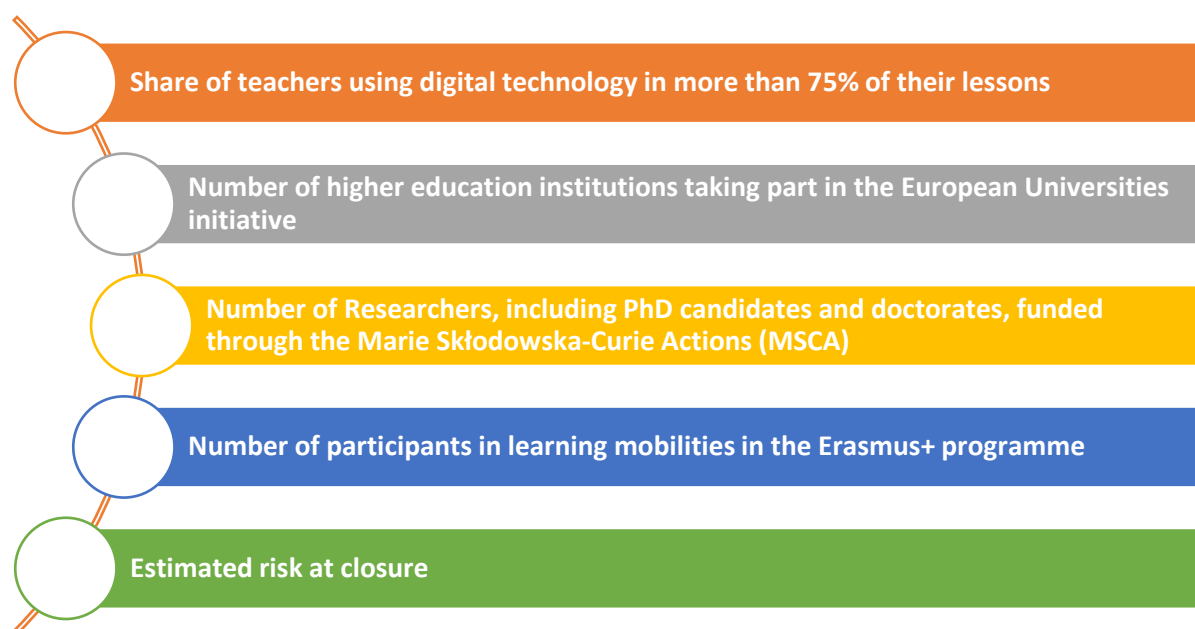
Library and e-Resources Centre of the Commission

The EC Library and e-Resources centre supports the Commission's political priorities and activities by providing **high-quality and innovative information services** to its staff. During the next five years, the EC Library and e-Resources centre will leverage the digital transition of the past years and continue to take an active role in **information and knowledge management** within the Commission. It will further support evidence-based policy development in the Commission. It will also endeavour to reinforce cooperation with other Commission services active in the field of information and knowledge management, and it will explore the possibilities for inter-institutional cooperation with the libraries of the European Parliament and the Council.

During its meeting of 15 July 2020, the Corporate Management Board endorsed the transfer of the EC Library to the Publications Office (OP) on 1 January 2021.

D. KEY PERFORMANCE INDICATORS

From the list of indicators presented in the annex, the following five present the key performance indicators of DG EAC:

Share of teachers using digital technology in more than 75% of their lessons

Number of higher education institutions taking part in the European Universities initiative

Number of Researchers, including PhD candidates and doctorates, funded through the Marie Skłodowska-Curie Actions (MSCA)

Number of participants in learning mobilities in the Erasmus+ programme

Estimated risk at closure

PART 2. Modernising the administration

The Commission is investing heavily in the design of the future performance framework for the EU budget (next Multiannual Financial Framework). It continues to strengthen accountability of its performance of the EU budget and to provide timely reports to the budgetary authority on the achievements under the EU budget.

To this end, DG EAC has already initiated the Results@EAC initiative to ensure that a robust performance framework exists in the DG and to foster greater ownership of internal control and performance objectives by management, including middle management. Availability of interactive reporting tools and dashboards will keep increasing to this aim.

As a modern public administration, the Commission implements an internal control framework inspired by the highest international standards. The Commission's system covers all the principles of internal control identified in the Committee of Sponsoring Organizations of the Treadway Commission 2013 Internal Control framework, including financial control, risk management, human resource management, communication and the safeguarding and protection of information. DG EAC has established an internal control system tailored to its particular characteristics and circumstances and regularly assesses its implementation and overall functioning. This assessment is based on indicators, the most strategic of which are listed in this section of the strategic plan.

A. Human resource management

The new Commission marked a new major turning point for DG EAC with Innovation, Education, Youth, Research, Culture and Sport featuring high on President von der Leyen's agenda.

The fundamental goal of EAC's HR policy is to have the right staff in the right place at the right time to ensure that the DG delivers high quality work and that the objectives of our DG are reached in good time. This can only be done with the full commitment and involvement of senior, middle management and staff. It is not enough to recruit high quality staff and support their competence development; a pro-active approach to fostering talent, recognising merit, supporting career development and structured mobility is needed. It is also necessary to develop a modern work organisation that balances flexible working practices (flexitime, teleworking, part-time, project-based teams) which help to boost staff motivation and productivity, with measures to promote business continuity and support managers in their team management style, in particular by ensuring good internal communication flows, sharing of information, systematic back-ups, documentation of procedures and collaborative working.

In brief, DG EAC will promote and develop:
➤ A more participatory and motivating management approach aiming at: improving two-way communication, giving and receiving feedback, focusing on individuals and empowerment, team building and working across the present entities and cross-cutting projects, boosting entrepreneurship and innovation, effectiveness and wellbeing among staff; prioritising tasks and manage workload in ways that maximise efficiency;

- A talent management strategy facilitating: mobility, so that staff can move easily between jobs and tasks (job shadowing, working on cross-cutting projects), attribution of tasks, so that existing talents of staff can be used optimally, challenge staff to develop their talents further, subject to the primary imperative of getting the work done as efficiently and effectively as possible;
- Well-being and equal opportunities so that: DG EAC would be among the most advanced DGs in implementing the Commission's equal opportunities actions and where possible go further than mere compliance with the corporate policy; our work would enrich our lives.

In order to ensure the effective management of human resources and to optimise the capacity to deliver on priorities in this strategic plan, DG EAC will develop a local HR strategy with a medium to long-term outlook (3–5 years) consistent with the overall corporate HR strategy. DG EAC strategy will be structured around several strands: understanding the common goal, communicating better to increase the impact of our work, encouraging professionalisation, developing transversal skills, investing in new staff, sharing knowledge empowered by line management in a supportive organisational structure and supported by collaborative IT tools.

Objective: DG EAC employs a competent and engaged workforce and contributes to gender equality at all levels of management to effectively deliver on the Commission's priorities and core business	
Indicator: Number and percentage of first female appointments to middle management positions **Source of data**: SEC(2020) 146	
Baseline (female representation in management) 2019	**Target** 2022[6]
6 female middle managers (35%°	3 (50%)
Indicator 2: DG EAC staff engagement index **Source of data:** Commission staff survey	
Baseline (2018)	**Target** 2024
66%	>69%

B. Sound financial management

DG EAC's programmes have had a historically low error rate due to the overall low inherent risk (recurring beneficiaries who are experienced with the programme, low scope for error due to the simplicity of the actions) and control risk due to the widespread application of simplified costs (unit costs), especially for mobility.

DG EAC's strategic objective is to maintain this low level of irregularity, and to explore the possibilities provided by the revised Financial Regulation for a wider range of simplified

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[6] The target will be revised and extended for the period 2023-2024 by January 2023.

cost options such as lump sums and flat rates, to reduce the administrative burden on beneficiaries, while maintaining economy, efficiency and increasing the effectiveness of its projects. The strategic aim is to achieve a shift in focus to the deliverables of its funded actions (outputs rather than inputs), so as to demonstrate a budget focused on results that delivers value for money to the European taxpayer.

Objective: The authorising officer by delegation has reasonable assurance that resources have been used in accordance with the principles of sound financial management, and that cost-effective controls are in place which give the necessary guarantees concerning the legality and regularity of underlying transactions

Indicator: Estimated risk at closure
Source of data: DG EAC

Baseline	Target
2018	2024
< 2% of relevant expenditure	< 2% of relevant expenditure

C. Fraud risk management

In preparation for the 2021-2027 MFF, the Commission updated its Anti-Fraud Strategy in 2019 (the 2019 CAFS). The aim was to adapt and strengthen corporate anti-fraud measures where appropriate, building on the already existing anti-fraud framework.

In line with the 2019 CAFS, DG EAC will update its own Anti-Fraud Strategy in 2020, which will be accompanied by a new Action Plan covering the period 2021-22, closely structured around the Commission's overall plan.

In DG EAC's domain, fraud risk management is encompassed by the following Anti-Fraud Strategies:
➢ Commission Anti-Fraud Strategy
➢ DG EAC's Anti-Fraud Strategy
➢ EACEA's Anti-fraud strategy
➢ REA's Anti-Fraud Strategy in the overall context of the Horizon Europe/ Research Family Anti-Fraud Strategy
➢ EIT's Anti-Fraud Strategy

In particular, DG EAC deals with all OLAF investigations and follow-up relating to National Agencies of Erasmus+ and the European Solidarity Corps and their beneficiaries. In addition, DG EAC participates in working groups and other coordination activities with its entrusted entities.

The strategic aims of DG EAC's Anti-Fraud Strategy are:
➢ Develop a high level of fraud awareness among the numerous beneficiaries and stakeholders within its programmes;
➢ Facilitate information sharing and where appropriate, whistleblowing to ensure a maximum of potential cases are identified;
➢ Ensure robust follow-up of fraud cases by National Agencies and other entrusted entities to protect the reputation of the programmes and ensure protection of the EU budget via recovery of funds;

➤ Ensure fraud proofing measures to proactively deter and minimise the potential for fraudulent activities with DG EAC's programmes.

<table>
<tr><td colspan="2">Objective: The risk of fraud is minimised through the application of effective anti-fraud measures and the implementation of the Commission Anti-Fraud Strategy[7] aimed at the prevention, detection and correction[8] of fraud</td></tr>
<tr><td colspan="2">Indicator: Implementation of the actions included in DG EAC anti-fraud strategy over the whole strategic plan lifecycle (2020-2024)
Source of data: DG EAC annual activity report, DG EAC anti-fraud strategy, OLAF reporting</td></tr>
<tr><td>Baseline
2018</td><td>Target
2024</td></tr>
<tr><td>100% of action points implemented in time</td><td>100% of action points implemented in time</td></tr>
</table>

D. Digital transformation and information management

Digital technologies are transforming European citizens' lives, the way they meet, learn, study, train, teach, create or innovate within and across borders at an increasingly accelerated pace. DG EAC must therefore deliver policy interventions that are fully fit for the digital age[9] and ready to meet the growing expectations of the young generation of Europeans. In line with the digital transformation objectives of the Commission, DG EAC will therefore substantively and systematically re-think and strengthen the role and the impact of technology on every action and initiative, also leveraging the full potential of data to modernise its operations and achieve its strategic objectives.

Opening up new opportunities for innovation and increasing internal efficiencies, DG EAC's digital transformation will contribute to the quality of its policy interventions, maximising synergies and positive engagement with stakeholders, in particular young people and participants in EU programmes who more than ever require easy to use tools and valuable information and services.

Over the next five-year period, DG EAC will first work to ensure that **modernised and robust information systems and digital processes will efficiently and effectively support the 2021-2027 programmes and policy initiatives**. DG EAC will develop innovative, trusted digital solutions supporting the effective implementation of the future Erasmus+ and European Solidarity Corps programmes under the new MFF 2021-2027, though indirect grant management activities implemented by National Agencies in the

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[7] Communication from the Commission 'Commission Anti-Fraud Strategy: enhanced action to protect the EU budget', COM(2019) 176 of 29 April 2019 – 'the CAFS Communication' – and the accompanying action plan, SWD(2019) 170 – 'the CAFS Action Plan'.

[8] Correction of fraud is an umbrella term, which notably refers to the recovery of amounts unduly spent and to administrative sanctions.

[9] EC Digital Strategy: A digitally transformed, user-focused and data-driven Commission - C(2018) 7118 final, Data, information and knowledge management at the European Commission - C(2016) 6626, Data protection requirements under Regulation (EU) 2018/1725.

programme countries. These will turn into effective digital services to applicants, beneficiaries and National Agencies based on a modern, robust, reliable and scalable IT architecture. To this end, DG EAC will define, design and develop IT solutions incorporating as much reusable corporate components as possible. The new EAC IT architecture will in particular reuse the COMPASS Corporate workflow management system (orchestrating and automating business processes) and other EC corporate IT services[10], aligning with the Commission's new Digital and Cloud Strategy principles for cloud-native solutions, actively supporting the digital transformation and IT modernisation of the Commission. In parallel, DG EAC is in the process to create a new modern IT solution reusing corporate components / services to support the Traineeship Office activities.

DG EAC will also substantially **develop and strengthen its data analytics and AI capabilities, recognising the strategic role of data** to maximise the digital potential of its programmes, to support innovation in policy initiatives[11], to strengthen evidence-based policy making, to modernise core processes and improve performance through systematic data-driven monitoring. Making informed decisions will, in turn, require trusted, integrated and transparent data. EAC will work to deliver a powerful and agile integrated data and analytics platform, replacing the legacy data warehouse, and deliver on the implementation of **Data Governance**, focusing on data quality, as well as data protection by design and information security.

In the area of **Data Protection**, measures and actions are being undertaken that should provide both common and differentiated approaches by category of staff.

> ➢ Middle and senior management receive regular updates on the state of play and whenever exceptional external or internal events may have an impact on the data processing practice in DG EAC and hence require their active involvement;
> ➢ Data protection staff (operational data controllers and controller assistants) maintain their privileged communication level and can count on topical trainings and meetings;
> ➢ Newcomers will receive a dedicated training, both on the general data protection principles and on the typical data protection situation in DG EAC;
> ➢ All other staff will be made aware and given the opportunity to acquire the necessary basic knowledge through the data protection page on MyEAC, through lunch time conferences and through data protection news flashes and quizzes on MyEAC

DG EAC will also further **step up knowledge management services and guidance on collaborative tools**, as well as offer various actions to promote and improve working methods within the DG in line with the Commission's Knowledge Management priorities. The 2016 communication on data, information and knowledge management (DKIM)[12]

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[10] Including EU Access (combining Authentication and Authorisation) for User and Role Management; Notification services (e.g. CNS) on top of the already used corporate services like HERMES/ARES (for Document management system) and EU Login (for authentication).

[11] Such as the European Education Area, or Educational Analytics & AI as part of the Digital Education Action Plan.

[12] C(2016) 6626 final

recognises that data, information and knowledge are key corporate assets and sets out a strategy to improve how the Commission manages them. The information and knowledge management corporate strategy covers four broad areas: improving information retrieval and delivery; working together and sharing information and knowledge; maximising use of data for better policy-making; and creating a culture of knowledge sharing and learning.

With the new generation of digital tools, especially aimed at increased collaboration, EAC staff will need to develop a new digital literacy, as a fundamental transformation will take place, on how staff perform tasks and relate to each other. DG EAC will encourage strong leadership for this cultural and behavioural transformation at management level, setting up a communication and training plan, coaching sessions and leveraging the existing EAC Knowledge management champions to become change agents and sponsors. During the next two years, the emphasis will be on cultural change, especially in the aftermath of the COVID-19 experience where we all had to adapt swiftly to new working methods.

Objective: *DG EAC is using innovative, trusted digital solutions for better policy-shaping, information management and administrative processes to forge a truly digitally transformed, user-focused and data-driven Commission*

Indicator 1: Degree of implementation of the digital solutions modernisation plan[13]
Source of data: DG EAC

Baseline 2019	Interim milestone 2022	Target 2024
EAC IT Landscape: ➜ 20%	60%	75%
Data Analytics & AI: ➜ 20%	55%	95%
Traineeship Office system: ➜ 15%	55%	70%

Indicator 2: Percentage of DG EAC key data assets for which corporate principles for data governancehave been implemented
Source of data: DG EAC

Baseline 2019	Interim milestone 2022	Target 2024
0%	50%	80%

Indicator 3: Percentage of staff attending awareness raising activities on data protection compliance
Source of data:

Baseline 2018	Interim milestone 2022	Target 2024

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[13] The European Commission Digital Strategy (C(2018)7118) calls on Commission services to digitally transform their business processes by developing new innovative digital solutions or make evolve the existing ones in line with the principles of the strategy. At the beginning of the year N+1, the Solution Owner and IT Investments Team will assess the progress made on the basis of the proposed modernisation plan. For each of the three solutions, a table will reflect – per principle - the progress achieved during the last year.

| Newcomers: 0% | 100% | 100% |
| Other staff: 0% | 50% | 90% |

Indicator 4: **Percentage of staff using new generation of digital tools for knowledge management purposes and participate at least in one training or coaching session**		
Source of data:		
Baseline	**Interim milestone**	**Target**
2018	2022	2024
30%	60%	100% of staff

E. Sound environmental management

DG EAC will build on its current efforts and **launch new initiatives** to **decrease** further **the environment footprint of its activities**, through the local implementation of the Commission Environmental Management System (**EMAS**), namely in the area of **energy**, **paper consumption**, **waste management**, and **CO_2 emissions**. It will further **strengthen staff's ability to adopt ecological behaviour.**

DG EAC encourage its staff to **save energy:**
  ➢ by switching off the light when being absent from the office for a longer (saving= 152 kg CO_2 emission/average office/year)
  ➢ by switching off the laptop when going at home at night
  ➢ by setting the heating to cool in the winter and air-conditioning to minimum (or off) in summer
  ➢ by taking the stairs instead of the lift

Building on the Commission Digital Strategy, DG EAC will also encourage its staff to **save paper**:
  ➢ by organizing paperless meetings
  ➢ by digitalising the working processes
  ➢ by reinforcing paperless working approaches (collaborative platforms) and procedures, e.g. financial management procedures
  ➢ by encouraging publishing brochures only electronically, and by using layouts that use as little paper as possible
  ➢ by printing only when necessary, always double-sided, questioning the need to print in color and archive files electronically

In order to combine 'Fit at work' and 'Green energy activities' DG EAC will encourage **sustainable mobility** for its staff when commuting and moving between Commission buildings. Walking and cycling are virtually non-polluting, therefore reducing CO_2 emissions, and provide health benefits through increased exercise.

DG EAC will continue to encourage **waste prevention**, maximise waste recycling and reuse as well as improve waste sorting, not only within its premises, but also with regards to the organisation of events and the distribution of goodies by integrating an appropriate requirement in the procurement procedure of such events.

ANNEX : Performance tables

General Objective 1 – A European Green Deal

EC Impact indicator 2: Climate mainstreaming in the European Union budget

Explanation: Proportion of climate related spending (mainstreaming) in the EU budget

Source of the data: European Commission Draft Budget Reports

Baseline 2019	Interim milestone 2022	Target 2024
21%	25%	25%

Specific objective 1.1: Promote behavioural changes and support education towards a sustainable economy	Erasmus+ European Solidarity Corps

Result indicator 1.1.1: Number of Erasmus+ and European Solidarity Corps projects contributing to sustainable development

Explanation: Project Management Module, Beneficiary Module and eGrants

Source of the data: Project Management Module, Beneficiary Module and eGrants

Baseline (2019)	Interim milestone (2022)	Target (2024)
1700	Increase	Increase

General Objective 2 – Europe fit for the digital age

EC Impact indicator 1: Aggregate score in the Digital Economy and Society Index (DESI)

Explanation: DESI is a composite index that summarises relevant indicators on Europe's digital performance and tracks the evolution of EU Member States in digital competitiveness. Higher values indicate a better performance

Source of the data: DESI

Methodology for calculating the indicator: The DESI index is calculated as the weighted average of the five main DESI dimensions: 1 Connectivity (25%), 2 Human Capital (25%), 3 Use of Internet (15%), 4 Integration of Digital Technology (20%) and 5 Digital Public Services (15%)

Baseline (2019)	Interim milestone (2022)	Target (2024)
52.45	Increase	Increase

EC Impact indicator 2: Digital skills

Explanation: The basic digital skills indicator looks at selected activities performed by individuals aged 16 to 74 on the internet in the four specific areas (information, communication, problem solving, content creation). It is assumed that individuals having performed certain activities have the corresponding skills; therefore, the indicator can be considered as a proxy of the digital competences and skills of individuals. Finally, based on the performance in the four specific areas, an overall digital skills indicator is calculated as a proxy of the digital competences and skills of individuals ('no skills', 'low', 'basic' or 'above basic'). The basic digital skills indicator shows the share of individuals with 'basic' and 'above basic' skills.

Source of the data: Eurostat (Eurostat online data code: isoc_sk_dskl_i_and isoc_sk_cskl_i)

Baseline (2019)	Interim milestone (2022)	Target (2024)
56%	63%	67%

EC Impact indicator 12: Gross domestic expenditure on research and development

Explanation: This indicator measures gross domestic expenditure on research and development (R&D) as a percentage of GDP – the R&D intensity. The Frascati Manual defines R&D as creative and systematic work undertaken in order to increase the stock of knowledge – including knowledge of humankind, culture and society – and to devise new applications of available knowledge

Source of the data: Eurostat (Eurostat online data code: sdg_09_10)

Baseline (2019)	Interim milestone (2022)	Target (2024)
2.19%	3.00%	Increase

Specific objective 2.1: Increase the use of digital technologies for teaching and learning to support both quality and inclusive education	Erasmus+

Result indicator 2.1.1: Share of people using digital technology for learning purpose

Explanation: This indicator measures the share of people using online course, online learning material or communicating with instructors or students using educational websites/portals

Source of the data: Eurostat (isoc_ci_ac_i)

Baseline (2019)	Interim milestone (2022)	Target (2024)
21%	Increase	Increase

Result indicator 2.1.2: Share of teachers using digital technology in more than 75% of their lessons

Explanation: This indicator measure the share of teachers using digital technology in more than 75% of their lessons, at primary, lower secondary and upper secondary levels

Source of the data: Education and Training Monitor 2019

Baseline (2018)	Interim milestone (2022)	Target (2024)
Primary level: 10% Lower secondary level: 15% Upper secondary level: 30%	Increase	Increase

Result indicator 2.1.3: Share of pupils without access to digital technology

Explanation: This indicator measure the share of pupils that never or almost never use a computer at school.

Source of the data: 2nd Survey of schools: ICT in Education (2019)

Baseline (2019)	Interim milestone (2022)	Target (2024)
Primary level: 65% Lower secondary level: 48% Upper secondary level: 28%	Decrease	Decrease

Specific objective 2.2: Invest in the development of digital skills for all	Erasmus+

Result indicator 2.2.1: Share of Erasmus+ participants that have increased their digital skills after their participation in the Erasmus+ programme

Explanation: This indicator measures the share of Erasmus+ participants that declared that theyr have increased their digital skills thanks to their participation in the Erasmus+ programme

Source of the data: Erasmus+ participant surveys

Baseline (2019)	Interim milestone (2022)	Target (2024)
60%	Increase	Increase

Result indicator 2.2.2: Number of participants involved in mobilities with Digital Erasmus Opportunity

Explanation: This indicator measures the number of learners, staff and students involved in mobilities with a digital focus (Digital Erasmus Opportunities-DEOs)

Source of the data: Erasmus+ participant surveys

Baseline (2019)	Interim milestone (2022)	Target (2024)
8 000* (* Digital Opportunity Traineeship only)	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Specific objective 2.3: Through the Horizon Marie Skłodowska-Curie actions, promote excellence in science, generate innovation and strengthen skills, training and career development	*Horizon 2020 / Horizon EU* **Marie Skłodowska-Curie actions**

Result indicator 2.3.1: Cross-sector and cross-country circulation of researchers (MSCA)

Explanation: This indicator measures the number of Researchers, including PhD candidates and doctorates, funded through the Marie Skłodowska-Curie Actions (MSCA)

Source of the data: CORDA, reports/estimations from Research Executive Agency

Reference: Horizon 2020 Programme Statement– General Objective 1 Specific Objective 2 Indicator 1

Baseline (2019)	Interim milestone (2022)	Target (2024)
Researchers: 10 200 PhD: 4 200	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Specific objective 2.4: Through the Horizon EIT, strengthen innovation ecosystems that help to tackle global challenges, by fostering the integration of education, research and business	*Horizon 2020 / Horizon EU* **European Institute of Innovation and Technology**

Result indicator 2.4.1: Number of organisations from universities, business and research integrated in the Knowledge and Innovation Communities (KICs)

Explanation: This indicator measures the number of organisations from universities, business and research integrated in the Knowledge and Innovation Communities (KICs)

Source of the data: CORDA, reports/estimations from Research Executive Agency

Reference: Horizon 2020 Programme Statement– General Objective 1 Specific Objective 18 Indicator 1

Baseline (2018)	Interim milestone (2022)	Target (2024)
1650	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 2.4.2: Number of innovative products, processes or methods & Intellectual Property Rights applications

Explanation: This indicator measures the number of innovative products, processes or methods & Intellectual Property Rights applications resulting from the participations of organisations and institutions to the different KICS

Source of the data: CORDA, reports/estimations from Research Executive Agency

Reference: Horizon 2020 Programme Statement– General Objective 1 Specific Objective 18 Indicator 2

Baseline (2018)	Interim milestone (2022)	Target (2024)
3159	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

General Objective 3 – An economy that works for people

EC Impact indicator 8: Young people neither in employment nor in education and training

Explanation: A considerable proportion of young people aged 15 to 29 in the EU are economically inactive. For some this is due to the pursuit of education and training. Others, however, have withdrawn from the labour market or are not entering it after leaving the education system. This indicator captures those who struggle with the transition from education to work and measures the share of the population aged 15 to 29 who is not employed and not involved in education or training

Source of the data: Eurostat (Eurostat online data code: sdg_08_20), based on the EU Labour Force Survey

Baseline (2019)	Interim milestone (2022)	Target (2024)
12.6%	Decrease	Decrease

EC Impact indicator 10: Human resources in science and technology

Explanation: This indicator shows human resources in science and technology as a share of the active population aged 25 to 64 in percent. Human resources in science and technology are people with a tertiary education in and / or employed in science and technology

Source of the data: Eurostat (Eurostat online data code: sdg_09_21 and tsc00025), based on the EU Labour Force Survey

Baseline (2019)	Interim milestone (2022)	Target (2024)
46.9%	Increase	Increase

Specific objective 3.1: Ensure effective and efficient European cooperation and develop optimised strategic investments for modernised, high quality education and training systems fostering EU social cohesion and economic	*Education and Training European Semester*

Result indicator 3.1.1: Level of implementation of the education components of the European Semester's Country Specific Recommendations (CSRs)

Explanation: The European Semester represents a yearly cycle of economic governance and country specific surveillance. In respect of Treaty obligations and in particular the principle of subsidiarity under which Member States are responsible fort their education policies, DG EAC contributes to the Commission-wide process of formulatiing Country Specific Recommendations (CSRs) to MS inviting them to modernise and improve their education and training systems, in particular in relation to how they cotribute to growth and jobs.

The annual Semester process has involved an assessment of the extent to which Member States have implemented the CSRs they received in previous years, based on a scale of "no progress" through "limited/some/substantial progress" to "full implementation". This annual assessment would provide the basis for an evaluation of the impact of this work on education sytems, using the number of CSRs in respect of which "some progress" or better is recorded. Note that education CSRs do not form a standalone segment and are normally grouped with proposals related to skills, including vocational training and adult education which are the domain of DG EMPL.

However, the Covid crisis of 2020 has caused the Semester process for 2020 to be completely reorientated towards the creation of a Recovery and Resilience Facility (RRF) and the Recovery Assistance for Cohesion and the Territories of Europe (REACT-EU), under which Member States should prepare 'recovery and resilience plans' setting out their reform and investment agendas for the years to 2024 to address the challenges identified in the context of the European Semester. It seems likely that the annual Semester processs will in the future focus on assessing these plans (if and when they are agreed with MS – work with MS starts September 2020). Performance indicators, milestones and targets related to these plans and on which funding will be disbursed are in preparation and the annual monitoring under the Semester is likely to be focused on these.

Source of data: Staff Working Documents

Methodology for calculating the indicator: The indicator measures the level of multiannual implementation of CSRs from 2018 to the latest available year as assessed in the CeSaR database. Progress is considered when 'some', 'substantial' or 'full' progress has been achieved according to the CeSaR multiannual assessment. CSRs with 'limited' progress or 'no progress' are excluded.

Baseline (Implementation of 2019 CSRs as assessed in February 2020)	Interim milestone (2022)	Target (2024)
Number of Education and skills related CSR subparts: 27 Number with at least some progress: 11 % with at least some progress: 40%	To be seen in the light of the evolution of the European Semester/RRF process	To be seen in the light of the evolution of the European Semester/RRF process

General Objective 4 – A stronger Europe on the world

EC Impact indicator 1: The European Union's voice counts in the world according to its citizens

Explanation: This indicator shows the percentage of EU citizens that tend to agree that the EU's voice counts in the world

Source of the data: Eurobarometer

Baseline (2019)	Interim milestone (2022)	Target (2024)
71%	Increase	Increase

Specific objective 4.1: Promote and strengthen international cooperation in the fields of education, training, youth, sport, culture, and research and innovation	Erasmus+ Creative Europe

Result indicator 4.1.1: Implementation of the Bologna Process key commitments in the European Higher Education Area

Explanation: This indicator measures the percentage of countries implementing the key commitments (recognition, quality assurance, 3-cycles system) of the Bologna Process for higher education

Source of the data: Bologna Implementation Report, data may be bi-annual(tbc)

Baseline (2018)	Interim milestone (2022)	Target (2024)
20%	Increase	Increase

Result indicator 4.1.2: Erasmus+ Number of international mobility for staff and learners mobility

Explanation: This indicator measures the number of international mobility for staff and learners mobility

Source of the data: Erasmus+ Mobility Tool

Baseline (2019)	Interim milestone (2022)	Target (2024)
55 071	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 4.1.3: Erasmus+ Number of capacity building projects

Explanation: This indicator measures the number of international mobility for staff and learners mobility

Source of the data: Erasmus+ Mobility Tool

Reference: Erasmus+ Programme Statement– General Objective 1 Specific Objective 4 for Higher education
Erasmus+ Programme Statement– General Objective 1 Specific Objective 10 for Youth

Baseline (2019)	Interim milestone (2022)	Target (2024)
Higher education: 163 Youth: 121	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 4.1.4: Creative Europe Number of projects supported by the Programme involving third countries organisations

Explanation: The number of organisations from non-EU countries participating as coordinators, partners or associated partners in Cooperation projects, the Literary Translation scheme, Networks and Platforms.

Source of the data: EACEA database

Baseline (2019)	Interim milestone (2022)	Target (2024)
101	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

General Objective 5 – Promoting our European way of life

EC Impact indicator 8: Tertiary educational attainment

Explanation: The indicator measures the share of the population aged 30 to 34 who have successfully completed tertiary studies (for example, at university or a higher technical institution). Tertiary educational attainment refers to International Standard Classification of Education 2011 levels 5–8 for data from 2014 onwards

Source of the data: Eurostat (Eurostat online data code: sdg_04_20), based on the EU Labour Force Survey

Baseline (2019)	Interim milestone (2020)	Target (2024)
40.3%	>40%	Increase

EC Impact indicator 9: Early leavers from education and training

Explanation: The indicator measures the share of the population aged 18 to 24 with at most lower secondary education who were not involved in any education or training during the four weeks preceding the survey

Source of the data: Eurostat (Eurostat online data code: sdg_04_10), based on the EU Labour Force Survey

Baseline (2019)	Interim milestone (2020)	Target (2024)
10.2%	<10%	Decrease

EC Impact indicator 10: Participation in early childhood education

Explanation: The indicator measures the share of children between the age of four and the starting age of primary education who participated in early childhood education

Source of the data: Eurostat (Eurostat online data code: sdg_04_30)

Baseline (2019)	Interim milestone (2020)	Target (2024)
94. 8%	>95%	Increase

EC Impact indicator 11: Adult participation in learning

Explanation: The indicator measures the share of people aged 25 to 64 who stated that they received formal or non-formal education and training in the 12 weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not respond to the question 'participation in education and training'. Adult learning covers formal and non-formal learning activities — both general and vocational — undertaken by adults after leaving initial education and training.'

Source of the data: DG EMPL calculation based on Eurostat data (Adult Education Survey)

Baseline (2016)	Interim milestone (2020)	Target (2024)
37.9%	44%	48%

Specific objective 5.1: Make the European Education Area a reality, removing barriers to learning, improving access to quality education and making it easier for learners to move between countries	*European Education Area*

Result indicator 5.1.1: Number of countries fully implementing the Council recommendation on promoting automatic mutual recognition of qualifications and learning periods abroad

Explanation: In the context of the Bologna Implementation Report, Eurydice is expected to follow the implementation of the Council Recommendation within their work programme. The unit of measurement is a percentage of total number of Member States.

Source of the data: Eurydice Bologna Implementation Report, Data might be bi-annual as from 2021 (tc)

Baseline (2019)	Interim milestone (2022)	Target (2024)
Upper secondary education: 18% Higher education: 18%	Increase	Increase

Result indicator 5.1.2: Number of countries implementing the Council Recommendation on tracking graduates

Explanation: The network of experts for graduate tracking (foreseen by the Council Recommendation) is expected to follow implementation on a bi-annual basis. The unit of measurement is a percentage of total number of Member States (EU+EEA).

Source of the data: Graduate tracking monitoring

Baseline (2019)	Interim milestone (2022)	Target (2024)
7%	Increase	Increase

Result indicator 5.1.3: Number of higher education institutions taking part in the European Universities initiative

Explanation: This indicator measures the number of higher education institutions taking part in the European Universities initiative

Source of the data: DG EAC

Baseline (2019)	Interim milestone (2020)	Target (2024)
114	More than 250	Increase

Specific objective 5.2: With the support of the Erasmus+ programme, promote learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of Education and Training	*Erasmus+ Education and Training*

Result indicator 5.2.1: Number of participants in learning mobility activities in the Education and Training strand of the Erasmus+ programme (KA1)

Explanation: This indicator measures the number of learners and staff in the domain of education and training, wherever applicable.

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
Staff: 158 291 Students: 336 495 Learners: 153 624	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.2.2: Number of organisation/institutions taking part in the Education and Training strand of the Erasmus+ programme (KA1+KA2)

Explanation: This indicator measures the number of times organisations or institutions have participated in projects – both for coordinators and partners (including individual beneficiary organisations, consortium coordinators, consortium members, i.e. only the grant beneficiaries).

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
77 000	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.2.3: Number of people with fewer opportunities taking part in activities in the Education and Training strand of the Erasmus+ programme under KA1

Explanation: This indicator measures the number of participants with fewer opportunities taking part in mobility activities; 'people with fewer opportunities' means people who for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reason, including those that can give rise to discrimination under article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2020)	Target (2024)
15 000	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Specific objective 5.3: With the support of the Erasmus+ programme, promote non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of Youth	*Erasmus+ Youth*

Result indicator 5.3.1: Number of participants in learning mobility activities in the Youth strand of the Erasmus+ programme (KA1)

Explanation: This indicator measures the number of participants taking part in mobility activities under the programme: number of learners and staff in the domain of youth, wherever applicable.

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
174 000	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.3.2: Number of organisation/institutions taking part in the Youth strand of the Erasmus+ programme (KA1+KA2)

Explanation: This indicator measures the number of times organisations or institutions have participated in projects – both for coordinators and partners (including individual beneficiary organisations, consortium coordinators, consortium members, i.e. only the grant beneficiaries).

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
28 000	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.3.3: Number of people with fewer opportunities taking part in activities in the Youth strand of the Erasmus+ programme under KA1

Explanation: This indicator measures the number of participants with fewer opportunities taking part in mobility activities in Youth; 'people with fewer opportunities' means people who for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reason, including those that can give rise to discrimination under article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
14 000	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Specific objective 5.4: With the support of the European Solidarity Corps, enhance the engagement of young people and organisations in accessible and high-quality solidarity activities as a means to contribute to strengthening cohesion, solidarity and democracy in the Union and abroad, addressing societal and humanitarian challenges on the ground, with particular effort to promote social inclusion	*European Solidarity Corps*

Result indicator 5.4.1: Number of participants in European Solidarity Corps activities

Explanation: This indicator measures the number of participants in European Solidarity Corps activities

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: European Solidarity Corps Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
12 539	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.4.2: Number of organisations holding a European Solidarity Corps quality label

Explanation: This indicator measures the number of organisations holding a European Solidarity Corps quality label

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: European Solidarity Corps Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
1 058	Increase	Increase

Result indicator 5.4.3: Percentage of participants from a fewer opportunities background

Explanation: This indicator measures the percentage of participants from a fewer opportunities background

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: European Solidarity Corps Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
34%	30-45%	30-45%

Specific objective 5.5: With the support of the Erasmus+ programme, promote learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies	*Erasmus+ Sport*

Result indicator 5.5.1: Number of people taking part in mobility activities in the Sport strand of the Erasmus+ programme (KA1)

Explanation: This indicator measures the number of people taking part in mobility activities in the Sport strand of the Erasmus+ programme (KA1)

Reference: Erasmus+ Legal Base indicator

* There is no baseline : KA1 Mobility in the Sport chapter will be a novelty in the 2021-2027 programme

Baseline (2019)	Interim milestone (2022)	Target (2024)
n/a*	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.5.2: Number of organisation/institutions taking part in the Sport strand of the Erasmus+ programme (KA1+KA2)

Explanation: This indicator measures the number of times organisations or institutions have participated in projects – both for coordinators and partners (including individual beneficiary organisations, consortium coordinators, consortium members, i.e. only the grant beneficiaries).

Source of the data: European Commission, Project Management Module, Beneficiary Module

Reference: Erasmus+ Legal Base indicator

Baseline (2019)	Interim milestone (2022)	Target (2024)
789	tbd when MFF 2021-2027 will be finalised	tbd when MFF 2021-2027 will be finalised

Result indicator 5.5.3: Number of projects submitted to the #BeInclusive EU Sport Awards

Explanation: This indicator measures the number of projects submitted to the #BeInclusive EU Sport Awards

Source of the data: European Commission, DG EAC

Baseline (2019)	Interim milestone (2022)	Target (2024)
144	Increase	Increase

Result indicator 5.5.4: Outreach of the European Week of Sport

Explanation: This indicator measures the number of participants, events and countries taking part in the European Week of Sport

Source of the data: European Commission, DG EAC

Baseline (2019)	Interim milestone (2022)	Target (2024)
15.3 million participants 28 300 events 42 countries	Increase	Increase

Specific objective 5.6 – With the support of the Creative Europe programme, strengthen Europe's commitment to preserve and promote our cultural heritage	Creative Europe

Result indicator 5.6.1: Outreach of the ECOC Action during the title-year in each city

Explanation: This indicator measures how each ECOC has been successful in reaching out to a wider audience, in line with the objective of the ECOC Action and the Creative Europe programme in terms of audience development.

Source of data: Ex post evaluation of the European Capitals of Culture of the corresponding year

Baseline (2018)	Interim milestone (2022)	Target (2024)
Leeuwarden: 5.4 million visitors (135%) Valetta: 400 000 visitors (40%)	100%	100%

Result indicator 5.6.2: Leverage effect of the ECOC title in terms of the yearly ECOC cities operational budgets

Explanation: This indicator measures how the direct EU contribution in ECOC stimulates title-holding cities – but also their regional / national public authorities and private partners – to invest in the ECOC title.

Source of the data: Ex post evaluation of the European Capitals of Culture of the corresponding year

Baseline (2019)	Interim milestone (2022)	Target (2024)
Leeuwarden: €104.6 million Valletta: € 26.5 million	Increase	Increase

Result indicator 5.6.3: Number of projects supported by the Programme addressed to disadvantaged groups, namely unemployed youth and migrants

Explanation: This indicator measures how the number of projects supported by the Programme addressed to disadvantaged groups, namely unemployed youth and migrants

Source of the data: European Commission, Project Management Module, Beneficiary Module

Baseline (2019)	Interim milestone (2022)	Target (2024)
117	Increase	Increase

General Objective 6 – A new push for European democracy

EC Impact indicator 1: Citizens agreeing that their voice counts in the European Union

Explanation: This indicator measures the percentage of Europeans who tend to agree with the statement 'their voice counts in the EU' **Source of the data:** Eurobarometer

Baseline (2019)	Interim milestone (2022)	Target (2024)
48%	Increase	Increase

Specific objective 6.1 – Provide European young people opportunities to participate in civic society and democratic life	Youth

Result indicator 5.6.1: Youth participation in social, political and civic activity

Explanation: This indicator measures the percentage of young people took part in activities of political movements, parties or unions; student or youth organisations; campaigns, strikes or street protests; volunteering activities or local community projects,

Reference: Flash Eurobarometer 478, March 2019

Baseline (2019)	Interim milestone (2022)	Target (2024)
77%	Increase	Increase

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