



DG EDUCATION AND CULTURE

MANAGEMENT PLAN

2015

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TABLE OF CONTENTS

1. Mission Statement.....	4
2. This year's challenge Personal Message from the Director-General	7
3. General Objectives for Education, Youth, Sport and Culture	9
3.1. The year's general context and cross-cutting challenges	9
3.2. Multiannual strategic framework.....	14
3.2.1 Strategy for EDUCATION and INNOVATION supporting an inclusive, innovative and competitive Knowledge Society in Europe (General Objective 1)	17
3.2.2 Strategy for YOUTH (General Objective 2).....	22
3.2.3 Strategy for SPORT (General Objective 3).....	24
3.2.4 EU FUNDING supporting an innovative, competitive and inclusive Knowledge Society in Europe (General Objectives 1 to 3).....	25
3.2.5 Strategy and funding for CULTURE Promoting Europe's cultural diversity, intercultural dialogue and the cultural and creative sectors as sources of jobs, growth and innovation (General Objective 4).....	28
3.3. General objectives and impact indicators for the policy areas education, Youth, Sport and culture	32
4. Specific Objectives for Operational Activities	38
4.1. Education and Innovation.....	38
4.1.1 Education and Innovation policies in 2015: modernising schools and higher education...	38
4.1.2 Funding for Education and Innovation in 2015 (ABB 15.02 Erasmus+ and ABB 15.03 Horizon 2020/MSCA and EIT).....	42
4.2. Youth.....	66
4.2.1 Youth policy in 2015: tackling youth unemployment and contributing to the civic and political participation of young people.....	66
4.2.2 funding for youth in 2015 (ABB 15.02 Erasmus+).....	67
4.3. Sport	76
4.3.1 Sport policy in 2015	76
4.3.2 Funding for Sport in 2015 (ABB 15.02 Erasmus+)	77
4.4. Culture	82
4.4.1 Culture policy in 2015.....	82
4.4.2 Funding for Culture in 2015 (ABB 15.04 Creative Europe).....	83
4.5. Corporate activities.....	95
5. Annexes.....	99
Annex 1. Prioritised internal control standards for effective management	99

Annex 2.	Planning of studies (evaluations and other studies).....	101
Annex 3.	DG EAC Communication Action Plan 2015.....	114

1. MISSION STATEMENT

DG Education and Culture (EAC) plays a key role in the implementation of the overall objectives and political guidelines of the European Commission particularly through its contribution to a knowledge-based Europe that reconciles a competitive economy and an inclusive society. In this regard, DG EAC's mission covers areas of substantial societal and political significance:

- to foster equity and excellence in modern education systems at schools and in higher education, promote career development of researchers and cross-fertilisation between education, research and innovation, including through the European Institute of Innovation and Technology**
- to promote culture as a catalyst for innovation, by maximising the sector's contribution to jobs and growth, particularly among the young, and our cultural diversity**
- to maximise the potential and well-being of young people and their active participation in society and work life, and develop the European dimension in sport**
- to ensure the strategic implementation of 3 EU flagship programmes, Erasmus+, Creative Europe and the Marie Skłodowska Curie Actions, exploit and strengthen synergies between policy and programme actions, and promote their systemic impact.**

In each of these fields, DG EAC aims to stimulate the development of competences, the mobility of individuals, cross border cooperation, involvement of stakeholders, and policy reform.

Goals and values

The future of Europe will depend on how well it promotes and invests in the education, skills, creativity, the innovation potential of its citizens in particular young people, and in cultural diversity. All these policy areas are a source of shared values and sense of citizenship: they contribute to citizens' well-being and empowerment, to social cohesion and inclusion, and act as a driver of innovation, economic growth and job creation. Though strongly affected by the crisis and further to witnessing rapid and far-reaching changes due to the combined impact of technology, globalisation and demographics, these policy areas have a great potential to contribute to the EU agenda for sustainable growth and democratic change.

Education and Innovation

Education institutions have a great potential to create social value, to drive economic growth, innovation and entrepreneurship, to reinforce Europe's strong social foundations, cultural and linguistic diversity and outward-looking society. In today's world this will require to improve radically the way people teach and learn, the skills education institutions provide, the support they give to teachers, and the means given to education systems to be sustainable in a changing environment. And innovation is an integral part of this equation – be it in devising new ways of learning supported by technology, be it through measures to make education systems more entrepreneurial, or through collaboration with the world of work, as demonstrated for example by the European Institute of Innovation and Technology.

A shared European identity through culture

Europe is a rich and heterogeneous landscape of cultures and languages, anchored in shared values. Through intercultural dialogue and cultural exchanges, culture and the arts are powerful means of upholding these values and transmitting them beyond European borders. Investing in European cultural heritage and promoting Europe's cultural diversity ultimately fosters a sense of shared European identity. Moreover, the cultural and creative sectors make an important contribution to jobs and growth, particularly among the young

A Europe inclusive of young people and promoting an active society through sport

There are an estimated 96 million young people aged 15-29 in the EU representing almost a fifth of its total population. Despite the unprecedented opportunities which modern Europe offers them, they face challenges in finding their ways within the education systems, the labour market and society at large; challenges which have been aggravated by the economic crisis. Europe needs to help its young people to use their full potential, to develop their talents and abilities and to actively participate in the community through NGOs, youth organisations, volunteering, political engagement, culture or sport. In the area of sport, EAC works to promote sport and physical activity at the grassroots level, maximising the value of the dedicated funds under the Erasmus+ programme, and increasing awareness of the importance of sport for European economies and societies.

Ways and means

The Europe 2020 strategy, the priorities of the Commission, as well as the current MFF give DG EAC the strategic guidance for future work. DG EAC contributes to the implementation of key objectives in the context of the project teams steered by Vice-President for the Euro and Social Dialogue, Vice-President for Jobs, Growth, Investment and Competitiveness, and Vice-President for the Digital Single Market.

DG EAC achieves its goals through the implementation of dedicated programmes, through policy support work and through exploitation of synergies between these two strands.

The implementation of the programmes Erasmus+ (education, youth and sport), Marie Skłodowska-Curie Actions (researchers' mobility) and Creative Europe (culture) aims at triggering policy change and systemic impact. The programmes provide support to

individuals, organisations and policy reform and give the EU a channel to reach out and make a difference where this matters most to Europeans.

Policy-wise, in the areas of education, culture, youth and sport, in line with Treaty provisions, the competences rest with Member States, while the Union can bring added value by supporting Member States in their modernisation efforts by fostering policy cooperation, coordination, dialogue and exchange of good practice, through the open method of coordination and by maximising the impact of its financial instruments. It promotes the engagement of other stakeholders – business, regional and local authorities, civil and social partners – in transnational partnerships or networks, as well as through innovative instruments pooling together public and private resources.

The distribution of portfolios within the new Commission entails transferring activities out of or into DG EAC and establishing new cooperation arrangements to manage the delineation of competences across departments and programmes. According to the new structure of the Commission services set by President Juncker, DG Education and Culture results from the following portfolio changes, which will be reflected in an update of this Management Plan in 2015:

- The parts of DG EAC dealing with **Skills and Qualification**, on the one hand, and with **Vocational Training and Adult Education policy** on the other hand move to DG Employment, Social Affairs and Inclusion.

- The Unit of DG EAC in charge of **Creative Europe Programme - MEDIA** moves to DG Communication Networks, Content and Technology.

The concerned DGs will cooperate in setting proper working arrangements to ensure synergies between policies and programmes managed by different departments of the Commission as of 2015.

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

The year 2015 is one of change, not just for this Directorate General but for the entire Commission. In line with the Political Guidelines set out by President Juncker, our DG will focus on working closely as a team with other DGs beyond specific areas of responsibility, so as to contribute to the growth, jobs, fairness and democratic change agenda.

DG EAC can play an essential role in this Agenda, not necessarily by launching new initiatives but by contributing to and underpinning the work of the different Project Teams. This is reflected in the mission letter of Commissioner Navracsics, responsible since November 2014 for our Directorate General, as he will contribute in particular to:

- the Investment Plan for Europe presented by the new College, notably for aspects related to modernisation of education and education infrastructure, as part of the project team steered by the Vice-President for Jobs, Growth, Investment and Competitiveness;
- the European Semester of economic policy coordination, as part of the project team steered by the Vice-President for the Euro and Social Dialogue. The European Semester should be the vehicle for pursuing the modernisation of education systems, including with a view to progressing towards the targets set in the Europe 2020 strategy in the field of education;
- the project team on the Digital Single Market. DG EAC contribution will focus particularly on work streams II 'removing restrictions', IV building the digital economy, and V. 'promoting e-society' (regarding education, culture and sport aspects)
- promoting culture as a catalyst for innovation, by maximising the sector's contribution to jobs and growth, particularly among the young, by promoting our cultural diversity and by helping Europe's culture sectors to reach out to new audiences, using the Creative Europe programme to best effect;
- promoting excellence and networking among European higher education institutions (HEIs), with action such as HEInnovate – a framework for entrepreneurial universities, and U-Multirank, an independent global multidimensional ranking, to compare and choose universities, HEIs and enable strategic steering of higher education systems, and supporting the mobility of students, through ERASMUS+.
- reinforcing the “knowledge triangle” between education, business and research.

The **five key indicators** of DG EAC remain relevant to the new portfolio and mission statement, and reflect the core of our priorities, notably the Europe 2020 double headline target:

- (1) Early school leavers (impact indicator 1);
- (2) Tertiary level attainment (impact indicator 2);

- (3) Learning mobility (impact indicators 6 and 7; output indicators 14 and 36;
- (4) Percentage of people reporting that they access European cultural works (impact indicator 12);
- (5) No multiannual residual error rate above 2% in any management mode (result indicator 84).

The DG will also pursue its work in the field of youth policy and sport, important policy areas in view of tackling the unacceptably high level of youth unemployment, and of fostering democratic change. It will also further develop the corporate services to the benefit of the entire Commission particularly the modernisation of the Central Library and the Traineeships office.

The changes, both in the distribution of portfolios and in the working methods of the Commission, require closer cooperation across the Institution. For DG EAC, this means reinforced cooperation: most importantly with DG Employment, Social Affairs and Inclusion as the Education and Training 2020 strategy and the human capital dimension of Europe 2020; but also with DG Communications Networks, Content & Technology on the implementation of Creative Europe programme; and with DG Research and Innovation and the entire research-family of DGs on the overall implementation of Horizon 2020.

The organisation chart of the DG EAC has been revised to reflect the changes in the portfolio and to turn the DG into a leaner, more focussed and agile organisation.

With other Director-Generals concerned, I am strongly committed to contribute to the political guidelines in a spirit of close cooperation. I am convinced that DG EAC can and must make a valuable contribution, knowing that I can rely on the dedication, competence and enthusiasm of my team and on the good cooperation established with a wide range of stakeholders.

Xavier Prats Monné

3. GENERAL OBJECTIVES FOR EDUCATION, YOUTH, SPORT AND CULTURE

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

3.1. THE YEAR'S GENERAL CONTEXT AND CROSS-CUTTING CHALLENGES

The Year 2015's outlook: a fresh start

The Year 2015 is a year of **institutional changes**. Following the 2014 elections to the European Parliament and the entry into office of a new College of Commissioners, the DG will help the new Commission set policy priorities for the five years mandate. Under the leadership of newly elected President Juncker, the 2014-2019 Commission will keep up its efforts to help the EU achieve a smart, sustainable and inclusive economy by 2020.

In his political guidelines, President Juncker outlined "*a unique opportunity for a fresh start*", which include an **Agenda for Jobs, Growth, Fairness and Democratic Change** accompanied with an ambitious Investment package, which will comprise a strand on investments in education, research and innovation. The proposal in President Juncker's Political Guidelines for €300 billion in additional public and private investment over 2015-2017 in growth enhancing sectors includes education, research and innovation and will require a rapid and substantial response. As from 2015, Education, Culture, and Youth will play a key role in implementing this package and delivering on the Commission's new overall agenda, under the rotating Presidency of the EU Council falling to Latvia and Luxembourg in 2015. DG EAC initiatives contribute for that reason to the first key corporate communication theme of the Commission: *Europe for Jobs*.¹

Regarding the Commission Work Programme 2015, DG EAC proposes to support Commissioner Navracsics in his contribution to new initiatives under the lead of relevant Vice-Presidents under the following headings:

- **A New Boost for Jobs, Growth and Investment** (Contribution to the EU's jobs, growth and investment package and to the Europe 2020 review)
 - Supporting structural reforms in education systems
 - Promoting investment in modernised education infrastructure
 - Promoting knowledge and the digital economy
 - Promoting culture as a catalyst of innovation maximising the sector's contribution to jobs and growth, in particular through SMEs

¹ See annex 5 - #EU4jobs.

- **A Connected Single Market**
 - Encouraging the optimal use of ICT and open resources for teaching and learning
 - Ensuring the role of copyright in preserving Europe's cultural diversity together with the facilitation of access for educational purposes
 - Pursuing cultural diversity in the review of the audio-visual media services directive
 - Creating a tax framework that supports the role of culture as a public good
 - Delivering the digital skills that allow citizens to exploit all the benefits of the e-society
 - Sharing the innovations of the European Institute of Innovation and Technology in the area of ICT

- **A Deeper and Fairer Economic and Monetary Union**
 - Addressing performance gaps in education systems as part of the work on macro-economic imbalances

- **A reasonable and balanced Free trade Agreement with the US**
 - Protecting and promoting Europe's cultural diversity and the role of culture as a public good

- **A Stronger Global Actor**
 - Developing the role of people-to-people contacts (education, youth, culture) in the EU's external relations, notably with the ENP countries

Challenges across policy areas

The economic and financial crisis has had a profound impact on society. Unemployment has reached unacceptably high levels in many parts of Europe, particularly among Europe's youth. In many countries, trust in the European project is at historic lows. The crisis which started seven years ago *"has only been paused."* Euro-area specific factors contribute to feeble growth amid very low inflation. After a stagnation in 2013 (0% in the EU and -0.5% in the Euro area), GDP is estimated to increase by 1.5% in the EU and 1.1% in the euro area in 2015.² However large divergences of **economic prospects** will remain across Member States, generations or between high and low skilled people, as the recovery is expected to translate only gradually into job creation. In 2015, the labour market will continue to be characterised by very high unemployment and cross-country differences are expected to remain very large. with unemployment ratios projected to range from 5% (Austria) to more than 24% (Spain and Greece). The outlook is for a modest decline in unemployment towards 10.1% in the EU and 11.4% in the euro area by 2015.

The **youth unemployment** rate in the EU increased by about 50% since the financial crisis hit - from 15,8% in 2008 to 23,5% in 2013³ – making it one of the groups that have been worst affected by the crisis. Among the young unemployed, more than a third has been without a job for more than a year and the youth not in employment, education or training has sharply increased. Meanwhile CEDEFOP forecasts show that by 2025, 36% of employed people in the EU will have a high qualification and 48% a medium one⁴. As President Juncker stated, *"we live in a Union with a 29th state of unemployed people, many of them young people who feel side-lined. Until this situation has changed, this 29th state must be our number one concern."* (Commissioner Navracsics's mission letter)

These trends come in addition to structural challenges pre-dating the crisis. Although Europe has strong assets, many **cross-cutting challenges** have to be tackled in the fields of education, research and culture. All these sectors are exposed to increasing digitalisation and international competition driven by more and more globalised economies and societies. New developments are rapidly expanding the opportunities of learning online or outside formal education systems and beyond Europe. Similar challenges affect research and culture. The internationalisation of education, research and culture, either because individuals are more mobile or because foreign providers open branches and offer services in other countries (physically and/or online), has brought further challenges as well as opportunities. While locally and nationally rooted, education, youth participation, sport and culture are perceived by EU citizens as a key component of our shared European identity and values. They contribute to individuals' capacities for development, creativity and innovation, as well as to the social cohesion and dynamism of our society. These sectors are confronted with similar challenges: a fragmentation across actors and countries, funding shortages which often call for new funding models and a profound transformation resulting from the spread of new technologies. These trends challenge established organisations and ways of thinking, but they

² Autumn economic forecast, 2014, European Commission (DG Economic and Financial Affairs).

³ Eurostat, the data refer to the EU-28, 2013.

⁴ <http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts/detailed-data.aspx>

also offer unprecedented opportunities to innovate and to adapt political, cultural and education systems to new societal demands, with new job and business opportunities and new forms of civic and political participation.

The response coming from these sectors to the changing needs of the economy remains insufficient. The current high unemployment rate, especially among **young people**, coexists with 2 million job vacancies⁵ and with skill shortages in key areas. Young people are almost 100 million across the EU, but the number of over-60s is now increasing twice as fast as it did before 2007 – by some 2 million a year instead of 1 million previously. A better knowledge economy with more opportunities will help the youth to find new jobs and enable them to work longer so as to relieve the strain of ageing. There is also a growing link between economic, social and political exclusion of young people. Especially among those who are "Not in Education, Employment, or Training" (NEETs), many suffer from growing exclusion, risk of poverty or health issues and tend to lack apart from formal qualifications, human and social capital. Compared to their counterparts, they have a dramatically lower level of political interest and social engagement. In a comparative policy brief on the social situation of young people in Europe,⁶ the Eurofound Agency⁷ revealed recently that the economic crisis has forced a growing number of young people to continue to live at home, with serious implications for their transition into adulthood and on their perceived levels of social exclusion.⁸ Young people are less likely to trust institutions – including the EU integration - in 2011 than they did in 2007.

Investment in education, research and culture and the recognition of learning outcomes across Member States have to be improved **to enhance the potential for learning and labour mobility** and ensure that the project of the single market is completed with free movement of persons as well as free movement of their ideas and works. Currently, around 10% of EU graduates study or train abroad with the support of Erasmus or other public and private means, of whom around half receive an Erasmus grant. However the EU target for overall student mobility is at least 20% by the end of the decade.⁹ Despite the important steps forward taken in the last decade, with increased efforts to raise skills levels, bottlenecks still exist that hamper mobility in its different aspects: from country to country, across labour market sectors and across the different sectors of education. For basic key competences not only (see impact indicator 5), the performance of young Europeans is lagging behind our competitors in several areas (according to the PISA 2012 survey), but also the performance of young adults appears

⁵ EURES, January 2014.

⁶ Based on Eurofound's European Quality of Life Survey (EQLS):
http://www.eurofound.europa.eu/publications/htmlfiles/ef1404.htm?utm_source=newsrelease&utm_medium=mnd&utm_campaign=youthsocialsituation20140325

⁷ The European Foundation for the Improvement of Living and Working conditions (Eurofound) was established in 1975 by Council Regulation (EEC) No. 1365/75.

⁸ For instance the number of people 18-30 in the EU living at home with their parents has increased from 44% to 48% between 2007 and 2011. Moreover, nearly half of them live in households experiencing some form of deprivation with 27% at moderate levels and 22% experiencing serious deprivation.

⁹ IP/14/821 of 10.7.2014 based on latest available data from Eurostat for 201-2012.

worryingly low (according to the first Adult Skill Survey¹⁰) while the measured level of foreign language competences is far from satisfactory. Whereas 90% of jobs are estimated to need digital skills in the future, a high percentage of students do not use IT in class rooms and too many teachers do not possess sufficient skills to use IT-supported teaching tools¹¹. *"By creating a connected digital single market, we can generate up to € 250 billion of additional growth in Europe in the course of the mandate of the next Commission, thereby creating hundreds of thousands of new jobs, notably for younger job-seekers, and a vibrant knowledge-based society"*, stated President Juncker .

Higher education is not sufficiently connected to **research and innovation**. Although Member States have introduced reforms to improve their higher education institutions and develop incentives for researchers, progress towards an innovation society is still uneven across Europe, with significant differences between countries. Overall, scientific and technological cooperation between the public and private sectors generally remains weak in Europe. Today only 46 % of skilled human resources for research and innovation work in the business sector, which is much lower than in Europe's main economic competitors, e.g. 69 % in China, 73 % in Japan and 80 % in the United States¹². The same applies to gender equality and to the efforts to attract students and researchers from outside Europe. Currently around 20 % of the doctoral candidates in the Union are citizens of third countries, whereas about 35 % in the United States come from abroad. In comparison, 34% of Marie Skłodowska-Curie doctoral candidates in the Union are of non EU-28 nationality.

In addition, demographic factors mean that a disproportionate number of researchers will reach retirement age in the next few years. This, combined with the need for many more high-quality research jobs as the research intensity of the European economy increases (see impact indicator 9), will be one of the main challenges facing European education, research and innovation systems in the years ahead. It will also be important to enhance the mobility of European researchers, as it currently remains at too modest a level: in 2010, only 8 % of European doctoral candidates were trained in another Member State, whereas the target is 20 % by 2030. To speed up these changes, action that goes beyond national borders is required at Union level and Union funding is crucial to create incentives for indispensable structural reforms.

The **cultural and creative sectors** as well as **sport**¹³ should not be underestimated as a significant **source of** but also as key contributors to shared European identity and values as well as the quality of life in Europe. The cultural and creative sectors in the EU account for 4.5% of GDP and 3.8% of total employment (see impact indicator 13). Meanwhile the cultural participation has fallen in Europe since 2007¹⁴ (see impact indicator 12). While the share of sport-related value added in the EU is 1.76% and 2.12% in employment, about 60% of

¹⁰ OECD Skills Outlook 2013: First Results from the Survey of Adult Skills: <http://www.oecd.org/site/piaac/>

¹¹ SWD (2013) 343 of 25.09.2013 and main findings and implications of ICILS survey for education policies in Europe, November 2014: http://ec.europa.eu/education/library/study/2014/ec-icils_en.pdf

¹² Facts and figures of 8.07.2011

¹³ 2012 study on sport's contribution to economic growth and employment in the EU

¹⁴ Special Eurobarometer 399 on cultural access and participation, 2013 (IP/13/1023)

Europeans are not physically active enough (see [impact indicator 11](#)). The social and economic costs of physical inactivity should be tackled.

More generally, the overall effort of the Commission to help overcome the current economic crisis and **restore confidence in the EU**, especially among young people, should be pursued after the 2014 European elections. "*In many countries, trust in the European project is at a historic low.*" (President Juncker) This is a cross-cutting challenge including for DG EAC.

3.2. MULTIANNUAL STRATEGIC FRAMEWORK

While starting to implement the **new medium-term policy priorities** of the legislature 2014-2018, DG Education and Culture will continue in 2015 to implement the **programmes 2014-2020**.

The high-level political impetus for European cooperation in the remit of DG Education and Culture is provided by the **Europe 2020** strategy.¹⁵ The Europe 2020 Strategy will be reviewed in early 2015. One of the first tasks of the new Commission will be to get its proposals on how to revise it adopted by the European Council in March 2015. "*We must continue to insist that the necessary structural reforms, which in the medium term, will help to boost European economic growth, are put in place*" (President Juncker). In order to overcome Europe's structural weaknesses that have been exposed further by the economic crisis, the Europe 2020 strategy puts forward five measurable EU headline targets for 2020 that steer the process for education (see [impact indicators 1 and 2](#)), employment, the fight against poverty, research and innovation, climate change and energy. The Europe 2020 strategy is carried out through the *European Semester* for the coordination of the economic policies of the EU Member States and within seven flagship initiatives, of which DG EAC has overseen the *Youth on the Move* initiative¹⁶ and delivers a large part of the *Agenda for New Skills and Jobs*¹⁷; it contributes actively to the *Digital Agenda*¹⁸, *Innovation Union*¹⁹ and *Platform against Poverty*.²⁰ Since 2013, the Council has issued each year country specific recommendations to all Member States that were relevant to education and training and need follow-up. As from 2015, the European Semester will be streamlined with particular attention to strengthening the multilateral nature of economic governance, engaging a broader range of actors at national level and deepening country-specific knowledge within the Commission. In respect of all three aspects DG EAC, as a member of the project team for the European Semester, has an important contribution to make.

The policies and programmes implemented by this DG serve both Europe's recovery from the economic crisis and its longer term growth, employment, and social cohesion, by equipping

¹⁵ COM(2010)2020 of 03.10.2010.

¹⁶ COM(2010)477 of 15.9.2010.

¹⁷ COM(2010)682/3 of 23.11.2010.

¹⁸ COM(2010)245 of 26.08.2010.

¹⁹ COM(2010)546 of 06.10.2010.

²⁰ COM(2010)758 of 16.12.2010.

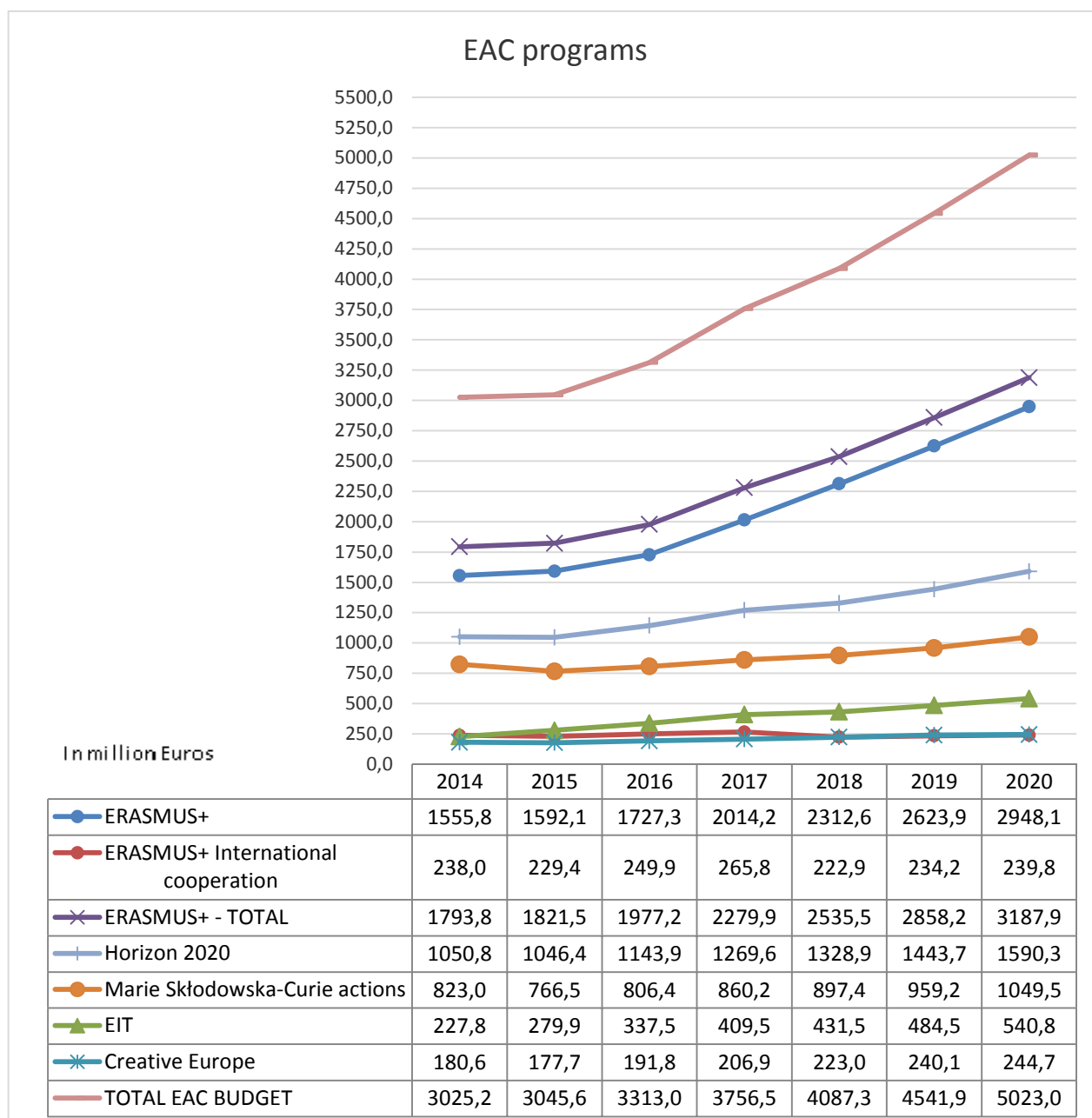
people with high level and flexible skills and encouraging the **mobility** of people or the dissemination of their works. The programmes will continue to encourage the development of top-level skills for learners, researchers or cultural providers able to match the requirements of the labour market conditions. Increasing the mobility capacity across fragmented labour markets has indeed an evidenced impact on the structural employment rates in an area where the movement of capital is easier than the movement of people (see impact indicators 7 and 8). Since 2007, through the predecessor programmes of Erasmus +, Horizon 2020, and Creative Europe, this DG has managed the mobility of more than 3 million learners, teachers, researchers, young people, youth workers and artists. Through the new programmes for the period 2014-2020 in the areas of education, research, youth and culture, DG EAC will continue to foster mobility, cross-border cooperation and policy development and to implement the aforementioned EU flagship initiatives.

This DG will further help Member States to raise the effectiveness of investments made in human capital, research and innovation as well as creativity. Those are indeed an investment in the future rather than a cost, to which **programmes for the period 2014-2020** including **European Structural and Investment Funds** will contribute in the areas of education, training and in the field of human resources underpinning research and innovation (see 4.1), youth and sport (see 4.2 and 4.3), as well as in relation to the cultural and creative sectors (see 4.4). Inspired by the results of previous evaluations, the further integration of the preceding programmes improves cost-effectiveness and ensures that activities in certain areas gain the critical mass necessary to provide long lasting impact. Additional funding in the context of wider and more flexible programmes goes to the projects with the best European added value and facilitates an access to finance for students. To reach larger audiences and to make 2014-2020 programmes more accessible for new potential beneficiaries is a communication priority for DG EAC.²¹ More opportunities have been foreseen for policy support and for cross-sector projects. Another cross-cutting objective over 2014-2020 is to better exploit and mainstream results further into policies, so as to develop tighter links between financial programmes and political priorities. Programme results will be progressively disseminated towards all stakeholders through a dissemination platform with a higher quality. For instance, all teaching materials produced within the funded projects should be made available free of charge. However, due to the low payment ceiling in the Multiannual Financial Framework and as in 2014, significant additional funding will be needed in 2015; if not granted, this entails the risk of reputational damage for a second year in a row for the programmes under general objectives 1 and 2 with the mobility and training actions in the second semester of the academic year 2015/2016 being delayed or even compromised. Due to the low financial capacity of the beneficiaries no further mitigating (deficit reduction) measures than those already taken in 2014 and planned for 2015 can be envisaged. If no additional funding can be obtained in 2015, total pre-financing levels to the beneficiaries will have to be reduced.

Lastly, DG EAC will remain actively involved in the implementation of the new priorities of the Cohesion Policy 2014-2020, including in the framework of the renewed operational programmes of each Member State, as well as in the context of the future 300 bn EUR investment package. In his political guidelines, President Juncker announced that *"a significant amount should be channelled towards projects that can help get the younger*

²¹ See annex 5.

generation back to work in decent jobs, further complementing the efforts already started with the Youth Guarantee Scheme[...]"



This DG will continue its **communication** efforts, raising awareness and informing target audiences through core stakeholders and multipliers about the effects of its policies and programmes, as well as the opportunities created by them. As from 2015 a new focus will be given to the exploitation and valorisation of the programme results through good practice examples of projects. Attention will continue to be put on how European cooperation has a concrete and positive impact on citizens who are most directly concerned by DG EAC activities such as students, teachers, researchers, artists, youth workers, sportspersons, etc. This DG will enhance the use of social media to involve audiences concerned more actively and to increase the use of relevant websites. See annex 5.

3.2.1 STRATEGY FOR EDUCATION AND INNOVATION SUPPORTING AN INCLUSIVE, INNOVATIVE AND COMPETITIVE KNOWLEDGE SOCIETY IN EUROPE (GENERAL OBJECTIVE 1)

Education is crucial to the personal, social and professional fulfilment of all citizens and to sustainable economic prosperity and employability (see impact indicator 3), in particular when fostering innovation and creativity, whilst promoting democratic values, social cohesion, active citizenship, intercultural dialogue and the fight against discrimination. According to the **Treaty on the Functioning of the European Union** (Articles 165 and 166 TFEU and Article 180), Union action shall be aimed in particular at developing the European dimension in education, encouraging mobility and distance education, promoting cooperation between educational establishments, developing exchanges of information and experience on education systems of the Member States, at stimulating the training and mobility of researchers in the Union.

However, the **actual performance** when it comes to compulsory education in Europe is not up to expectations. Some 18% of 15-year-old European school pupils have poor reading skills and about 12% of young people are considered early leavers from education or training (see impact indicator 1). According to the 2012 PISA survey, progress in reading and science in the EU is on track, but the pace of improvement is slow. When it comes to mathematics, the overall EU's performance is deteriorating. This situation demands that Member States sustain their efforts to tackle low achievement in school education. The first European Survey on Language Competence released in 2012 showed that on average 14% of 15 years old pupils in participating countries did not reach even the level of basic user in their first foreign language. More generally, only 25% of citizens declare that they are able to speak more than one foreign language²². Meanwhile 25% of students demonstrate low levels of computer and information literacy in 7 EU countries participating in ICILS survey.²³ When it comes to tertiary education, 28,5% of Europeans aged 25-64 had a university degree in 2013 (27% in 2011; 42% in the US, 46% in Japan (see impact indicator 2)). The latest results of the Adult Skills Survey (PIAAC) also call into question the effectiveness of education systems as they show that 20% of the EU working age population has low literacy and low numeracy skills and 25% adults lack the skills to effectively make use of ICTs. Only half of those with low literacy skills are employed.

This is why the Europe 2020 Strategy puts emphasis on the contribution of education to the Union's competitiveness and skills/jobs match. The review of the Europe 2020 Strategy due in 2015 should take into consideration the policy debate among ministers on the "Economic case for education – education and training in the future Europe 2020 strategy" organised by the Italian Presidency of the EU Council in December 2014. Strengthening human capital is a critical factor for smart, sustainable and inclusive growth. A large amount of recent empirical

²² Eurobarometer, 2012. In the EU, 97.6% of pupils learning a foreign language at lower secondary school learn English; 34.1% French; 22.1% German; 12.1% Spanish.

²³ ICILS is the first ever internationally comparable study assessing students' computer and information literacy. 60 000 eight graders in more than 3300 schools from 21 education systems, including 9 EU countries, were surveyed and assessed (www.iea.nl).

evidence confirms the crucial role of education for individual and societal prosperity.²⁴ As mentioned above, progress towards these strategic objectives is measured until 2020 against a two-sided **headline target** (see impact indicators 1 and 2):

- 1) to reduce the number of early school leavers²⁵ to below 10% of 18-24 year olds by 2020 (reduced from 17% in 2002 to 12% in 2013);
- 2) to increase the number of graduates from tertiary education to at least 40% of 30-34 year olds by the same date (increased from 24% in 2002 to 37% in 2013).

Member States have set their own national targets in their National Reform Programmes submitted in the framework of Europe 2020 to contribute to these European targets. The evaluation of the national targets suggests that while a number of Member States have set ambitious goals, others need to take a more ambitious approach, including certain with higher current levels of attainment, since graduation rates in some Member States lag significantly behind national targets. Sixteen Member States have already met or exceeded their 2020 national targets for at least one indicator. However, only six of these have already done so for both indicators (Denmark, Cyprus, Latvia, Lithuania, Slovenia and Sweden).²⁶ On tertiary education attainment, the cumulative effect of achieving only the existing national targets set by Member States would on its own lead to an insufficient attainment rate of around 37% at EU level in 2020. However current trends are more positive and suggest that it would be possible to reach the headline target by 2020, if present efforts are sustained. On early school leaving, results appear encouraging but might be hard to confirm much further. The latest EU Youth report (2012) shows indeed that young people who lose their job return to education in higher number than before.

Since 2011 during the European Semester, the Commission and the Council have repeatedly raised Member States' awareness of the fact that, in order to ensure sustainable growth, expenditure in education and training should be given priority also in times of severe budgetary restrictions. Delayed or only partly implemented reforms entail significant risks for the growth and jobs outlook. The European Semester led to the Council issuing **country-specific recommendations** (CSRs) to all Member States with targeted guidance for improving education and training, taking account of the bottlenecks identified in their National Reform Programmes. The CSRs will be followed up in 2015 by DG EAC, in cooperation with the other relevant DGs. The CSRs 2014 address early school leaving (8 Member States concerned; see impact indicator 1), tertiary attainment (see impact indicator 2) and the quality and relevance of higher education (10 Member States), the role of education and training in reducing unemployment through lifelong learning (14 Member States), and Youth Guarantees (8 countries), early childhood education and care (10 Member States; (see impact indicator 4)) and school education (14 Member States), or equity issues (10 Member States, incl. specific policies addressed to Roma issues). A challenge for the new Commission

²⁴ The economic case for education" – Analytical Report for the European Commission prepared by the European Expert Network on Economics of Education (EENEE), 2014

²⁵ Persons aged 18-24 who had at most lower secondary education and were currently not in further education or training) in the EU28.

²⁶ STAT/14/57 of 11/04/2014

is to work towards an improved implementation of the CSRs. Whatever the outcome of the Europe 2020 mid-term review, DG EAC will need to be in a position to provide much more specific-country policy advice over the coming years. DG EAC explores new ways to increase the efficiency of education budgets. Assessing countries' education policies will become even more important in the new economic governance of the Euro area, as there is indeed a risk that Member States do not invest enough in education due to reductions in spending as a consequence of the economic crisis. With the help of the established indicators and benchmarks for education, DG EAC can offer criteria for how to target new investment on countries and areas where they have the greatest added-value.

The **European Structural and Investment Funds**, in particular the European Social Fund (ESF), are the main financial instruments at EU level to support the implementation of country-specific recommendations in the area of education and training. DG EAC will actively contribute to the finalisation of Operational Programmes in 2015 (according to estimates of DG REGIO and EMPL, by end of 2014 about 50% will have been adopted) and monitor the proper allocation for education at country level in both the Partnership Agreements and Operational Programmes as of 2015. Furthermore, DG EAC will work with REGIO and EMPL on supporting the implementation of programmes that are of strategic importance for the development of education policy and the national and regional level.

Under the umbrella of the Europe 2020 strategy (to be reviewed in 2015) and with the support of DG EAC, policy dialogue about how to modernise education systems and improve the situation of young people will be pursued in 2015 within the **strategic framework for European cooperation in education and training ('ET 2020')** and the Youth Strategy (see general objective 2). ET 2020 sets out priority areas for co-operation under each of the four long-term strategic objectives (*1. Making lifelong learning and learner mobility a reality; 2. Improving the quality and efficiency of provision and outcomes; 3. Promoting equity, social cohesion and active citizenship; 4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training*). This framework for cooperative exchange covers all sectors and levels of education and training. It has been agreed²⁷ and updated for the period 2012 - 2014²⁸. It is monitored through a set of EU level benchmarks. The priorities of ET 2020 have been complemented since 2011 by a number of important Commission Communications and subsequent Council Conclusions regarding *An Agenda for the Modernisation of Europe's Higher Education Systems*, *Rethinking Education*, *Opening up Education* and *Higher Education in the World*, which will also steer the education and training work in 2015. Since 2013, ET 2020 also mobilises an increasing number of instruments in support of Europe 2020, such as multilateral peer reviews on topics emerging from the *European Semester*; an *Education, Training and Youth Forum*, which brings together stakeholders and policy makers and *Education and Training Monitor*, which charts the evolution of Europe's education and training systems and Member States' progress towards the Europe 2020 and ET 2020 targets. ET 2020 works in 3-year cycles. At the end of each 3-year cycle, ET 2020 provides for the adoption of a new work plan in the form of a so-called Joint Report by the Council and the Commission. The next Joint Report will be adopted in 2015. It will not be a routine exercise. As started by the Education Council of February

²⁷ OJ C 119/2 of 28.5.2009

²⁸ When adopting in 2012 the Commission proposal for their Joint Report on the implementation of ET2020, OJ C 70/9 of 8.3.2012.

2014, the 2015 Joint Report should have "a more forward-looking focus which identifies key priority areas and concrete issues for future work". In addition, the Council also asked to "increase the added value and optimise the effectiveness of the ET 2020 strategic framework and its underlying governance and working arrangements". Work on the 2015 Joint Report is being prepared in close cooperation with the Member States and through a mid-term stocktaking of ET 2020, including National Reports from the Member States, an independent evaluation of ET 2020, and input from European social partners and other stakeholders.

Meanwhile against a background of global competition, cooperation with non-European partner countries and regions contributes to promoting the attractiveness of the EU as a top quality study (see [impact indicator 8](#)) and research destination (see [impact indicator 9](#)): fostering mobility (see [impact indicator 7](#)) and quality in education; and supporting the development of students, researchers, teachers, higher education staff. It offers opportunities for exchanges of best practice and mutual understanding, as well as their institutions, both in Europe and beyond. "To put Europe on the map as a favourite destination for talent" (President Juncker), **international cooperation** in higher education continues, along the strategic lines of the 2013 Commission communication on *European higher education in the World*²⁹ and through the international strand of the Erasmus+ programme including Jean Monnet Actions, (see below and 4.1), as well as the Marie Skłodowska-Curie actions under Horizon 2020 (see below and 4.2). European policy developments are generating interest for mutual learning well beyond the EU. International dialogue, comparison and competition will remain key drivers for enhancing quality in the fields of education and training, in particular higher education as a component of the EU agenda for modernising higher education.

Among the overarching objectives of ET2020 and taking forward the flagship initiative **Agenda for new skills and jobs**, the 2012 Communication **Rethinking Education: Investing in Education for better socio-economic outcomes**³⁰ has set out a limited number of priorities in order to ensure a strong contribution from education to the "growth and jobs" agenda which will remain valid beyond 2015. Too many people do not have the competences needed to succeed in the labour market. Due to rapid economic and technological changes, individuals go through several transitions within their lifetime, in their country of origin or abroad, including going from work back to school or combining school and work simultaneously, which calls for higher initial transversal skills. Jobs occupied by highly-qualified people are expected to rise by 2025 in the EU (to around 44% of all jobs), while those held by low-skilled workers will decline to 11%. "Rethinking Education" focuses on reinforcing and refocusing the delivery of initial competences in Europe including the support to teaching professions with a view to enhance the supply of relevant skills to improve access to the labour market (see [impact indicator 3](#)). The EU action will focus more on innovative teaching and learning and in particular on fostering the quality and adequacy of teaching.

On the basis of the European *Anti-Poverty Platform*, another of the seven Europe 2020 flagship initiatives, the services of the Commission will deepen the cooperation with the European Agency for Development in Special Needs Education (Odense, Denmark) in the fields of education. The promotion of **equity in education**, a central priority in the education

²⁹ COM(2013)499 of 11.7.2013.

³⁰ COM(2012)669; SWD(2012)371 to 377.

and training 2020 strategic framework, includes the improvement of quality and access to pre-primary provision (see impact indicator 4), the reduction of low achievement in basic skills (see impact indicator 5), the prevention of early school leaving (see impact indicator 1), the successful integration of migrant children in European education systems, improved support within mainstream schooling for learners with special needs, and overcoming obstacles that hinder students from disadvantaged groups from participating in and completing higher education.

Content-wise, this implies improving levels firstly in **basic competences**, such as reading and literacy, mathematical and scientific literacy, secondly in **transversal skills key competences** (entrepreneurial, digital and language skills) through initial education. Policies for raising the levels of basic skills (see impact indicator 5) are crucial in relation to a number of strategic objectives, including reducing early school leaving, raising employability (see impact indicators 1 and 3) and increasing participation in lifelong learning. Furthermore, Europe 2020 clearly calls for more innovation in Europe, which requires **key competences** such as learning to learn, social and civic competences, initiative-taking, out-of-the-box thinking, media literacy including the critical understanding of media content, cultural awareness and self-expression (see 4.4).

In relation to **digital competences**, as announced in *Rethinking Education* and pursuing the objectives of the *Digital Agenda for Europe*, the 2013 Communication on *Opening up Education* has set priorities to use the potential of technology in education and announced an initiative with 23 actions whose implementation will continue in 2015 (see 4.1). Particular attention will be devoted to enhancing adoption of Open Educational Resources (OER) and Open Practices beyond early-adopters institutions and practitioners. For that purpose the Commission will support the development of Open Educational Resources, the revision of business models of education institutions; the increase in the opportunities for teachers to improve their digital competences allowing for the adoption of innovative teaching practices; the validation of skills and competences acquired online and the transparency of copyrights in digital content. "*Modernising copyright rules in the light of the digital revolution [...] should go hand-in-hand with efforts to boost digital skills [...] and to facilitate the creation of innovative start-ups.*" (President Juncker's political guidelines)

Language competences have also a positive impact on employability and competitiveness, and contribute to growth and better jobs. Policies for **multilingualism** are also essential to preserve and valorise the cultural plurality that is at the root of European identity (contributing as well to general objectives 3 and 4). The objective of 'mother tongue + two' for all European citizens has been promoted by the EU for several years. However the political support has not been sufficient to adopt an EU benchmark for foreign language learning.³¹ For that reason the impact indicators on linguistic skills and diversity have been progressively withdrawn from this Management Plan. Nevertheless the Commission still expects progress. Multilingualism policy aims, among other things, at calling on decision makers to ensure efficient language education to all from an early age.

³¹ Due to the lack of political support, DG EAC has withdrawn from its MP the impact indicator on linguistic diversity at school (% of pupils in lower secondary education in the EU (ISCED level 2) that studied at least two foreign languages)

The overall objective to contribute to sustainable European economic growth and competitiveness implies also reinforcing the innovation capacity of Member States and the Union. Europe's lower growth than its main competitors is largely due to a competitiveness gap caused in part by lower levels of investment in research and development and difficult access to innovation. Moreover the potential of researchers in Europe is not sufficient to bridge the competitiveness gap of the EU. The integrated approach advocated in the Europe 2020 Strategy (**Innovation Union** flagship initiative) involves the development of synergies between research, innovation and education policies (so-called "**knowledge triangle**"). The EU has supported Member States in enhancing relations between business and academia, e.g. as one of the core elements of the modernisation agenda for higher education, the European Research Area (ERA). However within the knowledge triangle, the implementation of the education-innovation link has remained until now below expectations. The University-Business Forum³² has opened a promising dialogue at a European scale between those two worlds and has led to valuable recommendations and actions. In his political guidelines, President Juncker stated that "*jobs, growth and investment will only return to Europe if [...] we promote a climate of entrepreneurship*". The EU level actions on **entrepreneurship education**, as highlighted in *Rethinking Education*, support employability and new business creation among young people. This work will continue in 2015, in particular through country policy reports and alongside work in the recent ET2020 Working Group on Transversal Skills and Council conclusions.

As announced in the 2011 Commission Communication on modernising Europe's **higher education** systems³³, the EU continues to focus on supporting Member States to implement reforms for the higher education sector in the decade to 2020, in priority areas that are reflected in the Europe 2020 country-specific recommendations issued yearly. The modernisation Agenda identifies not only the need to increase graduate numbers (see impact indicator 2), but also to enhance the quality and relevance of higher education (see impact indicator 3), promote mobility (see impact indicator 6) and trans-national cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. Progress made under the modernisation agenda, and its alignment with the priorities of the revised Europe 2020 Strategy, will be reviewed in 2015.

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

3.2.2 STRATEGY FOR YOUTH (GENERAL OBJECTIVE 2)

The Union action shall also be aimed "at encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe" (see impact indicator 10).

³² For more information on the Forum please access: http://ec.europa.eu/education/higher-education/doc1261_en.htm.

³³ COM(2011)567 final.

In order to create more and equal opportunities in education and the labour market and to promote the active citizenship, social inclusion and solidarity for all young people, the European Union contributes to the delivery of coordinated policies in favour of youth.

Under the Europe 2020 strategy, which will be reviewed in 2015, the Commission aims at encouraging the development of youth exchanges, at facilitating the challenging access of young people to the labour market and at developing an active participation and inclusion of young people in the society.

The **EU Youth Strategy** - endorsed by the Council in 2009 and complemented in 2014 through the EU Youth Work Plan - sets out a framework for cooperation with Member States until 2018 through the Open Method of Coordination as well (see section 1 "Ways and Means"). It provides action to support the empowerment of young people (participation, volunteering, creativity, youth in the world) and by investing in a renewed cross-sectors approach towards policies of importance to young people (education, employment, social inclusion, health). Youth work, volunteering and other non-formal activities have a proven ability to support young people, especially those out of reach of formal institutions and those who need to overcome social and/or personal issues before being ready to enrol in formal education or accept a job offer. This kind of support will be pursued in the context of the **Youth Guarantee**³⁴ and might be further stepped up in the new Commission's strategy, with the age limit gradually raised from 25 to 30.³⁵

The **Work Plan for Youth** adopted in 2014 by the Council of ministers identifies three priorities to be dealt with in 2015: a) development of youth work and non-formal and informal learning³⁶ and its contribution to addressing the effects of the crisis on young people; b) enhanced cross-sectorial cooperation within the framework of EU strategies; c) empowerment with a special focus on access to rights, autonomy, participation and active citizenship within and outside the EU.

As regards political participation, whereas 73% of young people in a Eurobarometer survey stated to have participated in elections in the last three years (2013). There are no figures on young people's actual voting behaviour in the European elections of 2014, but in the previous European elections, they voted less than older age groups. Based on Eurobarometer data from 2013 on young people's voting intentions for the 2014 European Elections, interest again was relatively low; the main reasons expressed then for not going to vote included beliefs that a vote would not change anything or that the European Parliament does not sufficiently deal with problems that concern them. Others felt insufficiently informed or stated that they were not interested in European politics and elections. Whilst youth work is a way of encouraging citizenship and **participation in democratic life**, the EU can also encourage young people to

³⁴ The Youth Guarantee calls for Member States to ensure that **all young people under 25** years get a good-quality offer within 4 months of them leaving formal education or becoming unemployed for a job, apprenticeship, traineeship, or continued education. Council Recommendation of 22 April 2013 on establishing a Youth Guarantee (2013/C 120/01).

³⁵ Opening Statement of President Juncker in the European Parliament, Strasbourg, 15 July 2014.

³⁶ Learning outside any formal system, through planned and structured activities such as in-company training (non-formal) or simply through life and work experience (informal).

engage in decision-making over and above voting. Based on a review in 2013, changes were introduced to the Structured Dialogue between young people and policy-makers at EU level with a view to enlarging outreach and better follow-up of young people's opinions. At the same time the Commission will open more channels for participation to allow more young people to express their views policy-makers on a wider range of issues beyond the Structured Dialogue. Whilst action remains necessary to encourage youth participation in democratic life (see impact indicator 10), attention is also urgently required to address young people's immediate problems as a result of the crisis (see impact indicator 3), namely tackling risks of social exclusion, poverty, as well as health and well-being. In the years ahead, EU Youth Policy will build tighter links with other EU policies dealing with young people to address these major issues and first of all youth employment.

As part of the **Youth Employment Initiative**, the new cycle of ESF programmes will also make a significant contribution to the establishment of national Youth Guarantee Schemes, which inter alia provide for the up-skilling of young unemployed people (e.g. entrepreneurship education, digital skills), an increasing number of traineeships, measures to address early school leaving and the validation of informal and non-formal learning.³⁷ DG EAC actively follows the implementation of Youth Guarantee schemes regarding the education, training and youth component.

3.2.3 STRATEGY FOR SPORT (GENERAL OBJECTIVE 3)

In the separate field of sport the Commission develops policies and carries out actions based on Article 165 TFEU, which stipulates that Union action shall be aimed at developing the European dimension in sport and the promotion of European sporting issues. Sport by its crossing-cutting nature is a policy field requiring close coordination with other EU policy areas (competition, employment, health, etc.). According to the **new European Union Work Plan for Sport (2014-2017)**, the focus of EU actions remains on three pillars, i.e. a) the societal, educational and health-enhancing roles of sport, which have a great potential to directly reach out to and impact on EU citizens (see 4.3), b) the sector's potential to generate growth and jobs as well as spill-over effects for Europe's economy and c) the need to tackle threats to sport, such as match-fixing and doping.³⁸ Therefore, action around these three pillars should help, on the one hand, to develop and protect sport in Europe and, on the other, to use sport's potential to reach the EU's social and economic objectives.

The results of a 2014 Eurobarometer³⁹ have confirmed the need to increasingly promote the **practice of sport and physical activity as part of people's daily lives**. Compared to the last Eurobarometer survey (2009), the trend is not positive: 59% of European Union citizens never

³⁷ Learning outside any formal system, through planned and structured activities such as in-company training (non-formal) or simply through life and work experience (informal).

³⁸ The Council Resolution of May 1014 on the European Union Work Plan for Sport (2014-2017) sets out the areas of cooperation among Member States and with the Commission: Integrity of sport, in particular anti-doping, the fight against match-fixing, protection of minors, good governance and gender equality; the economic dimension of sport, in particular sustainable financing of sport, the legacy of major sport events, economic benefits of sport and innovation; sport and society, in particular health enhancing physical activity, volunteering, employment in sport as well as education and training in sport.

³⁹ IP/14/300 of 24.03.2014

or seldom exercise or play sport, while 41% do so at least once a week (see [impact indicator 11](#)). Northern Europe remains more physically active than the South and East.⁴⁰ The survey also shows that local authorities in particular could do more to encourage citizens to be physically active. Commission action aims at addressing the lack of participation in sport and physical activity, which is costly for society and for economy, through policy action (e.g. implementation of the 2013 Council Recommendation on health-enhancing physical activity) and targeted funding. The organisation of a European Week of Sport, due to take place for the first time in 2015, is one important means to address that situation through concrete activities at EU and Member State level.

In addition, the policies and actions implemented serve to highlight **the sector's contribution to Europe's economy**. A lack of conclusive evidence has hampered efforts to foresee funding of sport-related expenditure through the Cohesion funds 2014-2020. Meanwhile latest studies complete the picture and provide the necessary evidence-base by illustrating the sport sector's role in terms of growth (rates above average), job creation (labour-intensive sector) and innovation (important spill-overs to other industries) and confirming that investment into sport pays off and can have a positive impact on the economy at large. Further studies will be launched to fill the evidence-gap.⁴¹ In addition, DG EAC and Eurostat are engaged in long-term work to further develop the statistical framework on sport.

Major **threats to sport**, such as match-fixing and doping, are tackled primarily through policy action and in close cooperation with the Member States and other competent international organisations (e.g. Council of Europe, World Anti-Doping Agency). Since 2014, for the first time, an EU action programme Erasmus+ also supports the policy priorities referred to above, with a focus on grassroots sport (see below and 4.1).

3.2.4 EU FUNDING SUPPORTING AN INNOVATIVE, COMPETITIVE AND INCLUSIVE KNOWLEDGE SOCIETY IN EUROPE (GENERAL OBJECTIVES 1 TO 3)

The added value of an EU programme is in guaranteeing that all Member States and future Member States can participate in and benefit from mobility, exchanges of experience, transfer of good practices and policy support in the fields of education, training, youth and sport. In order to achieve these strategic goals, the **Erasmus+ Programme (2014-2020)**⁴² has consolidated and replaced 7 previous programmes. In times of scarce resources, it is crucial to match ambitions with resources to avoid duplication of programmes. This wider single programme increases even more efficiency and effectiveness in comparison to the previous integration effort made with the Lifelong Learning Programme in 2007-2013, while reducing the previous risk of under-funding. DG EAC with DG Employment, Social Affairs and Inclusion will ensure that the new Commission structure allows reaping the full benefit from

⁴⁰ 70% of respondents in Sweden said they exercise or play sport at least once a week, just ahead of Denmark (68%) and Finland (66%), followed by the Netherlands (58%) and Luxembourg (54%). At the other end of the scale, 78% never do so in Bulgaria, followed by Malta (75%), Portugal (64%), Romania (60%) and Italy (60%).

⁴¹ See annex 4.

⁴² The Erasmus+ programme is managed directly by the DG and the Education, Audiovisual and Culture Executive Agency (ECAEA) – see the Agency's Annual Work Programme - as well as indirectly through National Agencies or traditional agencies (CEDEFOP, ETF).

this programme integration, while paying attention to the efficiency of the additional coordination required.

The Erasmus+ Programme has a **wide scope** covering in 33 countries⁴³ the sectors of pre-primary, primary and secondary schools, vocational education and training, higher education, adult education, and non-formal education of young people, as regards (a) learning mobility of *individuals* (key action 1)⁴⁴, including a Master student loan guarantee facility leveraging private financing to offer affordable loans to mobile students taking a Master's qualification in another Programme country; (b) cooperation at *organisation* level for innovation and exchange of good practice (key action 2); (c) support for *policy* reform (key action 3), the Jean Monnet activities (teaching and research on European integration) and Sport. The programme delivers extensive support for excellence and equity, and in particular learning mobility of individuals (see impact indicators 6 and 7), being learners or learning providers, transnational partnerships and exchanges of good practices in order to contribute to the modernisation of education systems (see 4.1), training and youth systems in Europe (see 4.2), as well as the development of the European dimension in sport (see 4.3). It offers young people increased opportunities in non-formal education with a view to enhancing young people's skills and competences, promoting young people's personal development and active participation in society with special attention to their European citizenship, and giving opportunities to develop solidarity and promote tolerance in order to reinforce social cohesion in the EU (see 4.2). Beyond its direct individual benefits to about 4 million of people until 2020, the programme will continue to trigger systemic changes through the support to over 125 000 institutions and organisations over its time span.

Backed by available **evaluation results** of 2007-2013 programmes and endowed with a budget of 14.7 billion euros over the period 2014-2020 (+40% compared to the previous programmes 2007-2013), the programme increase the possibilities to complement at national/regional level the 'seed money' of Erasmus+, thus generating a strong multiplying effect which justifies an action at European level. The aim is to have systemic impact, beyond the direct benefit drawn from the participation in the programme at individual level. For instance, the Erasmus programme sector will carry on contributing directly to the consolidation of mobility infrastructure for the more than 2 million out of 19 million European students who study with or without EU support outside their home country. They represent over half the number of foreign students worldwide whereas the EU represents less than 10% of the world population. Moreover innovative projects will be promoted, for example with a view to increasing cooperation between formal and non-formal learning sectors.

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

⁴⁴ By 2020, more than 4 million mobile students, young people, lecturers, teachers, trainers, education staff and youth workers should have benefited of a mobility action under Erasmus+. Around 2 million higher education students, including 450 000 traineeships; 650 000 vocational students; 800 000 lecturers, teachers, trainers, education staff and youth workers; more than 500 000 young people; 200 000 Masters' degree students will benefit from loan guarantees to help finance studies abroad under the brand-new scheme; more than 25 000 students will receive grants for a 'joint master degree', which involves studying in at least two higher education institutions abroad. In addition, the programme will fund 135 000 student and staff exchanges involving non-European partner countries.

In addition to innovation aspects of Erasmus+, Creative Europe and European Structural and Investment Funds⁴⁵, synergies between education and research are sought in the framework of **Horizon 2020**, the 2014-2020 EU Framework programme for Research and Innovation, under the *Marie Skłodowska Curie actions (MSCA)* and *the European Institute for Innovation and Technology (EIT)*. Both continue to address three Europe 2020 flagship initiatives, namely the *Innovation Union*, *Youth on the Move* and *An agenda for new skills and jobs*. Horizon 2020 has been designed to maximise Union added value and impact, focusing on objectives that cannot be efficiently realised by Member States acting alone. The programme implements in particular cross-border research collaboration, thereby avoiding duplication, creating critical mass in key areas and ensuring public financing is used in an optimal way. In addition, Horizon 2020 enables continent-wide competition to select the best proposals, thereby raising levels of excellence and providing visibility for leading research and innovation. The programme aims in particular to ensure optimum development and use of Europe's intellectual capital in order to generate and transfer new skills and innovation and, thus, to realise its full potential of a knowledge-based society across all sectors and countries. Based on the 2013 single innovation indicator, a comparison with some non-EU countries shows that the EU is more or less even with the United States on innovation output but that Switzerland and Japan have a clear performance lead over the EU.⁴⁶

The need to develop better conditions which are attractive to investment in knowledge and innovation in Europe is precisely the driver behind the Horizon 2020 Programme/**European Institute of Innovation and Technology (EIT)** funded under the Horizon 2020 Programme. The EIT integrates the three components of the knowledge triangle in an innovative way. It operates through Knowledge and Innovation Communities (KICs) which are excellence-driven, autonomous partnerships of higher education institutions, research organisations, companies and other stakeholders formed within self-supporting strategic networks⁴⁷. The Strategic Innovation Agenda package adopted by the Commission in 2013 defines long-term priorities for the period 2014-2020 and further operational modalities for the EIT. The Institute must prepare to manage autonomously a more than two-fold increase of its annual budget (from € 226 to 539 million) and a corresponding expansion of the number of KICs (93% of the EIT funding support not only the three initial KICs but also gradually five new ones) over the period 2014-2020 (see 4.1).

The **Marie Skłodowska-Curie actions**⁴⁸ under Horizon 2020 offer funding possibilities for training and career development of researchers around an excellent research project and contribute in this respect directly to the mission of DG EAC. The capacity to attract and retain abundant and highly trained qualified researchers in the Union is a necessary condition to advance science and to underpin innovation (see impact indicator 12). To this extent the

⁴⁵ A Guide has been adopted by Commission services on how to enable synergies between European Structural and Investment Funds, Horizon 2020 and other research, innovation and competitiveness-related Union programmes.

⁴⁶ COM(2013)624 of 13.9.2013; SWD(2013)325.

⁴⁷ While DG EAC is in charge of the policy setting for the EIT, the EIT headquarters supervise the direct implementation of the KICs.

⁴⁸ While DG EAC is in charge of the policy development, the project implementation of this part of the Horizon 2020 programme is managed directly by the Research Executive Agency (REA). See REA's Annual Work Programme.

Marie Skłodowska-Curie actions play an important role for the implementation of the Europe 2020 strategy in strengthening human resources and research and innovation. The logic of the Youth on the Move flagship initiative applies to researcher mobility, which will be strengthened further through an increased budget for the Marie Skłodowska-Curie actions 2014-2020. The latter will have a pronounced structuring impact on the European Research Area by aligning national resources, influencing national fellowship programme design, but also by setting standards of attractive employment conditions and open recruitments for all EU-researchers. These Actions aim as well as at enhancing the transfer of knowledge through the exchange of researchers between sectors and with the rest of the world, thus equipping them with diversified skills to better match the market requirements and to contribute to enhanced competitiveness, economic growth and job creation (see 4.1).

3.2.5 STRATEGY AND FUNDING FOR CULTURE PROMOTING EUROPE'S CULTURAL DIVERSITY, INTERCULTURAL DIALOGUE AND THE CULTURAL AND CREATIVE SECTORS AS SOURCES OF JOBS, GROWTH AND INNOVATION (GENERAL OBJECTIVE 4)

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

The policy based on the **European Agenda for Culture**⁴⁹ seeks to ensure that culture and creativity can make their full contribution to driving economic growth, job creation and innovation, as well as fostering personal development and social cohesion. The Agenda supports synergies between culture and other policy areas, with a view to promoting smart, sustainable and inclusive growth. The **cultural and creative sectors** generate indeed above average growth and job opportunities (see impact indicator 13); they boost innovation and creativity, as recognised in the Innovation Union and Digital Agenda flagship initiatives. The promotion of these sectors is supported by EU action in order to overcome fragmentation and to make them better prepared for the digital shift. Framework conditions, including copyright which features in President Juncker's political guidelines, play a key role in this respect. At the international level, the Union plays a similar role of partner in the protection and promotion of cultural diversity as well as the development of dialogue between peoples and cultures.

⁴⁹ The European Agenda for culture, the first policy framework for culture at EU level, was proposed by the European Commission in 2007, following a wide consultation with the cultural sector, and endorsed by the Council of Ministers and the European Council. It sets out three strategic objectives: cultural diversity and intercultural dialogue; culture as a catalyst for creativity and innovation; and culture in international relations.

The Creative Europe Programme⁵⁰ with a budget of 1.46 billion euros over the period 2014-2020 (31% for the Culture sub-programme and 13% for the cross-sectoral strand) aims to support only those actions presenting a potential **European added value** and contributing to the achievement of the objectives of the Europe 2020 Strategy and its flagship initiatives. While the overall EU budget was cut and many Member States unfortunately reduced expenditure on culture, the European Parliament and Council fortunately backed the argument of the Commission that investing in the creative and cultural sectors is not a luxury but a necessity, in particular because they create jobs and contribute significantly to economic growth. European added value is ensured in particular through: (a) the transnational character of its activities and their impact, which will complement national, international and other Union programmes; (b) the economies of scale and critical mass which Union support fosters creating a leverage effect for additional funds; (c) transnational cooperation stimulating more comprehensive, rapid and effective responses to global challenges and creating long-term systemic effects on the sectors; (d) ensuring a more level playing field in the European cultural and creative sectors by taking account of low production capacity countries and/or countries or regions with a restricted geographical and linguistic area (see 4.4).

The Culture Sub-Programme of the **Creative Europe programme** makes an important contribution to safeguarding and promoting cultural diversity and intercultural dialogue in Europe. It also assists the professionalisation of the sector through peer-learning and knowledge transfer, fosters the careers of artists, addresses geographical imbalances in Europe by creating opportunities for artists and organisations with weaker capacity to take part in European projects, stimulates the circulation of European and non-national European work and increases the public's access to this work (see [impact indicator 12](#)). In addition the cross-sectoral strand of the Creative Europe will facilitate the international policy cooperation in the area of culture as well as the access to finance for cultural and creative sectors through the financial instrument (Cultural and Creative Sectors Guarantee Facility).

Other EU funding sources are available to support culture, particularly through Cohesion Policy (ESIF), but also through such EU schemes as COSME (the Competitiveness of Enterprises and Small and Medium-sized Enterprises programme), Horizon 2020 and Erasmus+ (see 4.1). Given their strong growth potential, the European Structural and Investment Funds will support investments in cultural and creative industries, especially if linked to new technologies and innovation. For example, information and communication technologies can help provide better access to cultural experiences through mobile apps, improve the user experience through innovative services, and enhance entrepreneurial dynamics around cultural attraction points. The European Social Fund helps develop cultural and creative skills. The European Regional Development Fund (ERDF) specifically covers protection, promotion and development of cultural heritage under environmental protection and resource-efficiency. The European Agricultural Fund for Rural Development gives substantial support in rural areas to cultural services and infrastructures, and restoration and upgrading of the cultural and natural heritage. The European Maritime and Fisheries Fund also supports cultural and maritime heritage. The COSME programme will provide indirect support by promoting tourism diversification and development of European cultural routes. Horizon 2020 will support heritage-related research projects, primarily under the 'societal

⁵⁰ The Creative Europe programme is managed directly by DG EAC (Culture), DG for Communication Networks, Content and Technology (MEDIA) as from 2015 and the Executive Agency EACEA. See EACEA's Annual Work Programme.

challenges' priority. The Erasmus+ 'Knowledge Alliances' and 'Sector Skills Alliances', fostering closer links between higher and vocational education and enterprise, can help design curricula to meet the sector's new needs. Lastly, as for 2015, DG EAC will manage the preparatory action "New narrative on Europe".

THE INTERVENTION LOGIC

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

- relatively **direct control** of funded projects (e.g. individual mobility grants, institutional partnerships, European Capitals of culture, sport networks, etc.) or guaranteed loans (e.g. Erasmus+ Students Loans or Cultural and Creative Sectors Guarantee Facility, which address sub-optimal investment situations), followed-up by a dissemination effect (e.g. EU funded education materials, knowledge and innovation communities, cultural prizes, etc.) or more widely a spill-over effect on behaviours of individuals or organisations through non EU-funded similar activities (e.g. general mobility, youth volunteering, cultural exchanges, etc.);
- to areas where the EU can have a **progressive influence** on the priorities and working methods of organisations or Member States (e.g. Open Method of Coordination, Country Specific Recommendations, dissemination of best practices, benchmarks, etc.);
- up to a more **remote contribution** for instance to individual competences (e.g. basic skills, multilingualism, employability of students, etc.), societal changes (e.g. participation rates in education, non-formal learning, enhancing physical activity, social life especially for young people, etc.), the quality of services delivered in Europe (e.g. quality and attractiveness of education, access to culture from other Member States, access to funding for students, etc.), EU competitiveness (e.g. number of researchers, innovation capacity, cultural and creative industries), or the international arena (e.g. institution building in third countries, international protection of culture, fair international sport competition, etc.).

More specific information on the intervention logic can be found in part 4 under each activity.

***EXTERNAL FACTORS THAT MIGHT HAVE AN IMPACT ON THE ACHIEVEMENT OF
ALL GENERAL OBJECTIVES***

The performance of education systems, youth and sport organisations and cultural institutions depend above all on external factors and long-term actions at national, regional and local levels. The European action encourages in these areas the development and dissemination of best practices or supports existing efforts with a transnational or European perspective. The intervention logic of the programmes works on the basis of multiplayer effect through different "diameters" of influence via (1) individual or institutional beneficiaries (2) intermediary organisations to (3) citizens at large.

The implementation of the programmes 2014-2020 follows the pace of establishment of appropriate instruments for tasks entrusted to other entities and on the decision of the budgetary authority on a sufficient amount of payment appropriations. As the funding for education and initial training can represent a significant percentage of the total budget of the European Social Fund, it will be crucial to assess whether Member States apply their spending priorities in line with DG EAC's assessment of the education and initial training components of the European Structural and Investment Funds (Partnership Agreements and Operational Programmes implementation).

3.3. GENERAL OBJECTIVES AND IMPACT INDICATORS FOR THE POLICY AREAS EDUCATION, YOUTH, SPORT AND CULTURE

Indicators reflect the legal requirements of the 2014-2020 programmes in terms of reporting. In the tables below, the baseline refers to 2013 or any other latest known data available. Certain targets have been set –where specified– either in the legal bases (indicators with an asterisk), or in agreement with Member States in other fora (e.g. Europe 2020, ET 2020, Open Method of Coordination). Other targets were set by DG EAC senior management, generally by extrapolation of past performance.

General objective 1								
<p>To contribute to the objectives of the Europe 2020 strategy through the Education and Training strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of researchers and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.</p> <p><i>Through this general objective, DG Education and Culture contributes to all following General Objectives of DG Research and Innovation:</i></p> <ul style="list-style-type: none"> <i>To improve the framework conditions for research and innovation</i> <i>To increase investment in research and innovation</i> <p><i>Indicators highlighted with an asterisk (*) below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.</i></p>								<input checked="" type="checkbox"/> Programme-based (Erasmus+ and Horizon 2020, resp ABB activities 15.02 and 15.03) <input checked="" type="checkbox"/> Non programme-based
<p>* Impact indicator 1: Early School Leaving (Europe 2020 headline target)</p> <p>Definition: Proportion of 18-24 year olds (1) who have only lower-secondary education and (2) are not enrolled in education or training. <i>More specifically (1) who have only at most lower secondary (International Standard Classification of Education (ISCED) level 0, 1, 2 or 3c short); and (2) who declared not having received any education or training in the four weeks preceding the survey.</i></p> <p>Source: Eurostat; The Labour Force Survey (annual average based on quarterly data)</p>								
Baseline (2013)	Milestones						Target 2020 (Europe 2020)	
	2014	2015	2016	2017	2018	2019		
12,0%	11,7%	11,4%	11,1%	10,8%	10,5%	10,2%	Less than 10%	
<p>* Impact indicator 2: Tertiary education attainment (Europe 2020 headline target)</p> <p>Definition: Percentage of 30 – 34 year olds with completed tertiary or equivalent education (<i>education that equals International Standard Classification of Education (ISCED) level 5 or 6</i>).</p> <p>Source: The Labour Force Survey (annual average based on quarterly data).</p>								
Baseline (2013)	Milestones						Target 2020 (Europe 2020)	
	2014	2015	2016	2017	2018	2019		
36,9%			38%				At least 40%	

Impact indicator 3: Employability of young people							
Definition: The share of employed people aged 20-34 having successfully completed upper secondary or tertiary education 1-3 years before the reference year of the survey and who are no longer in education or training.							
Source: The Labour Force Survey (annual average based on quarterly data)							
Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
75,5%	76,3%	77,3%	78,2%	79,2%	80,3%	81,3%	82%
Impact indicator 4: Early childhood education and care							
Definition: The share of the population aged 4 to the age when the compulsory primary education starts which are participating in early childhood education and care (ECEC)							
Source: Eurostat, UOE							
Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
93,9%				94%			95%
Impact indicator 5: Low achievement in basic skills at school							
Definition: The share of 15-year old Europeans failing to reach level 2 in reading, mathematics and science as measured by the OECD's PISA survey							
Source: OECD's Programme for International Student Assessment (PISA). Results reported every 3 years.							
Baseline (2012)	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
Reading: 17,8%		16%			15%		Less than 15% for all indicators
Maths 22,1%		19%			17%		
Science 16,6%		15%			14%		
*Impact indicator 6: Learning mobility in higher education							
Definition: % of higher education graduates (<i>ISCED 1997 level 5+6</i>) who have had a higher education-related study or training period (including work placements) abroad, (<i>representing a minimum of 15 ECTS credits or lasting a minimum three months</i>)							
Source: Eurostat, UOE data collection							
Baseline	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
The data collection needed for the indicator is under development through the European Statistical System. This work is coordinated by Eurostat. ⁵¹		Preliminary results are expected by mid-2015 referring to the academic year 2012/13.		17%			20%

⁵¹ The data collection is based on Commission Regulation 912/2013. The first full data transmission on learning mobility of tertiary graduates is scheduled under this Regulation for November 2017, referring to the academic year 2015/16.

*** Impact indicator 7: Learning mobility in vocational education and training**

Definition: % of 18-34 year olds with an initial vocational education and training qualification (ISCED level 3) having had an initial VET⁵²-related study or training period (including work placements) abroad *lasting a minimum of two weeks*.

Source: Eurostat

Baseline	Milestones						Target 2020 (ET 2020)
	2014	2015	2016	2017	2018	2019	
The survey data collection needed for the indicator is under development through the European Statistical System. This work is coordinated by Eurostat.		First results are expected by mid-2015 from a pilot data collection carried out in 2014.		4%			6%

Impact indicator 8: Share of non-EU students in the EU

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

Source: OECD, Eurostat

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

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

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

Source: Eurostat, 2011

Baseline (2011)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1,06%			1,21%				1,33%

Evaluations: The mid-term review of the Multiannual Financial Framework, scheduled for the end of 2016, should be used to orient the EU budget further towards jobs, growth and competitiveness.

- **Erasmus + -** to be finalised in 2017
The legal basis for Erasmus+ provides for a combined interim evaluation of the 2014-2020 programmes and an ex-post evaluation of the predecessor programmes.
- **European Institute of Technology (EIT)** – to be finalised in 2016
Every three years after the entry into force of a new MFF, an evaluation of the EIT activities takes place. The next evaluation will nevertheless cover the period of 2011-2015. The evaluation should provide inputs/contribution to the overall interim evaluation of Horizon 2020.
- **Marie Skłodowska-Curie actions 2014-2020** - to be finalised in 2017
Taking into account the ex-post evaluation of Marie Curie under the Research Framework Programme 7, the evaluation should provide contribution to the interim evaluation of Horizon 2020.

⁵² VET: vocational education and training

General objective 2:

Programme-based (Erasmus +, ABB ACTIVITY 15.02)
 Non-programme based

To contribute to the objectives of the Europe 2020 strategy through the overall objectives of the renewed framework for European Cooperation in the Youth field (2010-2018) in disseminating innovative best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Impact indicator 10: Youth out-of-school participation

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

Source: Eurobarometer, every two years

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

Evaluations:

- **EU Youth Strategy** - to be finalised in 2016
Comprehensive interim evaluation of the youth policy area, including the evaluation of the 2008 Recommendation on the Mobility of Young Volunteers across the EU. The results will form the basis for proposals on policy improvement.
- **Erasmus + -** to be finalised in 2017 (see above under general objective 1)

General objective 3:

Programme-based (Erasmus +, ABB ACTIVITY 15.02)
 Non-programme based

To develop the European dimension in Sport in line with the Union work plan for sport in disseminating best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

Source: Eurobarometer (2009; 2014)

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

Evaluations:

- Erasmus + - to be finalised in 2017 (see above under general objective 1)

General objective 4

Programme-based (Creative Europe, ABB ACTIVITY 15.04)
 Non-programme-based

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

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

Source: Special Eurobarometer 399 on Cultural access and participation (2013)⁵³; mid-term evaluation, 2013.

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Europeans declaring that they benefited from the following items from another European country:					To be assessed during mid-term		Increase of 2% in comparison to 2017 results

⁵³ The population used for extrapolating the number of people covers the EU28 as well as CH, NO, and IS i.e. 516.8 million people.

<ul style="list-style-type: none"> • 160 million read a book (31%); • 140 million watched or listened to a cultural programme on TV/radio (27%); • 98 million visited a historical monument or site (19%); • 67 million were to a musical performance (13%); • 52 million attended a performance, festival, etc (10%); • 31 million saw a ballet, dance performance, or opera (6%); • 21 million went to a theatre performance (4%). 					evaluation on data until 2017		
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*** Impact indicator 13: Contribution of cultural and creative sectors to the EU economy**

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

Source: EU competitiveness report 2010

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Between 3% and 3.8% of the total European workforce ⁵⁴					In view of economic crisis, to safeguard 2010 figures		4% of the total European workforce
Between 3.3% and 4.5% of total European GDP							4,8% of total European GDP

Evaluations:

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

⁵⁴ See Communication on promoting cultural and creative sectors for growth and jobs in the EU – COM(2012)537

4. SPECIFIC OBJECTIVES FOR OPERATIONAL ACTIVITIES

This section presents for each policy area main **new actions** to be implemented in the year and main **evaluation results** which justify pursuing programme activities. Specific objectives defined for each policy area in tables below are accompanied with **result indicators**, a number of which are directly set by the legal bases of the 2014-2020 programmes. Result indicators measure the direct effect of the EU actions on the target population.⁵⁵ This selection of indicators is necessarily partial but points at certain observable trends over time in the positive outcomes of EU actions for the target populations of beneficiaries.

4.1. EDUCATION AND INNOVATION

4.1.1 EDUCATION AND INNOVATION POLICIES IN 2015: MODERNISING SCHOOLS AND HIGHER EDUCATION

The year 2015 will be marked by a fresh start in the field of education and innovation steered by the Juncker Commission. EU level priorities for the period 2015-17 will start to guide action in the field of education and training, as soon as agreed in the context of the 2015 **Joint Report of the Council and the Commission on education and training cooperation** and reflecting the 2015 Annual Growth Survey (see 3.2), "*Political prioritisation as the basis for a better, more focused Union will only work if it is done in partnership between the Union institutions and the Member States, in line with the Community method*", reminded President Juncker in his political guidelines. The 2015 Joint Report will propose priorities for 2015-2017 on the basis of the thorough mid-term stocktaking of the Strategic Framework ET 2020 (including Bologna and Copenhagen processes) undertaken in 2014.

In line with DG EAC's specific objective 1.3, policy dialogue and exchange about how to modernise education and training systems will continue to be supported by DG EAC, first and foremost by means of its annual **Education and Training Monitor**, the fourth edition of which is to be adopted late 2015. More broadly, it is supported through the open method of coordination (see section 1 "Ways and Means"), as well as studies⁵⁶ and the collection and use of data from relevant sources, e.g. expert networks such as EENEE and NESET⁵⁷. This analysis will back up the continuing country specific assessment within the Europe 2020 process. DG EAC will strengthen its support to Member States in the implementation of the Country Specific Recommendations (CSRs) through the organisation of peer reviews, national seminars on key policy challenges and the Education and Training Working Groups. DG EAC will also continue to develop closer cooperation with the OECD on country specific analysis.

⁵⁵ Certain indicators stemming from the legal bases for the programmes 2014-2020 are output indicators. Outputs are understood as deliverables under the control of the DG, most often directly proportionate to the funding available.

⁵⁶ See annex 4.

⁵⁷ EENEE: European Experts Network on Economics and Education; NESET: Network of Experts on Social aspects on Education and Training.

In line with DG EAC's specific objective 1.3, through the ET2020 working group on school policy, the Commission will work with participating countries and stakeholders to produce a Guide for policy-makers on policies to increase the quality and effectiveness of **Initial Teacher Education**, as well as a practical toolkit for schools on introducing collaborative approaches to tackle early school leaving and other disadvantage.⁵⁸ Through the Erasmus+ programme (see below), policy experimentations to strengthen recruitment of teachers and develop alternative pathways to the teaching profession will be supported.

Alongside the work in policy working groups, the DG plans to significantly enhance the outreach of EU policy work to the wider teacher community and stakeholders in the field of school education via the **School Education Gateway (SEG)**. The SEG will be a new web-based platform intended to function as a one-stop shop for all services available to teachers.⁵⁹ It aims to provide concrete assistance to schools and teachers and to foster leadership roles. It will improve the links between policy and practice in European education. The SEG will aim to become a source of multilingual educational content, which helps tackle skill deficiencies (e.g. digital competences; making the teaching of science and mathematics more attractive, etc); to enable on-line co-operation not only within the teacher community but also with other key partners (including the enterprise world, policy makers and social partners); to facilitate teacher mobility outside the boundaries of schools to further enhance their opportunities for professional development; and to create an instrument for identifying and rewarding excellence in teaching.

As a follow-up of previous work, the ECEC Quality Framework proposed in 2014 as a result of the thematic working group on **early childhood education and care (ECEC)** will be translated into indicators and country guidance (with tools both for policy makers and practitioners). The aim remains to strengthen the educational aspects in ECEC for better outcomes for all children.

Following the outcomes of the TWG on Maths, Science and Technology and the High Level group of experts in the field of Literacy, policies tackling low achievement in **Basic Skills** (as evidenced by the 2012 PISA results mentioned above - see section 3) will be presented mid-2015. Meanwhile the European Policy Network of National **Literacy** Organisations (ELINET) launched in 2014 for two years will gather country specific information about literacy levels, identify good practices to tackle low literacy and raise awareness at national and European level.

⁵⁸ This work will be supported with evidence from a range of sources, including the Eurydice/Cedefop comparative analysis of national policies tackling early school leaving (November 2014), results from the TALIS survey including secondary data analysis by Eurydice and CRELL (June 2015), a study on the diversity of the teaching force (late 2015), the conclusions of the SIRIUS policy network on education and migrants and of the European Policy Network on School leaders (EPNoSL).

⁵⁹ The SEG will provide interface including with databases of learning materials, policy content and various collaborative spaces such as eTwinning.

Access to and success in **higher education**, as well as employability, remain key themes of ET 2020 cooperation with Member States⁶⁰ in 2015 drawing inter alia on recent studies published by the Commission and on individual country reforms for tackling dropout, and preparing graduates for the labour market. In line with DG EAC's specific objectives 1.2 and 1.3, action under the modernisation agenda for higher education will review progress made to date. The 2015 Yerevan Bologna Ministerial conference and Bologna Policy Forum will be prepared. A new Guide for the use of European Credits in Higher Education, as well as recommendations on Automatic Recognition should also be adopted in Yerevan, as well as Revised Standards and Guidelines for Quality Assurance for the European Higher Education Area. The development of **U-Multirank**⁶¹, launched in 2013 for benchmarking performance of higher education institutions, will be pursued with the second round of results published in 2015. U-Multirank is a new strategic tool for policy-makers and institutional leaders as well as for students looking to study abroad. It provides performance results which have never been published before, highlighting the strengths and weaknesses of over 850 institutions in 2015. The goal is for U-Multirank to be run by an independent organisation as from 2017. Furthermore, **HEInnovate**, the new online self-assessment tool launched by the European Commission in collaboration with the OECD for higher education institutions interested in developing their entrepreneurial capacities will continue to be promoted during the year. In addition to the University-Business Forum (see below under "Other relevant activities"), the possibility of setting-up a European **University-Business** Working Group, with representatives of national rector conferences and business representatives, will be explored to reinforce the contribution of higher education to innovation and the labour market.

The Commission will continue supporting the promotion of **digital and open learning resources** and practices in all education sectors, through the actions foreseen in the Opening Up Education initiative, at national level in guiding reforms through the Open Method of Coordination and at institutional level through Erasmus+.

Lastly, the work on **entrepreneurship education** in 2015 will continue to developing entrepreneurial education institutions through a joint Commission-OECD project⁶² and Erasmus+ funding to countries willing to scale-up the number of entrepreneurial experiences provided in their schools.

In the field of **international education cooperation**, key partners in 2015 will include, but not be limited to countries covered by the Neighbourhood Policy, Southern Mediterranean,

⁶⁰ The WG on modernisation of higher education 2014-2015 work programme for higher education concentrates on performance-related funding; mergers, consolidation, clustering and specialisation; new modes of teaching and learning in HE; graduate employability; widening access to higher education.

⁶¹ U-Multirank is a new independent tool to compare universities and other higher education institutions (HEIs) in Europe and across the world. It uses multi-dimensional indicators, measuring a wider range of HEI activities than other available ranking systems, in research, teaching and learning, regional engagement, knowledge transfer and internationalisation. One of the key features is that it allows users to decide which performance indicators are important for them, so that the ranking can be tailored to their needs. U-Multirank has received start-up funding from the Lifelong Learning Programme and Erasmus+.

⁶² The joint Commission-OECD Entrepreneurship360 project develops a tool which will support schools and Vocational Education and Training institutions to assess how entrepreneurial they are as institutions.

Eastern Partnership, Western Balkans, Africa and the BRICs in line with DG EAC's specific objective 1.4. Work in 2015 will focus on following-up the previously mentioned 2013 *Commission Communication on European higher education in the world*. DG EAC will assist Member States and higher education institutions to develop comprehensive internationalisation strategies, going beyond mobility and incorporating both internationalisation at home and the strengthening of strategic partnerships with partners around the world. EU support will be provided via the Erasmus+ programme as well as dialogue with Member States under the Open Method of Coordination (see section 1 "Ways and Means"). In his Opening Statement in the European Parliament, President Juncker stated: "*Let us not forget Africa [...], a continent which is rich in resources, particularly human resources.*" In a context of increased enrolments in Africa, the quality of African degrees is indeed so severely threatened by global completion that all stakeholders now appear to accept, as a result of the dialogue with the EU, that the development of a continental framework for quality assurance as an enhancement tool will be a matter of high priority as of 2015 (see "Other relevant activities" under specific objective 4).

In line with DG EAC's specific objective 1.5, the DG will follow-up the 2014 Council Conclusions on **multilingualism and development of language competences**. Although there was not enough common ground in 2014 for adopting the Commission's proposal for a European language benchmark⁶³, due to the differences in linguistic environments and education systems between Member States, the Council agreed that it will be necessary to improve the effectiveness of language teaching in schools and to assess progress through comparable testing methods at national level, providing results that can be aggregated at European level. The first European Survey on Language Competences has shown indeed that only 42% of 15 year-olds did reach the level of independent user in their first foreign language. DG EAC will map national assessment practices, aiming to achieve comparability on EU level and measure progress towards a proficiency-based indicator for language competences.

⁶³ See Commission SWD(2012)372 of 20.11.2012; *Language competences for employability, mobility and growth*, Chapter 5. *Assessing language skills: the European benchmark on Language competences*, p. 26.

4.1.2 FUNDING FOR EDUCATION AND INNOVATION IN 2015 (ABB 15.02 ERASMUS+ AND ABB 15.03 HORIZON 2020/MSCA AND EIT)

Modernising education (ABB 15.02 Erasmus+)

Since 2014, the **Erasmus+ Programme**⁶⁴ has merged notably the Lifelong Learning and Erasmus Mundus programmes into a single programme. It is the European action programme enabling individuals at all stages of their lives to pursue equal learning opportunities across Europe, to have the results of their learning activities easily recognised across borders and aiming at fostering cooperation between education and training systems within and outside the EU so that they become a world quality reference. In 2015, the largest share will carry on supporting transnational (intra-EU) learning mobility (see result indicator 14), be it of university students, pupils, learners in vocational education and training, young people engaged in non-formal learning activities and education staff from all education sectors, including adults. Terms of mobility in particular duration limits are made more flexible under Erasmus, so as to reflect better the evolution of student needs (see output indicator 18) and the structure of degrees (Bologna process) across Europe. Multiple periods of mobility will be possible and taking up a traineeship abroad will be facilitated. Building on the good practices from previous programmes, Erasmus+ strengthens progressively the links between the different education and training sectors, as well as between formal, non-formal and informal learning, and as such improves the Programme's contribution to making lifelong learning a reality. In terms of efficiency, **simplifications** introduced since 2014 will continue to apply (e.g. lump sums, e-applications). After a certain delay inherent to the launching of any new single programme, Erasmus+ is now easier to access for applicants. To reach larger audiences and to make 2014-2020 programmes more accessible for new potential beneficiaries is a communication priority for DG EAC.⁶⁵

The Erasmus+ programme will notably remain a telling example of progress towards the EU objective of **fostering mobility**, considering that more than 10% of European higher education graduates have experienced learning mobility (see impact indicator 6 and output indicator 24). The wide geographical coverage of the programme will remain an asset (see result indicator 23). It gives also a stronger focus to teachers and staff mobility (see output indicators 17 and 24) to ensure long lasting impacts on education systems (see result indicator 19). In the framework of the 2014-2020 programme, particular attention is given to support individuals linguistically and to monitor the contribution of the programme to fostering language skills (see result indicator 25). A new online service will be provided as of 2015 to assess linguistic progress achieved by participants over their mobility period and to offer them optional relevant online courses.

As confirmed by evaluations of the previous programme Life Long Learning, Erasmus + will also continue to prepare the ground for the progress made by the EU in **improving employability and the relevance of skills** to labour market needs (see result indicator 15) and promoting the use of the EU tools for the transparency of qualifications (see DG

⁶⁴ COM(2011)788 of 23.11.2011.

⁶⁵ See annex 5.

Employment's, Social Affairs and Inclusion Management Plan).⁶⁶ More than 85% of Erasmus students study or train abroad in order to improve their employability abroad.⁶⁷ Similarly, 85% of the participants in Leonardo da Vinci mobility find that their training placements were beneficial for their career. It is also evidenced that spending time in a company abroad helps students to better meet the requirements of the labour market. According to a 2014 innovative study⁶⁸, Erasmus increases the employability advantage of Erasmus graduates over non-mobiles by 42% in total. The risk of long-term unemployment is half or even less for mobiles compared to non-mobiles. More specifically, the unemployment rate of Erasmus students is 23% lower than that of non-mobile students five years after graduation. Two-thirds of employers think that international experience during studies is an important factor in recruitment decisions, and the same proportion give such recruits greater professional responsibility, with a 40% higher chance to reach managerial positions. They particularly value the reinforced confidence, problem-solving, decisiveness, curiosity, understanding and self-awareness that such mobility brings. One in three Erasmus trainees is offered a position in the company they trained in, and one in ten has set up their own company. Since 2007, traineeships are the fastest growing action in this area and further increasing the number of traineeships in enterprises abroad will remain therefore crucial to overcome youth unemployment. All these positive trends will continue to be strengthened in 2015 through new measures in Erasmus+, such as the Erasmus Masters Student Loans.

Institutional beneficiaries acknowledge the benefits in terms of improved content and practice in education and training (see result indicator 19). In the school education sector, cooperation supported by the Erasmus+ programme will contribute to continuous improvement of teachers' pedagogical skills. eTwinning, an Internet exchange platform providing pedagogical support for school teachers will further stimulate innovation in European school and training cooperation very cost-effectively. More European cooperation projects, notably the Strategic Partnerships, are managed at the national level, through the National Agencies, in order to ensure better relevance to national priorities and to achieve greater critical mass. Erasmus+ includes also activities such as Knowledge Alliances and sector skills alliances to support a larger participation of enterprises and therefore promote growth, innovation and employability.

Beyond its individual benefits, student mobility triggers also **systemic changes in the European education and training systems**. Erasmus+ will continue to support policies and practices in Member States in the directions agreed at European level under the Europe 2020 strategy, in facilitating policy development, reform implementation and sustainable improvements in education and training systems. The mid-term evaluation of LLP has noted indeed significant European added-value, through enhanced policy cooperation and an

⁶⁶ The European Qualifications Framework (EQF), documentation tools for learning experiences (Europass, Youthpass), the credit systems for higher education and vocational and education and Training (ECVET, ECTS) and quality assurance tools (European Standards and Guidelines for Quality Assurance in Higher Education and EQAVET).

⁶⁷ Erasmus Impact Study, published September 2014; IP/14/1025.

⁶⁸ The impact of Erasmus mobility on employability and skills development has been measured for the first time through an innovative study published in 2014 based on a large sample of respondents across all Programme Countries.

increased European dimension. Backed by the LLP 2011 interim evaluation results, DG EAC in 2015 will in particular continue promoting digital literacy and other transversal competences such as entrepreneurship education across the sub-programmes. The DG will strengthen inter-service collaboration with DG Employment, Social Affairs and Inclusion to maintain consistency between policies and programme funding as regards the skills and qualifications recognition (see result indicators 22 and 43), vocational education and training and adult learning as well as overall coherence of education and training policies.

With a view to reinforcing participation in the European project, attention will continue to be paid to increasing **knowledge about the European integration** process worldwide at the level of higher education institutions (see result indicator 27) and at school level, through the Jean Monnet activities of Erasmus+. In 2015 the Jean Monnet activities will further increase teaching of specific EU issues relevant for graduates in their professional life (see result indicator 26). Moreover, further to the findings of the Jean Monnet conference 2014 on the "Future of European Studies", the priorities of the Jean Monnet action will be reviewed with a view to making best use of the innovations introduced in the Erasmus+ programme.

As for cooperation in higher education across the globe, the Erasmus+ Programme draws lessons from the evaluation⁶⁹ of preceding **international cooperation programmes**.⁷⁰ **Erasmus+** will continue to contribute in 2015 to strengthening academic cooperation (see result indicator 23), mobility (see output indicator 24) and the development of skills relevant for the labour market with a wide range of countries outside the EU (see result indicator 15). This cooperation should increase the quality of European higher education and increase the worldwide attractiveness of the EU as a top quality education and research destination. The recent Erasmus+ joint degree programmes will continue to top quality in order maintain the current, high quality of its joint degrees. Results from ongoing projects which aim to promote EU higher education around the world, will be used to feed into dialogue on higher education policies with strategic non-European partner countries and regions.

For allocation of resources to ABB activity: 15.02 – Erasmus+ - Education, Training, Youth and Sport, below after section 4.3.

⁶⁹ The evaluation of the Erasmus Mundus II (2009-2013) programme has shown that this type of action makes an important contribution to the internationalisation process of the European higher education area and promotes development of the skills that are relevant in the labour market. Although some barriers to the programme implementation resulted from lack of legislation, differences in higher education systems or visa problems, the joint masters, doctoral programmes and mobilities are highly valued by EU and third country participants and contribute significantly to promoting excellence, building capacity and developing international cooperation. In terms of employability, the evaluation found that activities could be more open to international mobility and cooperation in the field of vocational education and training.

⁷⁰ Such as the Eastern Partnership, the Tempus programme for neighbouring countries, the Alfa Programme for Latin America or Edulink for the African, Caribbean and Pacific (ACP) region.

To foster innovation in Europe, DG EAC will not only rely on the Erasmus+ programme but also on the **Framework Programme for Research and Innovation, Horizon 2020**, in which DG EAC is actively involved under the coordination of DG Research and innovation as regards two kind of activities: the Marie Skłodowska-Curie actions, on the one hand, and the European Institute of innovation and technology, on the other hand. In operating simultaneously in the fields of research and education, both ensure the reinforcement of the knowledge triangle and contribute to reaching the objectives laid down in the **Innovation Union** flagship initiative (see 3.1).

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

The **Marie Skłodowska-Curie actions** are a key component of the Horizon 2020 Programme (see 3.2). These actions are opened to researchers from all nationalities. Against the background of growing competition at world level, these actions in 2015 will further encourage European researchers to stay in Europe and strive to attract the best from abroad (see result indicator 31). In line with its specific objective 1.6, DG EAC will pursue communication and outreach activities promoting training and career development possibilities for researchers, targeting in particular PhD candidates and non-academic organisations. A particular focus remains on the **mobility of young researchers** (see result indicator 28) and the collaboration between young researchers and excellent supervisors so as to increase the employability (see result indicator 29) and the career prospects of the former in both public and private sectors. The *interim evaluation* of certain Marie-Curie actions⁷¹ found indeed that these are strengthening the research capacity of the EU through an increase in the quality and quantity of researchers.

The Marie Skłodowska-Curie actions address major societal challenges for the EU by supporting a bottom-up approach and financing numerous interdisciplinary and international research projects. They lever additional financing from regional, national or private funds through the co-funding mechanism of individual fellowships dedicated to the experienced researchers. Through the Marie Skłodowska-Curie actions the cooperation between universities, research organisations and **businesses**, including SMEs, from different countries is being strengthened. Businesses are more and more encouraged to be further involved in the career development of experienced researchers as well as in doctoral training so that skills better match industry needs (see result indicator 32).

In line with the Commission's recommendation⁷² for the **European Charter for Researchers** and the Code of Conduct for the Recruitment of Researchers, the Marie Skłodowska Curie actions pursue the development of an open European labour market for researchers free from discrimination and encourage the diversification of skills of researchers (see result indicator 29). Throughout Europe, they furthermore offer support to knowledge-sharing between (public/private) sectors and research organisations. They equally allow for a strong participation of women in research and development (see result indicators 30 and 32).

⁷¹ COFUND and Individual Fellowship Actions.

⁷² C(2005) 576 of 11.3.2005

In terms of efficiency, a major effort was made as well to simplify Horizon 2020, the Framework Programme for Research and Innovation, notably by reducing administrative burden for participants. More specifically, the Marie Skłodowska-Curie actions have been streamlined with a reduced set of actions (from 8 to 4) and common rules in comparison to the previous programming period. As a result from the FP7 Marie Curie actions Interim Evaluation, funding has been indeed simplified by applying a unit cost approach for all Marie Skłodowska-Curie actions.

In order to pursue these beneficial aspects in 2015, DG EAC will implement the 2015 Horizon 2020 Work Programme for Marie Skłodowska-Curie actions, as planned with a decreasing budget of € 745 million compared to 2014 (€ 823 million), an expected consequence of funds frontloaded in 2014.

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

In line with its specific objective 1.8, DG EAC will implement as well further in 2015 the **Strategic Innovation Agenda** (SIA) and the **amended EIT Regulation** (see 3.2).⁷³ Since 2014, this implies for the **European Institute of Innovation and Technology (EIT)**⁷⁴ a substantial increase of its budget (€ 226 million in 2014), in line with the SIA priorities: i.e. a consolidation of the three existing Knowledge and Innovation Communities (KICs); the implementation of two new KICs selected in 2014 and 3) fostering its impact across the Union through outreach activities and new results-driven approaches. In 2015, DG EAC will hold in particular the 6th annual meeting between the European Commission, the EIT and the KICs.

Since 2014, the EIT contributes to the objectives of Horizon 2020 from which it receives a financial contribution (see 3.2). The priority of the EIT remains fostering innovation activities "from the research to the market", in areas of societal challenges (so far ICT, climate change, sustainable energy), resulting in new products and processes (see result indicator 34). It will continue in 2015 to **extend the KIC model to two new areas**: "raw materials" and "healthy living and active ageing", with three more KICs planned until 2020.⁷⁵

Considering that the first KICs started their work in 2010 with the support of the EIT (75% of KIC budget coming from other sources of funding – see result indicator 35) and that conditional financial autonomy was granted to the Institute in 2011, DG EAC will continue to help the EIT in the course of 2015 to become fully operational and KICs to comply with their performance indicators while preparing for the timely implementation of new KICs.

Given the constrained timescale and its inherent novelty, the EIT has broadly met its key operational objectives according to its first *external evaluation*. Not only the population of organisations collaborating within KICs to the integration of the knowledge triangle (see

⁷³ COM(2011)817 and COM(2011)822 of 30.11.2011.

⁷⁴ Regulation (EC) 294/2008.

⁷⁵ Three waves of new KICs were agreed in 2013: 2 in 2014: "raw materials" and "Healthy living and active aging"; 2 in 2016: "food4future" and "added value manufacturing"; 1 in 2018: "urban mobility".

result indicator 33) but also the dissemination of innovations beyond is being developed (4.6% of the EIT funding). However a number of tensions and challenges have been evident in the process of its establishment. Moreover the aforementioned Strategic Innovation Agenda package represents an exceptional challenge (see 3.2). That is why DG EAC will explore in 2015 new ways of steering the EIT's capabilities and to facilitate its transition towards the future.

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

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

THE INTERVENTION LOGIC AND EXTERNAL FACTORS THAT MIGHT HAVE AN IMPACT ON THE ACHIEVEMENT OF GENERAL OBJECTIVE 1:

General Objective 1 is likely to be affected by possible cuts in **education** budgets; the capacity of Member States to carry out reforms in education; regarding the employability objective, the capacity of the labour market to offer new jobs; the outcome of the Europe 2020 review, whereby the role of education – including the education headline target - may be reconsidered; and adjustments in Member States national targets influencing the progress towards the EU education headline target.

As of 2015, there will be a shift of VET and adult learning from the portfolio of the Commissioner for Education and Culture to the portfolio of the Commissioner for DG Employment, Social Affairs and Inclusion. This is likely to predominantly focus the policy objectives of these two sectors on the needs of the labour market. It may also involve alterations in the governance and implementation arrangements of ET2020 regarding VET and adult learning, and a possible review of ET2020 as a whole at Council level in this perspective and may involve a weaker focus on education in the context of Structural and Investment Funds.

An international agreement associating Switzerland to parts of **Horizon 2020** is expected to be signed before the end of 2014. Switzerland will be associated inter alia to the Marie Skłodowska-Curie actions. Under this agreement, Switzerland contributes financially to Horizon 2020 and will collaborate as in previous framework programmes.

Lastly, the EIT headquarters will have to demonstrate their capacity to deliver on the new challenges, mainly the set-up of new KICs

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.1: To improve the level of key competences and skills, in particular through increased opportunities for **learning mobility** and strengthened cooperation with the world of work in education and training with particular regard to the relevance of these key competences and skills for the labour market and their contribution to a cohesive society;⁷⁶

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, therefore there is no baseline and the individual milestones and the final target 2020 are under construction. They will be determined for the first time when all 2014 contractualisation processes are finalised for all actions. Reliable data are expected for early 2015. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

- Programme-based (Erasmus+)
 Non programme-based

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

* Output indicator 14: Learning mobility opportunities through Erasmus+

Definition: Number of students and trainees participating in the Programme, by country, sector, action and gender.⁷⁷

Source: EU reporting through Erasmus+ IT tool

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

⁷⁶ Including Erasmus+' specific objective " (a) to improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;"

⁷⁷ See preliminary comment as regards breakdown.

⁷⁸ HE: higher education (including Joint Master degree and Student loan guarantee), VET: vocational education and training

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

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

Source: Individual participant report to be submitted under Erasmus+

Baseline (pre-2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
81% ⁷⁹		83%		85%			88%

Result Indicator 16: Employability of participants (Erasmus +)

Definition: % of Erasmus + participants indicating that participation in the programme contributed to finding a job

Source: Second individual participant report to be submitted under Erasmus+

Baseline (pre-2014)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
42% ⁸⁰		44%		46%			50%

*** Output indicator 17: Staff supported by the programme (Erasmus +, education and training)**

Definition: Number of staff supported by the Programme, by country⁸¹ and *in the sector of education and training*

Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE: 46 (in 1000)			50				70
VET: 9 (in 1000)			11				15
Schools: 13 (in 1000)			15				20
Adult: 2 (in 1000)			3				5

⁷⁹ According to the Erasmus impact study published in September 2014, "81% of Erasmus students perceive an improvement in their transversal skills when they come back".

⁸⁰ The 2014 Erasmus impact study established a link between the participation in mobility programmes and subsequent employability. "Based on their personality traits (participants) have a better predisposition for employability even before going abroad. By the time they return they have increased their advantage by 42% on average".

⁸¹ See preliminary comment as regards breakdown.

*** Output indicator 18: Participants with special needs or fewer opportunities (Erasmus +, education and training)**

Definition: Number of participants with special needs or fewer opportunities supported by the programme

Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Special needs (LLP): 8 (in 1000)	15						40

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 1.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 1.3

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2015	
Individual mobility of Staff (HE-VET - Schools -Adult - Youth)	F	72 474	653 461
	P	-	
Students Mobility (HE)	F	224 286	1 858 069
	P		
Students Mobility (VET)	F	77 650	673 784
	P	-	
Joint Master		2 324	21 387
Masters (Loan guarantees)	F	12 764	200 354
	P		
Operating grants for National Agencies	F	55	55
	P	-	

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.2: To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation **at the level of institutions/organisations** between education and training providers and other stakeholders⁸²

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, therefore there is no baseline and the individual milestones and the final target 2020 are under construction. They will be determined for the first time, when all 2014 contractualisation processes are finalised for all actions. Reliable data are expected for early 2015. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

- Programme-based (Erasmus+)
- Non programme-based

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

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

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

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

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

⁸² Including Erasmus+' specific objective "(b) to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;"

*** Output indicator 20: Users of Euroguidance**

Definition: The number of users of Euroguidance
Source: EACEA

Baseline (2013) ⁸³	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
2 921 925 hits on Euroguidance websites 11 411 participants in Euroguidance seminars/workshops							Not yet available (ongoing work by EACEA).

*** Output indicator 21: Organisations and projects (Erasmus+, all areas)**

Definition: Number and type of organisations and projects supported by the programme, by country and by action⁸⁴
Source: EU reporting through Erasmus+ IT tool

Baseline ⁸⁵	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 1.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 1.3

U-Multirank: The collection of data for the 2nd publication of results in March 2015 started in June 2014 and a third round will be launched in 2015, with three new disciplines added on Computer studies/IT, Psychology and Medicine. The U-Multirank consortium will need to recruit a minimum of approximately 110 new institutions to reach the minimum target of 625 participating institutions in 2015.

HEInnovate: A study on the entrepreneurial potential of higher education will be available in the first half of 2015 and used to further develop Commission policies, including HEInnovate. Certified facilitators workshop, as an official accreditation to deliver HEInnovate training, will serve the purpose to assure similar quality is delivered in different training settings. National policy reviews on the entrepreneurial and innovative HEI undertaken by the OECD at the initiative of DG EAC.

The Report on Implementation of the Bologna Process, based on data and information collected and analysed by the Commission (Eurostat, Eurydice and Eurostudent (project co-funded by the Commission)), will be presented at the Bologna Ministerial Conference in Yerevan, as will the recommendations of the Pathfinder Group on Automatic Recognition and the revised ECTS Guide, products of two Bologna working groups chaired by the Commission.

The next European University-Business Forum will take place in Brussels in Spring 2015. In addition, national events, which allow linking EU policy priorities on education and innovation to national higher education reform agendas will be organised. They also allow reaching out to representatives from Higher Education Institutions and Business that cannot be reached via the

⁸³ Based on 2013 final reports.

⁸⁴ See preliminary comment as regards breakdown.

⁸⁵ Given the conceptual differences between the past and the present programmes a direct comparison of numbers achieved in the past and numbers to be achieved in the future is not possible. Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as possible in 2015 on the basis of all data within applications received in 2014.

Brussels events.			
c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)			
Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2015	
Strategic partnerships	F	1 780	20 659
	P		
Knowledge alliances/Sectoral Skills Alliances	F	20	337
	P		
Web Platforms	F	4	4
	P		

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.3: To promote at **policy level**, in particular through enhanced policy cooperation, the dissemination of good practices and better use of Union transparency and recognition tools in education and training: the emergence of a European area of skills and qualifications, policy reforms at national level for the modernisation of education and training systems in a lifelong perspective, and digital learning.⁸⁶

- Programme-based (Erasmus+)
- Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

⁸⁶ Including Erasmus+' specific objective "(c) to promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;"

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

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

Source: EU reporting through Erasmus+ IT tool

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

Main outputs

a) Main Commission policy outputs to be delivered in 2015

Commission Communication Draft 2015 Joint Report in Education and Training (ET 2020) (2nd Quarter)

Staff Working Document on Education and Training Monitor 2015 (4th Quarter)

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

European Semester outputs including Country Specific Recommendations and Council conclusions

OMC: ET 2020 working group deliverables peer reviews on national policy developments and ET 2020 stocktaking

European network of National literacy organisations to start delivering

Erasmus+ Programme Committee and renewed mandates for the Executive Agency EACEA

Contributing to the planning of European Structural Investment Funds 2014-20 (Partnership Agreements, Operational

Programmes) to ensure that the funding follows the policy priorities defined under Europe 2020, ET2020 and the Youth Strategy

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Support for policy reform	F	N/A	
	P		

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.4: To support the Union's external action, including its development objectives, through targeted capacity-building in partner countries, cooperation between Union and partner-country institutions or other stakeholders and the promotion of mobility, and to enhance the **international dimension** of activities in education and training by increasing the attractiveness of European higher education institutions;⁸⁷

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

- Programme-based (Erasmus+)
- Non programme-based

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

* Result indicator 23: Involvement of non-EU higher education institutions from partner countries⁸⁸ (Erasmus+)

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

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

Baseline (2013)	Milestones ⁸⁹						Target 2020
	2014	2015	2016	2017	2018	2019	
1 000	1 000		1 100		1 200		1 300

⁸⁷ Including Erasmus+' specific objective "(d) to enhance the international dimension of education and training, in particular through cooperation between Union and partner-country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the Union's external action, including its development objectives, through the promotion of mobility and cooperation between the Union and partner-country higher education institutions and targeted capacity-building in partner countries;"

⁸⁸ Erasmus+ is divided between Programme countries that contribute financially to the Programme and have a National Agency, and Partner countries (those countries outside the Programme countries, that participate without financial contribution).

⁸⁹ These figures come from the numbers of non EU HEIs having participated in EM and Tempus from 2009 to 2013.

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

Definition: Number of higher education students *and staff*⁹⁰ receiving support (*a scholar ship*) to study in a partner country, as well as the number of students *and staff* coming from a partner country to study in a Programme country

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

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE students <i>and staff</i> going to a partner country (in 1 000) (<i>revised</i>)	3,8	3,8	4	4,3	3,6	3	3,9
HE students <i>and staff</i> coming from a partner country (in 1 000) (<i>revised</i>)	15	15	16	17	14	15	15

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 1.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 1.3

Regional and bilateral policy dialogue with key partner countries: In 2015 these key partners will include, but not be limited to countries covered by the Neighbourhood Policy, Southern Mediterranean, Eastern Partnership, Western Balkans, Africa and the BRICs.

Study exploring a Pan-African Quality Assurance and Accreditation Framework (February 2015), contribution to ABB activity 21.02)

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

The DG will also contribute to actions developed by DGs dealing with External Relations (FPI, DEVCO, ELARG) as follows:

a) Special window in the field of youth to promote capacity building with the aim to strengthen youth cooperation between Erasmus+ Programme countries and the Western Balkans, as well as within the Western Balkan region (ABB activity 22.02).

b) Special window for Jordan in the capacity building for Higher Education component of Erasmus+” (ABB activity 21.03)

⁹⁰ Under Heading 4, students as well as staff are supported.

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
International Student and Staff Mobility H4 ⁹¹	F	280	2 114
	P		
International HE capacity building	F	139	1 028
	P		

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.5: To improve the teaching and learning of **languages** and promote the Union's broad linguistic diversity and intercultural awareness⁹²

- Programme-based (Erasmus+)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

*** Result indicator 25: Language skills of participants (Erasmus+, Education and Training)**

Definition: % of Erasmus+ participants in long-term mobility declaring that they have increased their language skills

Source: Individual participant report to be submitted under Erasmus+

Baseline (2010) ⁹³	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
HE: 94%		95%		96%			98%
VET: 81%				87%			90%

⁹¹ Including organisation of mobility fees.

⁹² Including Erasmus+' specific objective (e).

⁹³ In order to compare data, "long-term" mobility is considered here as from 2 months and over across all sectors.

Main outputs		
a) Main Commission policy outputs to be delivered in 2015		
See under specific objective 1.3		
b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015		
A study to collect more information on the impact of language competences on employability.		
Cooperation with the Council of Europe, in particular on teaching practices in multilingual classrooms, assessment methods and Computer Assisted Language Learning (CALL);		
c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)		
Outputs	Number of outputs foreseen (F) and produced (P)	Total by 2020
	2015	
	F	
	P	

ABB ACTIVITY 15.02 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

Specific Objective 1.6: To promote excellence in teaching and research activities in European integration through **Jean Monnet** activities worldwide⁹⁴

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

- Programme-based (Erasmus+)
- Non programme-based

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

⁹⁴ Including Erasmus+' specific objective (f)

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

Definition: Number of Students receiving training through Jean Monnet activities

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

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

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

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

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

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

Main outputs

a) Main Commission policy outputs to be delivered in 2015

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 1.3

Jean Monnet window within the framework of Erasmus+ (contribution to ABB activity 19.05)

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Jean Monnet projects	F	225	1 705
	P		

ABB ACTIVITY 15.03 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

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

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Programme-based (Horizon 2020)
 Non programme-based

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

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

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

Source: CORDA, reports/estimations from Research Executive Agency

Baseline (2007-2013)	Milestones ⁹⁵						Target 2014-2020
	2014	2015	2016	2017	2018	2019	
50 000 researchers (~ 10 000 PhD candidates)	7 500 researchers (~ 3 000 PhD candidates)	16 500 (~6 000 PhD candidates)	25 000 (~10 000 PhD candidates)	34 000 researchers (~ 13 000 PhD candidates)	43 500 (~17 400 PhD candidates)	53 500 (~21 400 PhD candidates)	65 000 researchers (~ 25 000 PhD candidates)

⁹⁵ Cumulative figures based on EU28 budget; the milestones have been adapted according to the EU28 budget.

Result Indicator 29: Employability of MSCA researchers

Definition: Number of MCA/MSCA fellows in employment positions two years after the end of their fellowship (only for individual actions)⁹⁶

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

Baseline (2013) ⁹⁷	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
95,4% ⁹⁸				95%			95%

Result Indicator 30: Participation of women in MSCA

Definition: % of women participating in the MSCA actions.

Source: CORDA

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
36,7% ⁹⁹				38%			40%

Result Indicator 31: Excellence of MSCA researchers

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

Source: Project reporting; Continuous open data acquisition¹⁰⁰

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

⁹⁶ As the first data for the MSCA will only be available in 2019, it is proposed to cumulate MCA/MSCA data.

⁹⁷ The baseline still concerns the Marie Curie actions under the 7th Framework Programme, where all data are not yet available. Data for MSCA under Horizon 2020 will only be available in 2019. Due to the limited number of follow-up questionnaires received so far, this indicator may fluctuate considerably over time.

⁹⁸ October 2013, on the basis of the available follow-up questionnaires. The number of follow-up questionnaires being still significantly low, this percentage might be overestimated at this stage.

⁹⁹ The baseline still refers to the MCA under the 7th Framework Programme (FP7), where not all data is available yet. It is to be noted that actions involving fellows from third countries show a lower percentage of women participation than actions only involving fellows from the EU.

¹⁰⁰ Last data available was for 2012.

Result Indicator 32: Involvement of private and other sector in MSCA

Definition: % of non-academic sector institutions and SMEs as host organisations in actions supported by MSCA

Source: CORDA, reports/estimations from Research Executive Agency

Baseline ¹⁰¹ (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
24,3% (of which 73,8% SMEs)			27%				30%
Main outputs							
a) Main Commission policy outputs to be delivered in 2015							
N/A							
b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015							
Renewed mandate for the Executive Agency REA							
Launch of a study on Industrial Doctorates							
c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)							
Outputs		Number of outputs foreseen (F) and produced (P)		Total by 2020			
		2015					
Grants	F	1 200					
	P						
Prizes	F						
	P						
Procurement	F	5		N/A			
	P						
Financial instruments	F	-					
	P						
Experts	F	ca. 2000 ¹⁰²		N/A			
	P						
Others	F	-					
	P						

¹⁰¹ The baseline of this indicator refers to the indicator *% of private enterprises as host organisations in actions supported by MCA* under the 7th Framework Programme (FP7). However, from 2014 onwards, the definition of the non-academic sector and SMEs under H2020 is taken into account. This might result in a slight increase of the percentage compared to the FP7 indicator because the definition of non-academic sector includes additional institutions which are not private enterprises.

¹⁰² Extrapolated from 2012 data in taking into account the specificity of the new Marie Skłodowska-Curie actions, this figure does not relate to the participation in evaluation.

ABB ACTIVITY 15.03 Relevant general objective 1

To contribute to the objectives of the Europe 2020 strategy through the **Education and Training** strategic framework 2020 (ET2020), including the corresponding benchmarks established in those instruments to the modernisation of schools, to the sustainable development of partner countries in the field of higher education, to foster training and career of **researchers** and the innovation capacity in Europe, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

- *To improve the framework conditions for research and innovation*
- *To increase investment in research and innovation*

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

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Programme-based (Horizon 2020)
 Non programme-based

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

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

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

Source: EIT Annual Activity Report

Baseline (period 2010-2012 with 3 KICs)	Milestones						Target 2020 ¹⁰³
	2014	2015	2016	2017	2018	2019	
200	500 (revised)	600		800 (revised)			1200 (revised)

Result Indicator 34: Innovative deliverables inside KICs

Definition: Number of innovations, start-ups and spin-offs resulting from collaboration inside the knowledge triangle: Number of start-ups and spin-offs created by KICS students/researchers/professors; Number of innovations in existing businesses developed by KIC students/researchers/professors

Source: EIT Annual Activity Report

Baseline (period 2010-2012)	Milestones						Target 2020 ¹⁰⁴
	2014	2015	2016	2017	2018	2019	
33 start-ups and spin-offs	70 (revised)	85	100	(withdrawn)			600 start-ups and spin-offs
210 innovations	300			2200			6 000 innovations

¹⁰³ The reference for this target is the year when the last actions financed under Horizon 2020 will be finished, i.e. several years after the formal end of the programme in 2020.

¹⁰⁴ The reference for this target is the year when the last actions financed under Horizon 2020 will be finished, i.e. several years after the formal end of the programme in 2020.

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

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

Source: EIT Annual Activity Report

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
360 million Euro	670	850	915	(withdrawn)			8 043 million Euro from non- EIT financial sources mobilised, corresponding to 75% funding of the total KICs budget

Main outputs

a) Main Commission policy outputs to be delivered in 2015

N/A

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

Two new KICS in the field of 'Raw materials' and 'healthy living and active ageing'

Setting up of a simplification agenda including benchmarks

Further development of the Stakeholder Forum

Outreach and dissemination activities: The Regional Innovation Scheme (RIS) foreseen in the EIT Regulation will be implemented by the KICs for the first time in 2015 to reach out to potential excellent innovation players across the EU.

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs		Number of outputs foreseen (F) and produced (P)	Total by 2020
		2015	
Grants	F	5	
	P		
Prizes	F	N/A	
	P	N/A	
Procurement (EIT External Evaluation)	F	1	
	P		
Experts	F	0	
	P		
Others (Contribution to the EIT- Title 1 and 2 – Governing Structure)	F	1	
	P		

FUNDING FOR RESEARCHERS MOBILITY AND THE E.I.T. (HORIZON 2020)

ABB activity: 15.03 – Horizon 2020 (MSCA, EIT)						
Financial resources			Human resources			
(€) in commitment appropriations						
Operational expenditure	Administrative expenditure (managed by the service)		Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
1.019.139.003	Heading 5 appropriations	Other budget lines	1.022.970.561	22	12	34
	0	3.831.557				

4.2. YOUTH

4.2.1 *YOUTH POLICY IN 2015: TACKLING YOUTH UNEMPLOYMENT AND CONTRIBUTING TO THE CIVIC AND POLITICAL PARTICIPATION OF YOUNG PEOPLE*

The year 2015 will represent as well a fresh start in the field of youth policy under the new Commission. This DG will prepare a draft for a **new joint Council-Commission EU Youth Report** in order to draw the lessons from the implementation of the aforementioned EU Youth strategy (see 3.2) during its second 3 year cycle ending in 2015. As with the previous report dated 2012, the 2015 report will take stock of progress in the Strategy's implementation, review the situation of young people in the EU, and propose priorities for the next 3-year cycle to be defined through the Open Method of Coordination (see part 1). The youth policy result indicators of this Management Plan are precisely based on this triennial report so as to be more sustainably measurable.

Building on the very first Work Plan for Youth adopted in 2014 by the Council and in line with DG EAC's specific objectives 1.1 to 1.4, the focus in 2015 will remain on the contribution of youth work and non-formal learning activities to **addressing the effects of the crisis on young people**, in particular in term of employability (see result indicator 16).

The youth field will also engage in **cross-sectoral cooperation with relevant other policy fields**, such as education and employment. Further progress should in particular be made in implementing the 2012 Council Recommendation on the promotion and validation of informal and non-formal learning, which is also relevant for the youth field.¹⁰⁵ The Commission will continue to work actively with Member States, in particular on the basis of the 2013 Youth Guarantee and Traineeship Recommendations. This DG will keep on contributing to the 2012 Youth Opportunity Initiative by supporting placements of volunteers. Further to the EU Youth Report, the Commission will continue to sharpen the implementation of the EU Youth Strategy, in particular through making good use of available evidence and findings from the EU Dashboard of Youth Indicators, peer learning-activities (see "Ways and means" under section 1) and through consulting with young people, based on the Structured Dialogue between policy-makers and young people renewed in 2014. Aside from building on findings from an expert group on quality youth work, a new expert group on the specific contribution of youth work in particular on the transition from education to employment and a peer-learning exercise between Member States on how to make youth policy-making more cross-sectoral at national level will be key activities in 2015. Lastly an independent external evaluation of youth policy will be conducted ahead of the renewal of the Strategy which should be adopted in 2018.

Meanwhile the EU's cooperation with the **Council of Europe** in the youth field for the period 2014-16 will continue benefitting from an improved method. Following the EU-Council of Europe Framework Partnership Agreement of 2014, a clearer intervention logic is being applied, which includes a review of the partnership's objectives and monitoring framework. This partnership provides synergy in the efforts of both institutions when it comes to gathering and sharing knowledge on emerging policy issues such as innovative forms of youth

¹⁰⁵ OJ C 398, 22-12-2012, p.1.

participation or improving the social inclusion of all young people, as a basis for policy development. The partnership also supports efforts to promote the role and recognition of youth work. The partnership covers cooperation in a broader European context and actively disseminates information about research findings and events among the two institutions' stakeholders in the youth field.

Last but not least, as part of efforts to close the gap between the EU and young citizens and contributing to all other general objectives of DG EAC, the European **Youth Portal** and new Online Participation Platform will be continuously developed as a pivotal dialogue tool to reach out to young people, inform them about opportunities across Europe to work, travel or participate in civic, social, sport or cultural activities, and increasingly to promote and support youth participation online. It is open to all interested users, in- and outside of the Commission (see below other relevant activities). In 2015, a European Youth Week highlighting the value of EU youth policies and programmes will be held, which involves political debates and promotional activities in all Erasmus+ programme countries.

4.2.2 FUNDING FOR YOUTH IN 2015 (ABB 15.02 ERASMUS+)

Since 2014, **Erasmus+** is as well the **EU programme addressing Youth**, a crucial instrument to deliver the Youth strategy and the Youth on the Move flagship initiative. The programme's added value relates to its effectiveness as regards two main objectives of the youth policy: the enhancement of the human resources in Europe through a particular support to non-formal learning experiences with a European dimension (see output/result indicators 36, 37, 39 and 41) and the development of the active citizenship of young people (see result indicator 38). It will benefit to more than 500,000 young over its time span and supports more than 5,000 youth organisations every year (see output indicator 40 and result indicator 44). Youthpass certificates (non-formal learning outcomes certificate) will continue to be delivered in the framework of the programme documenting better the improved skills hence increasing the employability of young people (see result indicator 43).

The wide geographical coverage of the programme will remain an asset, in particular as in many countries no programme of youth mobility exists. The **European Voluntary Service (EVS)** funded by the previous Youth in Action Programme and reinforced in Erasmus+ has, for example, inspired the creation of volunteering schemes at national or regional levels. Building on the programme, the Commission will also encourage private organisations to be partners in volunteering opportunities at European level and intends to identify new ways of increasing the systemic impact of EVS, also building on the recent development of a European Volunteering Platform as part of the European Youth Portal. In terms of efficiency, organisation of transnational youth mobility schemes at European level allows economies of scale.

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

Beyond its individual benefits, youth mobility triggers also **systemic changes in youth work and organisation in Europe**. Erasmus+ will pursue to ensure due consideration of youth issues within EU policy-making and helps bringing the European Union closer to young people. A recent example was provided by the evaluation of the **European Youth Forum**, the operating grant of which is funded by the programme. The evaluation has found the Forum to be indeed a useful instrument to the Commission because of its structured opinions and input on youth-related topics. The Forum is also the most suitable mechanism at EU level to channel communication on youth-related issues with a broad range of young people in Europe.

THE INTERVENTION LOGIC AND EXTERNAL FACTORS THAT MIGHT HAVE AN IMPACT ON THE ACHIEVEMENT OF THE OBJECTIVES UNDER GENERAL OBJECTIVE 2:

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

For allocation of resources to ABB activity: 15.02 Erasmus+ - Education, Training, Youth and Sport, below after section 4.3.

ABB ACTIVITY 15.02 Relevant general objective 2

To contribute to the objectives of the Europe 2020 strategy through the overall objectives of the renewed framework for European Cooperation in the **Youth** field (2010-2018) in disseminating innovative best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 2.1: To improve the level of key competences and skills, in particular through increased opportunities for **learning mobility** and strengthened cooperation with the world of work in **the field of youth** including for young people with fewer opportunities, those active in youth work or youth organisations and youth leaders with particular regard to participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity.¹⁰⁶

Programme-based (Erasmus +)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

Preliminary comment: Breakdown for target groups emerge for the 1st time in Erasmus+, therefore there is no baseline and the individual milestones and the final target 2020 are under construction. They will be determined for the first time when all 2014 contractualisation processes are finalised for all actions. Reliable data are expected for early 2015. On a regular basis, future reporting on the performance of the programme in a specific year (n) - including detailed reports (breakdown) foreseen by the basic act - will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website.

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

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

Definition: Number of young people engaged in mobility actions supported by the Programme, by country, sector, action and gender.¹⁰⁷

Source: EU reporting through Erasmus+ IT tool

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

¹⁰⁶ Including Erasmus+' specific objective "(a) to improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;"

¹⁰⁷ See preliminary comment as regards breakdown..

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

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

Source: Individual participant report to be submitted under Erasmus+

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

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

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

Source: Individual participant report to be submitted under Erasmus+

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

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

Definition: % of *Erasmus+* participants in voluntary actions declaring that they have increased their language skills

Source: Individual participant report to be submitted under Erasmus+

Baseline (2010) ¹⁰⁸	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
87%		90%		92%			95%

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

Definition: Number of staff supported by the Programme, by country and *for the sector youth*¹⁰⁹

Source: EU reporting through Erasmus+ IT tool

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

¹⁰⁸ In order to compare data, "long-term" mobility is considered here as from 2 months and over across all sectors.

¹⁰⁹ See preliminary comment as regards breakdown.

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

Definition: Number of participants with special needs or fewer opportunities supported by the programme (*Erasmus+, youth*)

Source: EU reporting through Erasmus+ IT tool

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
Fewer opportunities: 18,7 (in 1000)				21.6			37

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 2.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 2.3

Fourth cycle of Structured Dialogue with young people

Seventh edition of European Youth Week

Youth wiki tool to be managed by the Eurydice Unit of the EACEA

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs		Number of outputs foreseen (F) and	Total by 2020
		2015	
Participants in youth exchanges	F	62 700	539 600
	P		
Participants in European Voluntary Service projects	F	7 200	70 700
	P		
Youth workers participating	F	21 300	161 700
	P		

ABB ACTIVITY 15.02 Relevant general objective 2

To contribute to the objectives of the Europe 2020 strategy through the overall objectives of the renewed framework for European Cooperation in the **Youth** field (2010-2018) in disseminating innovative best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 2.2: To foster quality improvements, innovation excellence and internationalisation, in particular through enhanced transnational cooperation **at the level of institutions/organisations**¹¹⁰ between organisations in the youth field and other stakeholders.¹¹¹

Programme-based (Erasmus +)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

* Output indicator 42: Users of Eurodesk

Definition: The number of users of Eurodesk

Source: Eurodesk Brussels Link

Baseline (2013)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
140 000 information enquiries answered through the Eurodesk network	140 000	140 000	140 000	140 000	140 000	140 000	140 000

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 2.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 2.3

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Strategic partnerships	F	1 420	13390
	P		
Web	F	1	1
	P		

¹¹⁰ As regards breakdown by type of organisations/country/sector, the public source of the reporting on indicators stipulated in the legal basis is to be defined.

¹¹¹ Including Erasmus+' specific objective "(b) to foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;"

ABB ACTIVITY 15.02 Relevant general objective 2

To contribute to the objectives of the Europe 2020 strategy through the overall objectives of the renewed framework for European Cooperation in the **Youth** field (2010-2018) in disseminating innovative best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 2.3: To promote at **policy** level, in particular through enhanced policy cooperation, the dissemination of good practices and better use of Union transparency and recognition tools in the field of youth: evidence-based youth policy, as well as the recognition of non-formal and informal learning, with a view to complementing policy reforms at local, regional and national level¹¹²

Programme-based (Erasmus +)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

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

Source: EU reporting through Erasmus+ IT tool

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

Main outputs

a) Main Commission policy outputs to be delivered in 2015

Commission Communication Draft 2015 Joint Report on the EU Youth Strategy (3rd Quarter)

Commission staff working document on the implementation of the EU Youth Strategy (3rd Quarter)

Commission staff working document on the situation of young people in Europe (3rd Quarter)

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

¹¹² Including Erasmus+' specific objective "(c) to complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;"

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2015	
Structured dialogue projects	F	153	1 118
	P		
Operating Grants to European Youth NGOs	F	68	494
	P		
Support to Eurodesk	F	35	35
	P		
European Youth Forum	F	1	1
	P		
Others	F	20	20
	P		

ABB ACTIVITY 15.02 Relevant general objective 2

To contribute to the objectives of the Europe 2020 strategy through the overall objectives of the renewed framework for European Cooperation in the **Youth** field (2010-2018) in disseminating innovative best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 2.4: To support the Union's external action, including its development objectives, through targeted capacity-building in partner countries, cooperation between Union and partner-country institutions or other stakeholders and the promotion of mobility, and to enhance the **international dimension** of activities in the field of youth in particular as regards the role of youth workers and support structures for young people.¹¹³

- Programme-based (Erasmus +)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

¹¹³ Including Erasmus+' specific objective "(d) to enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in complementarity with the Union's external action, in particular through the promotion of mobility and cooperation between the Union and partner-country stakeholders and international organisations and through targeted capacity-building in partner countries."

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

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

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

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

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 2.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 2.3

Youth Windows within the framework of Erasmus+ for Western Balkans 2nd "Eastern Partnership Youth Forum" (February 2015).

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2015	
Capacity building projects	F	95	871
	P		

4.3. SPORT

4.3.1 SPORT POLICY IN 2015

In 2015, the DG will contribute to implementing the **new European Union Work Plan for Sport (2014-2017)**, mentioned above (see 3.2). As a consequence, in line with its specific objectives 1.7 to 1.9, the DG will facilitate the work of five new Expert Groups recently set up to contribute to the implementation of the Work Plan in fields such as match-fixing, good governance, education and training, health enhancing physical activity and the economic dimension in sport. In relation to good governance, focus will be put on new subjects such as developing guidelines relating to human rights and democracy in the context of the awarding procedures of major sport events, and recommendations on gender equality in sport, possibly including a pledge board. Work will focus on the follow-up of the achievements of the first EU Work Plan for Sport (2011-2014), such as the implementation of good governance principles and guidelines for dual careers in sport. Regarding the economic dimension of sport, the respective Expert group will aim to develop recommendations to measure the economic benefits of sport in the EU.¹¹⁴ At the same time, they will work towards drawing up recommendations on major events with a focus on economic, social and environmental sustainability.

In its 2011 Communication *Developing the European Dimension in Sport*¹¹⁵, the Commission announced a number of initiatives, which DG EAC will continue to develop and implement. In 2015, in order to tackle the social and economic costs of physical inactivity and as a contribution to quality of life in Europe, this DG will facilitate the implementation of the 2013 **Council Recommendation on Health-Enhancing Physical Activity (HEPA)**. The initiative aims at supporting Member States in developing and implementing more effective policies in this field. The Recommendation lays out a series of public policy action to promote physical activity and sets up a monitoring mechanism based on 23 indicators, in close cooperation with the World Health Organisation (WHO).

At the same time, the very first **European Week of Sport** will be a key tool in achieving this goal as from 2015, as requested by the Parliament and the Council, creating synergetic effects and EU added value by coordinating existing initiatives and setting in motion new initiatives under an EU umbrella. Although the Commission will not be in a position to fund the implementation of fully-fledged Weeks of Sport in all Member States, through Erasmus+ it will guarantee support for national coordinators over years (see below). The exercise coordinated by the Commission will serve to maximise the mobilisation of public authorities at European, national and local level, the private sector and actors the field of sport in order to ensure a substantial impact on the ground.

The Commission participated on behalf of the EU in the negotiations of the **Convention of the Council of Europe to combat the manipulation of sports results** with the objective of ensuring that the provisions of the future Convention fully aligned with EU law and EU

¹¹⁴ For instance, the expert Group helps Member States to set up "satellite accounts" for sport. This enables a focus on sport in national accounts

¹¹⁵ COM(2011)12 of 18.01.2011.

policies in the areas of sport, online gambling and fight against corruption (see result indicator 45). In 2015, Commission services will proceed the analysis of the attribution of competences between the EU and the Member States with view to seeking a mandate from the Council to sign the Convention on behalf of the EU. An important other step should be the implementation of the new World Anti-Doping Agency code and respective EU coordination.

4.3.2 FUNDING FOR SPORT IN 2015 (ABB 15.02 ERASMUS+)

The objectives of the Treaty in the area of sport will also be pursued in 2015 through the in implementation of the **Sport Chapter of Erasmus+** 2014-2020.¹¹⁶ According to evaluation findings, the transnational projects funded under the 2009-2013 Preparatory Actions in the field of sport demonstrated significant EU added value, in particular through addressing issues with a cross-border dimension, developing the European dimension in sport, strengthening networks and kick-starting co-operation between organisations working on sport around Europe (see result indicator 46 and output indicator 48). Erasmus+: Sport focusses on grassroots sport activities in the Member States and promotes European policy cooperation in the field of sport. It supports European networks, providing opportunities for cooperation among stakeholders and the exchange of know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping to reduce the social and economic costs of physical inactivity (see result indicator 47). The results of these activities will have an impact on policy-making and will encourage network partners to spread responsibilities more evenly across Member States.

THE INTERVENTION LOGIC AND EXTERNAL FACTORS THAT MIGHT HAVE AN IMPACT ON THE ACHIEVEMENT OF THE OBJECTIVES UNDER GENERAL OBJECTIVE 3:

The success of the promotion of HEPA largely depends on Member States' technical and budgetary capacity to implement effectively the *Council Recommendation on HEPA* at national level across sectors. The monitoring provisions in the Recommendation moreover require solid input from national focal points and close coordination with the WHO. As far as the *European Week of Sport* is concerned, there are two external factors which could influence the objective of supporting Member States in developing more effective policies in the field of HEPA: firstly, some Member States might not be very pro-active, as participation in the Week is not mandatory; secondly, the Week needs firm commitments from major sport stakeholders and the private sector to support the implementation of activities at local levels.

For allocation of resources to ABB activity: 15.02 Erasmus+ - Education, Training, Youth and Sport, below after section 4.3.

¹¹⁶ COM(2011)788 of 23.11.2011.

ABB ACTIVITY 15.02 Relevant general objective 3

To develop the European dimension in sport in line with the Union Work Plan for **Sport** in disseminating best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 3.1: To tackle cross-border **threats to integrity of sport** such as doping, match-fixing, violence as well as all kind of intolerance and discrimination Programme-based (Erasmus+)
Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.* Non programme-based

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

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

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

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

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action ¹¹⁷ , no baseline available)				50%			75%

Main outputs

a) Main Commission policy outputs to be delivered in 2015

Proposal for a Council Decision authorising the Commission to sign the Convention of the Council of Europe against match-fixing (1st Quarter 2015)

Recommendation (led by DG MARKT) on best practices in the prevention and combating of betting-related match-fixing

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

1st European Week of Sport (*September 2015*)

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Sport activities	F	8	103
	P		

¹¹⁷ Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as 2016 on the basis of data available within the projects selected in the Erasmus+ calls for proposals. Data available in the past preparatory actions and in studies financed in the recent years will also be used.

ABB ACTIVITY 15.02 Relevant general objective 3

To develop the European dimension in sport in line with the Union Work Plan for **Sport** in disseminating best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

Specific Objective 3.2: To support **good governance in sport** and dual careers of athlete Programme-based (Erasmus+)
Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.* Non programme-based

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

* Result indicator 46: Results used to improve good governance in sport and dual careers

Definition: % of participants (*expressed as % of Erasmus + sport organisations*) who have used the results of cross-border projects to improve good governance and dual careers

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

Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action ¹¹⁸ , no baseline available)				50%			75%

Main outputs

a) Main Commission policy outputs to be delivered in 2015

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 3.1

Study aiming at having a better overview of sport qualifications in Europe.

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Sport activities	F	16	207
	P		

¹¹⁸ Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as possible in 2015 on the basis of data within applications received in 2014 and within past pilot projects.

ABB ACTIVITY 15.02 Relevant general objective 3

To develop the European dimension in Sport in line with the Union work plan for **sport** in disseminating best practices, with a view to promoting European values and a knowledge-based, innovative, sustainable and inclusive Europe.

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

Programme-based (Erasmus+)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

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

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

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action ¹¹⁹ , no baseline available)				50%			75%

* Result indicator 48: Size of membership of sport organisations

Definition: Size of membership of sport organisations (*% of small grassroots less than 1000 members*) applying for, and taking part in, the Programme, by country¹²⁰

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

Baseline (year)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
0% (new EU action ¹²¹ , no baseline available)				30%			50%

¹¹⁹ Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as possible in 2015 on the basis of data within applications received in 2014 and within past pilot projects.

¹²⁰ Reporting on the performance of the programme in a specific year (n) including detailed reports (breakdown) on the indicators annexed to the basic act will be produced by Q2 of the following year (n+1) and published on the Erasmus+ website

¹²¹ Baseline, milestone(s) and target for this indicator will therefore be established across the present programme as early as possible in 2015 on the basis of data within applications received in 2014 and within past pilot projects.

Main outputs			
a) Main Commission policy outputs to be delivered in 2015			
b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015			
See under specific objective 3.1			
c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)			
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
Sport activities	F	24	309
	P		

FUNDING FOR EDUCATION, YOUTH AND SPORT:(ERASMUS+)

ABB activity: 15.02 - Erasmus+						
Financial resources (€ in commitment appropriations)				Human resources		
Operational expenditure	Administrative expenditure (managed by the service)		Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
	Heading 5 appropriations	Other budget lines				
1.592.003.000	0	0	1.592.003.000	252	49	301

4.4. CULTURE

4.4.1 CULTURE POLICY IN 2015

In November 2014, the Council adopted a **new Work Plan for Culture**, covering the years 2015-2018. Based on the overarching priorities of the European agenda for Culture (see 3.2), the new Work Plan focuses on four key priorities where acting at EU level can deliver a clear added value¹²² and help addressing the key challenges faced by culture and the cultural and creative sectors at European level. These four priority areas are as follows: accessible and inclusive culture; cultural heritage; cultural and creative sectors: creative economy and innovation; promotion of cultural diversity, culture in EU external relations and mobility. This new Work Plan builds on the achievements and lessons learnt under the previous Plan, as analysed in a report adopted in 2014 by the Commission with regard to its implementation and relevance.

In line with DG EAC's specific objective 4.3, Union action will continue in 2015 to include policy cooperation aiming for instance at the effective organisation of dialogue on cultural issues at European level (see result indicator 53), as well as better mainstreaming of the cultural dimension in other Union policies with a view to contributing to growth, employment (see result indicator 50) and cultural diversity. The recent evaluation of the Agenda for Culture's implementing tools has shown that the **Culture Open Method of Coordination** (OMC - see section 1 "Ways and Means") brings indeed about benefits in the fields of mutual learning and the building of knowledge networks. As a result of the evaluation, and in order to achieve greater impacts, the Commission will provide a reinforced support to the OMC working groups through research papers and/or external expert contribution. Important improvements will also be made to the Structured Dialogue process in the field of culture¹²³, with a more flexible organisation replacing the platforms as of 2015. The Culture Forum will be held again in 2015.

In line with DG EAC's specific objective 4.1, DG Education and Culture will continue contributing to implementing the Europe 2020 agenda, which will be reviewed in 2015, in following-up the implications of the 2012 Commission Communication on the promotion of **cultural and creative sectors** for growth and jobs in the EU¹²⁴. Cultural and creative sectors contribute indeed to territorial development, innovation and job creation - e.g. European Capitals of Culture, translation of fiction, EU Prizes, etc. In the context of the Digital Agenda, the Commission will continue to assess in particular how digital technologies change the ways creative content is produced, distributed and accessed and whether the EU copyright rules are fit for purpose in the digital environment. The cultural and creative sectors are highly concerned about this debate, given that copyright and private copying remuneration are an essential source of income for them.

¹²² COM(2014)535 of 25 August 2014.

¹²³ The European Agenda for Culture launched a structured dialogue with civil society at European level through three Platforms set up by the Commission (Intercultural Dialogue, Access to culture, Cultural and Creative Industries).

¹²⁴ COM(2012)537 of 26.9.2012.

As of 2015 the policy for the cinema and the audiovisual sector is fully dealt with by the DG for Communication Networks, Content and Technology, with which good cooperation is already well-established as concerns policy making.

Moreover a large number of EU policies and programmes have an impact on **cultural heritage**. There is nevertheless no overall approach giving visibility to these actions. For that reason, DG EAC will follow-up the 2014 *Communication on cultural heritage*¹²⁵ which has identified areas of specific European added value in an Europe 2020 perspective: employment and skills, spill-over effect on other sectors such as tourism and research, social and digital inclusion, export potential for European companies, etc. This new Commission strategy and the Council Conclusions adopted hereafter in 2014 aims to promote the societal value of cultural heritage, while seeking to maximise its contribution to growth and jobs, in line with DG EAC's general objective 4. The recent European Heritage Label¹²⁶ will be awarded to an increasing number of sites in 2015 with growing synergies with the European Heritage Days and the European Heritage Prize. Without the support but progressively in complement to the Creative Europe programme, the main challenge will be to ensure the sustainable attractiveness of the sites.

In the field of **external cultural relations**, Union action under the European agenda for Culture will be pursued in line with DG EAC's specific objective 4.3. In his political guidelines, President Juncker has committed the Commission "*to negotiate a reasonable and balanced trade agreement with the United States of America*", that "*will not sacrifice our cultural diversity on the altar of free trade*". Another objective for the EU is to proceed with the conclusion and signing of the agreement on cultural cooperation with Colombia and Peru, postponed in 2014 in light of difficulties encountered with this new type of instrument mixing culture and trade issues. In addition, expert recommendations discussed publically in 2014 among 54 European and non-European countries might form the basis of a new EU strategic approach to the role of culture in the EU's external relations.

4.4.2 FUNDING FOR CULTURE IN 2015 (ABB 15.04 CREATIVE EUROPE)

On the funding side, Union action in this area will above all continue in 2015 to take the form of financial support granted under the European Structural and Investment Funds and the **Creative Europe Programme 2014-2020**.¹²⁷ Made of two sub-programmes supporting respectively culture (DG EAC) and audiovisual (DG for Communication Networks, Content and Technology) and a cross-sectoral strand, the Creative Europe Programme has a dual focus both on the intrinsic value of culture and its economic benefits. It co-funds trans-national cooperation projects in the cultural and creative sectors. These activities will again take the form of festivals, international exhibitions, artistic tours, literary translations, conferences, etc. As evidenced by the mid-term evaluation of the previous Culture Programme, the Creative Europe Programme will continue to play a unique role in stimulating at EU level cross-border

¹²⁵ COM(2014)477 of 22.7.2014.

¹²⁶ The European Heritage Label is an initiative from the European Union established in 2011, building on a 2006 intergovernmental initiative. It aims to raise awareness of sites which have played a significant role in the history, culture and development of the EU.

¹²⁷ COM(2011)785 of 23.11.2011.

cooperation between cultural operators (contributing to Youth on the Move), fostering the professionalisation and internationalisation of the sectors (see result indicator 49), and helping the international careers of thousands of artists/cultural professionals (see result indicator 50), as well as increasing the access of European citizens to non-national European works in line with DG EAC's specific objective 2. Since the launch in 2007 of the previous programmes Culture, MEDIA and MEDIA Mundus, millions of citizens have been reached directly and indirectly through the projects funded (see result indicators 51 and 52). The Creative Europe programme will further contribute to the development of content which is essential for growth and jobs (New Skills and Jobs flagship initiative), and stimulates innovation (Innovation Union agenda).

The **cross-sectorial strand of Creative Europe** will be jointly managed by DG EAC and DG CNECT as of 2015. It fosters on one hand transnational policy co-operation (see output indicator 54) and supports the network of information offices (new Creative Europe desks) throughout Europe, on the other hand facilitates access to finance for SMEs active in cultural and creative sectors. It was decided to launch the new financial guarantee facility under the cross-sectorial strand as of 2016 only. The Cultural and Creative Sectors Guarantee Facility aims at easing access of cultural and creative sectors to bank credits (see result indicators 55 to 58), with a wide geographical and sectorial coverage (see result indicators 59 and 60). Its main novelty is the inclusion of a Capacity Building Scheme to increase investor readiness. The European Investment Fund (EIF) will manage the Facility on behalf of the Commission.

The **support to cultural heritage** will expand under the Creative Europe programme by financing both transnational cooperation projects¹²⁸ and European cultural heritage networks. Such funding will help provide heritage professionals with up-graded skills, competences and know-how in areas such as digital technologies, audience development, and new business and management models (contributing to general objective 1).

The **European Capitals of Culture (ECoC)**, which were created in 1985, have become a highly visible deliverable of the EU. Their aim is to promote cultural diversity and exchanges, as well as the long-term development of cities. As indeed the results of recent ex-post evaluations of the Capitals of Culture action confirmed, ECoC stimulates investments in cultural and other infrastructure that would otherwise not have taken place. Cultural activities continue beyond the title year and can also have long-term positive impacts related to economic, social, tourism and urban development objectives. The leverage effect in some Capitals has been estimated to generate up to 8 euros in return per each euro invested and the title helps to generate between € 15 and 100 million of investment in the cultural programmes of the cities. In 2015, this DG will prepare more particularly Commission Recommendations for the European Capital of Culture 2020, based on the decision adopted in 2014 by the European Parliament and the Council on the European Capitals of Culture for the years 2020 to 2033. As from 2015, more emphasis will be put on the evaluation of the year itself (since some former Capitals, in particular in most recent member states, have failed to capitalize on the title), the visibility of the role of the EU (as many citizens still fail to associate it with the EU) and the synergies with the Creative Europe funded projects.

¹²⁸ The former Culture programme provided funding totalling €38 million for more than 130 cultural heritage cooperation projects.

Lastly, DG EAC will be in 2015 responsible for the follow up of the Preparatory Action "**New Narrative for Europe**". DG EAC will contribute to the reflection on the future of this initiative, and possibly to new initiatives to complement the Preparatory Action

As of 2015, cross-department cooperation will be laid down in a Memorandum of Understanding concluded between DG EAC and the DG for Communication Networks, Content and Technology setting out the operational modalities of co-operation, paying attention to the overall consistency and efficiency in the management and implementation of the integrated Creative Europe programme. A number of **simplification** measures (online application process, lump sums) which were put in place in 2014, will continue to benefit to all players. Moreover, the network of *Creative Europe* Desks established in 2014 to provide assistance to potential applicants on both MEDIA (DG CONNECT) and Culture (DG EAC) sub-programmes as well as on the Creative Europe Financial Facility (jointly managed) will be further developed in order to exploit synergies and increase efficiency. Lastly, online chats with citizens will continue to help promote *Creative Europe*, considering the value of using social media as another way of connecting with people and encouraging engagement with EU programmes.

EXOGENOUS FACTORS THAT MIGHT HAVE AN IMPACT ON THE ACHIEVEMENT OF GENERAL OBJECTIVES

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

ABB activity: 15.04 - Creative Europe

Financial resources			Human resources			
(€) in commitment appropriations						
Operational expenditure	Administrative expenditure (managed by the service)		Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
	Heading 5 appropriations	Other budget lines				
163.329.000	0	2.181.000	165.510.000	40	7	47

ABB ACTIVITY 15.04 Relevant general objective 4

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

Specific Objective 4.1: To support the capacity of the European cultural and creative sectors to operate transnationally and internationally¹²⁹

- Programme-based (Creative Europe)
 Non programme-based

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

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

Source: Projects final reports

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

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

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

Source: Projects final reports

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

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 4.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 4.3

¹²⁹ Including Creative Europe's specific objective " (a) to support the capacity of the European cultural and creative sectors to operate transnationally and internationally;"

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)			
Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
	2015		
CULTURE Strand:			
Cooperation measures, such as activities stimulating peer learning	F	48	33
	P		
European networks, such as those providing capacity building	F	-	60
	P		
European platforms, such as those providing a structure for international professional development	F	5	29
	P		
Special actions*, such as Prizes, ECOC, European Heritage label (*In the special action strand, the Melna Mercouri Prize (1.5 Eur Million) will be awarded each year to the European Capitals of	F	7	47
	P		

ABB ACTIVITY 15.04 Relevant general objective 4

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

Specific Objective 4.2: To promote the transnational **circulation** of cultural and creative works and operators and reach new audiences in Europe and beyond, with a particular focus on children, young people, people with disabilities and under-represented groups¹³⁰

- Spending (Creative Europe)
 Non-spending

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

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

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

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

Baseline	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline, first known results (2017) available in 2018 for the first time					To be assessed during mid-term evaluation on data until 2017		Increase of 5% in comparison to 2017 results

* Result Indicator 52: Projects addressed to children, young people and under-represented groups,

¹³⁰ Including Creative Europe's specific objective " (b) to promote the transnational circulation of cultural and creative works and transnational mobility of cultural and creative players, in particular artists, as well as to reach new and enlarged audiences and improve access to cultural and creative works in the Union and beyond, with a particular focus on children, young people, people with disabilities and under-represented groups;"

and people reached (Culture sub-programme)

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

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

Baseline (2010)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
No baseline, first know results (2017) available in 2018 for the first time					To be assessed during mid-term evaluation on data until 2017		Increase of 7% in comparison to 2017 results

Main outputs

a) Main Commission policy outputs to be delivered in 2015

See under specific objective 4.3

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

See under specific objective 4.3

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2015	
CULTURE Strand:			
Cooperation measures, such as those supporting international touring	F	71	493
	P		
European networks, such as those promoting audience building	F	-	112
	P		
European platforms, such as those fostering international careers	F	6	48
	P		
Literary translations and promotional support	F	63	345
	P		
Special actions, such as Prizes, ECOC, European Heritage label	F	9	75

ABB ACTIVITY 15.04 Relevant general objective 4

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

Specific Objective 4.3: To support transnational **policy** cooperation in order to foster policy development, innovation, creativity, audience building and new business models¹³¹

Programme-based (Creative Europe)

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

Non programme-based

Their definition is included in the legal basis, however where additional specifications were added these are in italic.

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

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

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

Source: Voluntary reports by EU MS

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

* Output indicator 54: New initiatives and policy outcomes

Definition: The number of new initiatives and policy outcomes, where initiatives or policy outcomes are defined as the number of deliverables funded under the cross-sectorial strand of the programme.

Source: Agenda Planning

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
N/A ¹³²			10				20

Main outputs

* a) Main Commission policy outputs to be delivered in 2015: 1 item

Proposal for Council Decisions on the signing and conclusion, on behalf of the European Union, of the Agreement on Cultural Cooperation between the EU and its Member States, of the one part, and Colombia and Peru, of the other part (*postponed from 2014 to 1st Quarter 2015*)

b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015

European Semester outputs

Open Method of Coordination (OMC) working groups: two groups launched under the 2011-2014 Work Plan for Culture will continue in 2015: a) on cultural awareness and expression, and b) on access to finance for cultural and creative industries. Both

¹³¹ Including Creative Europe's specific objective " (d) to foster policy development, innovation, creativity, audience development and new business and management models through support for transnational policy cooperation".

¹³² As this strand did not exist before, there can be no baseline applicable. The milestone is an estimate of the results of the first call.

groups will produce good practice manuals for policy makers at the end of 2015.

New Work Plan for Culture 2015-2018: launch of 2 new OMC groups on the following topics: a) promoting access to culture via digital means and b) participative governance of cultural heritage (no output foreseen in 2015).

Pilot project on crowd-funding for culture (to be confirmed)

Pilot project to create an international professional network of young creative entrepreneurs to exchange best practice and encourage cooperation projects between EU and third countries (to be confirmed)

Launch of a new project on peer learning between cities and regions of Europe

Pilot project on European platform for festivals – still running in 2015

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

2015 European Capital of Culture (Mons, Plzeň) – to be completed – and 2016 European Capitals of Culture (Donostia-San Sebastián, Wrocław) - to be prepared.

2015 European Heritage Label to be granted to cultural sites

EU Prizes (the 2015 European Border Breakers Award in Groningen, the 2015 EU Cultural Heritage prize, the 2015 Contemporary Architecture prize in Barcelona, the 2015 Literature prize, the 2015 MEDIA prize)

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

Renewed mandates for the Executive Agency EACEA

Regional and bilateral policy dialogue with key partner countries

Third meeting of the Cultural Cooperation Committee with South Korea (second semester 2015)

c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)

Outputs	Number of outputs foreseen (F) and produced (P)		Total by 2020
		2015	
Network of Creative Europe desks	F	28	196
	P		
Studies, evaluations and policy analysis ¹³³ (This also includes the European audiovisual observatory)	F	8	34
	P		
Transnational exchanges and networking	F	1	4
	P		
Testing new cross-sectorial approaches	F	-	3
	P		
Conferences, seminars and policy dialogue	F	5	30
	P		

¹³³ See annex 4

ABB ACTIVITY 15.04 Relevant general objective 4

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

Specific Objective 4.4: To strengthen the **financial capacity** of small and medium-sized enterprises and organisations in the cultural and creative sectors in a sustainable and balanced way across countries and sectors¹³⁴

Spending
 Non-spending

Indicators highlighted with an asterisk () below are mandatory (from the programme legal basis). Their definition is included in the legal basis, however where additional specifications were added these are in italic.*

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

* Result indicator 55: Guaranteed loan supply

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

Source: annual report from the European Investment Fund

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018 (revised)	2019	
20 million EUR guaranteed loans ¹³⁵					180 million EUR		0,5 billion EUR

* Result indicator 56: Granted loan supply

Definition: Total volume of loans granted to *SMEs in cultural and creative sectors in the framework of the Guarantee facility* by participating financial intermediaries, categorised by national origin

Source: annual report from the European Investment Fund

Baseline (2012)	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
20 million EUR granted loans ¹³⁶				Higher than the milestone set for the indicator 46			+5% compared to the target set for the indicator 46

¹³⁴ Including Creative Europe's specific objective " (c) to strengthen the financial capacity of SMEs and micro, small and medium-sized organisations in the cultural and creative sectors in a sustainable way, while endeavouring to ensure a balanced geographical coverage and sector representation". This part of the cross sectoral strand of Creative Europe will be managed jointly with DG CNECT.

¹³⁵ Breakdowns by national origin, size and sectors of SMEs or organisations and by participating financial intermediaries categorised by national origin are provided in the annual report from the European Investment Fund.

¹³⁶ Breakdowns by national origin are provided in the annual report from the European Investment Fund

*** Result indicator 57 Average default rate of loans**

Definition: The average default rate of loans granted to SMEs in cultural and creative sectors in the framework of the Guarantee facility

Source: annual report from the European Investment Fund

Baseline (2011) ¹³⁷	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
10% (estimated)					9%		8%

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

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

Source: annual report from the European Investment Fund

Baseline (2011) ¹³⁸	Milestones						Target 2020
	2014	2015	2016	2017	2018	2019	
1 : 5,7 (estimated)				1:5,7			1:6

*** Result Indicator 59: Diversity of guaranteed loan supply**

Definition: The number and geographical spread of participating financial intermediaries such as banks and other financial institutions providing access to finance for the cultural and creative sectors through the Guarantee facility

Source: annual report from the European Investment Fund

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

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

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

Source: annual report from the European Investment Fund

Baseline (2012)	Milestones						Target 2020 (revised)
	2014	2015	2016	2017	2018	2019	
100 beneficiaries from audio-visual sector from 8 Member States ¹³⁹				3 000 beneficiaries from 5 sub-sectors, from 10 Member States			7 000 beneficiaries from 5 sub-sectors, from 15 Member States

¹³⁷ There is no EU wide financial instrument for the sector. An estimated 10% according to the ex-ante impact assessment of the Creative Europe programme.

¹³⁸ There is no EU wide financial instrument for the sector. An estimated ratio of 1:5,7 according to the ex-ante impact assessment for the Creative Europe programme.

¹³⁹ Breakdowns by national origin, size and sectors of SMEs or organisations are provided in annual reports from the European Investment Fund.

Main outputs			
a) Main Commission policy outputs to be delivered in 2015			
N/A			
b) Final outputs (by which delivery other actors are involved) or other relevant activities to be implemented in 2015			
The Delegation Agreement between the European Commission and the European Investment Fund is expected to be signed in Q2 2015. Selection of the provider of the Capacity Building Scheme for financial intermediaries participating in the Cultural and Creative Sectors Guarantee Facility			
c) Expenditure-related outputs to be delivered in 2015 (according to 2015 programme statements)			
Outputs		Number of outputs foreseen (F) and produced (P)	
		2015	
Establishment of a Cultural and Creative Sectors Facility: number of loans provided by		F	-
			6 573

4.5. CORPORATE ACTIVITIES

On behalf of the Commission, DG Education and Culture manages two corporate activities to the benefit of all services of the Commission or other EU institutions or bodies: the **Central Library** and the **Traineeships office**.

CENTRAL LIBRARY OF THE COMMISSION:		
Specific Objective: To develop and deliver high quality and innovative information services to support Commission staff in evidence-based policy development and decision making process		
<i>Output / Result Indicators</i>	<i>Source and baseline (2014)</i>	<i>Targets</i>
61. Acquisition of new relevant material relating to European integration Number of new acquisitions by category of information resources	<ul style="list-style-type: none"> • Books (in titles): 5 000 of which 40% electronic • Periodicals (in titles): 5 400 of which around 90% electronic • Newspapers and magazines (in titles): 220 of which around 20% electronic Source: the Library statistics tools for all figures	The Library aims at shifting from paper to electronic versions of information resources.
62. Offer services in accordance with the changing nature of information resources Numbers for use of library services	<ul style="list-style-type: none"> • Use of the Library's online catalogue: 2 500 accesses per day (2013). • Number of downloads from the library's electronic collection: 130 000 per year (2013) • Activity of Reference service and libraries' users support service: 7 000 requests per year Source: the Library statistics tools for all figures	Effectively help users in dealing with information objects in a dramatically changing information environment.
63. Regular consultation of users % of "satisfied" or "very satisfied" users	<ul style="list-style-type: none"> • 97% (2013) Source: Permanent users' survey available both online and in the reading rooms to rate each service offered	Satisfaction of most users.
Commission Policy outputs to be delivered in 2015		
Expenditure-related outputs to be delivered in 2015		
Finances Expenditures: 2 534 000 EUR <ul style="list-style-type: none"> • Books <ul style="list-style-type: none"> ○ Paper: 300 000 EUR ○ Electronic: 200 000 EUR • Periodicals <ul style="list-style-type: none"> ○ Paper: 300 000 EUR 		

- Electronic: 900 000 EUR
- **Newspapers and magazines :**
 - Paper: 770 000 EUR
 - Electronic: 84 000 EUR

Other main activities to be implemented in 2015

Continue to actively pursue centralisation of library services in the Commission, including centralised management of databases as well as preservation and availability of the collections concerned and ensure continuity of service for the users of the closing libraries.

Launch an open call for tender with a view to move to a new generation cloud-based Library management system to be operational in 2017.

Increase synergies with other initiatives such as the Open Data Portal and EUROPEANA, as well as with the Joint Research Center (JRC).

Corporate activity: 15 01 60 Documentation and library expenditure

Financial resources (€) in commitment appropriations			Human resources			
Operational expenditure	Administrative expenditure (managed by the service)		Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
	Heading 5 appropriations	Other budget lines				
	0	2.534.000	2.534.000	23	4	24

TRAINEESHIPS OFFICE		
Specific Objective: To provide university graduates with working experience within the European Public Administration and to prepare them for possible future cooperation with the European institutions, inside or outside the EU, through the traineeship programme.		
<i>Result Indicators</i>	<i>Source and baseline (2014)</i>	<i>Targets</i>
<p>64. Improved cost/effectiveness of the programme</p> <p>Time needed per evaluator to assess each application</p> <ul style="list-style-type: none"> pre-selection eligibility and selection phases 	<p>Source: online system</p> <ul style="list-style-type: none"> Pre-selection: From 30' to 10' (from the October 13 session and onwards) Eligibility: min 30' 	<ul style="list-style-type: none"> Pre-selection: 10' max. within the online system (applicable as of the March 2014 session) Eligibility: 15'-20' max. The modernisation and rationalisation of the Unit's working methods is successfully accomplished in a full paperless online system
<p>65. Satisfaction of users</p> <p>% of satisfied <u>Trainees</u></p> <ul style="list-style-type: none"> with their advisors with the Traineeships office service <p>% of satisfied <u>Advisors</u></p> <ul style="list-style-type: none"> about the usefulness of the Programme for the trainees and for the Institution 	<p>Source: Permanent users' survey consultative representative panel of users</p> <ul style="list-style-type: none"> 86% 90% 92% 	<p>Satisfaction of most users</p>
<i>Policy outputs to be delivered in 2015</i>		
<i>Expenditure-related outputs to be delivered in 2015</i>		
Around 680 trainees twice per year		
<i>Other relevant activities to be implemented in 2015</i>		
<p>Functioning in full paperless system from the pre-selection phase for trainees to the Virtual Blue Book</p> <p>Update of all Internet sites and social media dealing with the Traineeship programme, as well as updating information for evaluators, coordinators and advisers</p> <p>Finalisation of the Inter-Institutional Call for Tenders (2015-2019) to ensure corporate coverage for the Inter-Institutional health insurance of in-service trainees (in the Commission, European Parliament, the Council, the Committee of the Regions, the European Economic and Social Committee, the Ombudsman and the Court of Justice)</p> <p>Update of the Rules applicable to the Traineeship programme</p> <p>Modernisation of the Travel costs reimbursements applying the Erasmus+ system based on unit costs (from March 2015 session)</p>		

Corporate activity: 15.016100 Traineeships office						
Financial resources			Human resources			
(€) in commitment appropriations						
Operational expenditure	Administrative expenditure (Managed by the service)		Total	Establishment plan posts	Estimates of external personnel (in FTEs)	Total
	Heading 5 appropriations	Other budget lines	6.555.000	12	1	13
	6.555.000					

5. ANNEXES

ANNEX 1. PRIORITISED INTERNAL CONTROL STANDARDS FOR EFFECTIVE MANAGEMENT

<i>Priority Control Issues</i>			<i>(4)</i> <i>Summarise the relevant requirements and/or effectiveness criteria</i>	<i>(5)</i> <i>Control issues and planned measures to improve or develop controls</i>
<i>(1)</i> <i>Prioritised in MP 2014</i>	<i>(2)</i> <i>Effectively implemented</i>	<i>(3)</i> <i>Internal Control Standards¹⁴⁰</i>		
N	yes	ICS 1 - Mission	To ensure that the DG's mission statement is up to date and to ensure that Unit's/ Directorate's missions are updated accordingly; and to communicate properly with/to staff & stakeholders	To update the Mission Statement of the DG following the DG's new portfolio with the new Commission entailing transfer of activities to other DGs; To update the missions of relevant Units/Directorates that are subject to internal reorganisation; To inform about the changed mission via DG EAC intranet and the DG's management plan published on the DG's intranet and Europa website
Y	yes	ICS 3 - Staff Allocation and Mobility	To align the staff allocations with priorities and workload	To re-allocate staff in function of the DG's priorities taking into account the DG's structural organisational changes following the DG's new mission
N	yes	ICS 5 – Objectives and Performance Indicators	To update objectives to take account of significant changes in activities and priorities	To update objectives and indicators in the DG's Management Plan following the new changed mission and portfolio of the DG
Y	yes	ICS 9 -	To ensure that appropriate supervision is in place	Following the reorganisation, to update DG EAC supervision

¹⁴⁰ Taking into account that the major challenge for 2015 will be the implementation of DG EAC new portfolio, the reorganisation and the subsequent implications for the internal control system, the ICS listed in the table were selected as priority for 2015 only in relation with this challenge.

		Management Supervision	to maintain the level of assurance	strategy based on risks and to adapt it to each specific context of delegation of tasks and activities (internal organisation, Executive and National Agencies, EIT)
N	yes	ICS 11 - Document Management	To ensure that the DG's document management is efficient as regards retrieving appropriate information and complies with the applicable provisions on document management.	To adapt the DG's document management system following the internal reorganisation of the DG.

ANNEX 2.

PLANNING OF STUDIES (EVALUATIONS AND OTHER STUDIES)

DG EAC Evaluation Plan 2014 - 2018 as of January 2014									
N°	Title of evaluation (possibly working title)	Context, Intended use	Type of evaluation or study			Timing		Associated DGs	Planned cost
		CWP, Fitness check, required by legal basis, other (specify)	Prospective (P) / Retrospective (R)	External (E), internal (I), internal with external support (I&E)	Expenditure programme (E), Regulatory instrument (R), Communication activity (O), Internal Commission activity (I)	Start (month/year)	End (month/year)		EUR
I. Ongoing evaluations (work having started in previous years)									
1	Interim evaluation on the EU Strategy on Youth + comprehensive evaluation of policy area	The IA for the Strategy states that Monitoring and evaluation of the Cooperation framework would take place via triennial joint progress reports and adaptations would be made on a regular basis. Emphasis on monitoring by the stakeholders (in particular via structured dialogue with young people) will also be put in the new framework. On the basis of results of evaluation, proposals for improvement would be done on a regular basis. The evaluation will take account of existing evaluation results in the overall policy area.	P & R	E	R	2014	2015		200.000
2	Interim evaluation on the Central Library	The evaluation will be organised to ensure a continuous availability of valid information on internal commission activity, and as well to respond to formal requirements of the Financial Regulation.	P & R	E	I	07/2013	04/2015		60.000

3	Ex-post evaluation of the European Capitals of Culture 2014	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	03/2014	06/2015		75.000
4	Interim evaluation of the European Training Foundation	REGULATION (EC) No 1339/2008 - ETF activities should be evaluated every four years, i.e. the implementation of the Regulation, the results obtained by the Foundation and its working methods in light of the objectives, mandate and functions defined. The last evaluation as of Feb 2012 (covering period 2006-2010).	P & R	E	R	07/2014	12/2015		150.000
5	EACEA - 3rd evaluation	Regulation (EC) No 58/2003 - Framework Regulation for Executive Agencies provides for an agency operation to be evaluated each three years. The last evaluation as of April 2013 (covering period 2008-2011). This evaluation should cover the period 2012 - 2014.	P & R	E	R	09/2014	2016		200.000
II. Evaluations planned to start 2015 or later									
6	Ex-post evaluation of the European Capitals of Culture 2015	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	05/2015	05/2016		75.000

7	Evaluation of the EIT	REGULATION (EC) No 294/2008 - the Commission shall provide for an evaluation of the EIT activities every five years; The evaluation should provide inputs for the overall interim evaluation of Horizon 2020. The last evaluation as of May 2011.	P&R	E	I	2015	2016		300.000
8	Interim evaluation on Communication and Valorisation	To assess the effectiveness, efficiency and relevance of how the Commission valorises and communicates about the results of what DG EAC does in all policy/programme areas.	P & R	E	I	2016	2017		120.000
9	Interim evaluation of Erasmus +	The legal basis for Erasmus+ provides for a combined interim evaluation of the new programme and an ex-post evaluation of the predecessor programmes.	P&R	E	E	2016	2017		
10	Interim evaluation of Creative Europe	The legal basis for Creative Europe provides for a combined interim evaluation of the new programme and an ex-post evaluation of the predecessor programmes.	P/R	E	E	2016	2017		
11	Interim Evaluation of Marie Skłodowska-Curie actions (within Horizon 2020 programme)	Taking into account the ex-post evaluation of Marie Curie under FP7 programme, the evaluation should provide inputs/contribution to the overall interim evaluation of Horizon 2020. This requirement stems from the legal basis for Horizon 2020.	P&R	E	E	2016	2017	RTD	
12	Ex-post evaluation of European Capitals of Culture 2016	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	2016	2017		

13	Evaluation of the Community action for the European Heritage Label	DECISION No 1194/2011/EU - According to the Legal Base an evaluation should be delivered in 2018	P&R	E	R	2017	2018		
14	Ex-post evaluation of European Capitals of Culture 2017	Decision No 1622/2006/EC; Each year the Commission shall ensure the external and independent evaluation of the results of the European Capital of Culture event of the previous year.	R	E	R	2017	2018		
III. Other ongoing or planned studies/reports									
Education and training									
15	Mapping of existing tools, instruments and approaches to promote efficiency and effectiveness of investments in education and training	This study should help to strengthen the implementation of the Europe 2020 strategy, the priorities of the ET2020 strategic framework and the Rethinking Education Communication.	P/R	E	R	07/2014	04/2015		172.240
16	A Comparative Study on Quality Assurance in EU School Education Systems - Policies, procedures and practices	Strengthen the knowledge base and to provide comprehensive and updated overview of how school quality policies are addressed in Member States. The outcome should support the initiatives in school policy area.	P/R	E	R	05/2014	05/2015		288.750
17	Structural Reform of Higher Education Systems	The results will be used an input to OMC cooperation in higher education to support Member States undertaking or planning structural change in higher education with practice examples and recommendations	P/R	E	R	11/2014	05/2016		500.000

18	Improving completion rates in European Higher Education	The study will further support future work of the European Commission and Eurostat to improve analysis, methodology and data on completion rates and average duration in higher education through a comprehensive administrative data collection	P/R	E	R	05/2014	05/2016		449.200
19	Impact of copyright regulations and their effects on education and training	The outcomes of the study will be used to support the works of the Commission on the review of the InfoSoc Directive (EC/29/2001) led by DG MARKT	P/R	E	R	05/2014	05/2015	MARKT	300.000
20	Research careers in Europe	The study will focus on how to best promote research careers towards potential future researchers. Specific issues (dual careers, restarting a career in research) related to, and impacting on, research careers will be analysed.	P/R	E	R	09/2014	09/2015		350.000
21	Supporting the entrepreneurial potential of higher education	The study focuses on the improving entrepreneurial skills of higher education graduates, enhancing and applying students' entrepreneurial capabilities, supporting institutions in their entrepreneurial mission and enabling entrepreneurship through partnerships and collaboration.	P/R	E	R	08/2013	03/2015		269.000

22	Measuring the impact of higher education on innovation performance in the EU	The results will be used for policy development around the contribution of higher education to innovation capacity. It will provide the basis for the study foreseen in 2015 on 'What role for higher education in developing innovation and entrepreneurial talent?'	P/R	E	R	09/2014	05/2016		500.000
23	Opening up education for equity and inclusion in education and training	The study will explore the evidence for the role and potential impact of ICT and OER in equity and inclusion in and through education and training. It will provide policy recommendations on how open education could contribute to reducing inequalities in education and how various target groups could best benefit from these.	P/R	E	R	06/2014	07/2015		300.000
24	Foreign language proficiency and employability	harness a solid evidence as to what extent multilingualism, i.e. the knowledge of a first and a second foreign language, can give a professional a competitive advantage in the labour market.	P/R	E	R	06/2014	03/2015		450.000
25	The Survey of Adult Skills (PIAAC) – new evidence for examining the connection between formal education and skills development	The study will provide empirical evidence as to what extent similar formal qualifications reflect similar levels of foundation skills in a comparative perspective across countries and within countries and what the impact of formal education on the skills levels is, thus allowing inferences about the quality of formal education.	P/R	E	R	01/2014	09/2015		200.000

26	Study on comparability of Language Testing in Europe	The study will contribute to the measurement of progress in the field of multilingualism. The implementation of national monitoring systems will be explored.	P/R	E	R	04/2014	2015		250.000
27	Study on the diversity within the teaching profession with particular focus on migrant background	The transversal study will include examples of policy practice. It seeks to establish facts that possibly would lead to new policy development.	P/R	E	R	10/2014	10/2015		219.495
28	Study on Teacher Education and Training through international cooperation	The study will provide the evidence base to our policy dialogue with key regions and reflects strategic priorities at political level for the cooperation with partner countries.	P/R	E	R	12/2014	11/2014		186.000
29	The changing pedagogical landscape: new ways of teaching and learning and the implications for HE policy	The study will look into the impact of new modes of teaching and learning and bring the evidence on how MS are tackling the challenge	P/R	E	R	01/2014	06/2015		384.600
30	Western Balkans Platform on Education and Training: Study on HE provision and Labour Market Opportunities	the study will explore the links between the degrees and qualifications that their higher education institutions (HEI) provide and compare these to the job market and future trends and opportunities of their economies. the results will support evidence-based policy making by the ministries.	P/R	E	R	12/2014	12/2015		250.000

31	Tuning US – follow up: Measuring results from tuning projects in the EU and the US	The study focuses on a larger-scale implementation and monitoring in the EU and in the US of the survey instruments developed in the previous phase of the Tuning US project carried out in 2011/2012.	P/R	E	R	07/2013	07/2015		100.000
32	The role of diaspora and alumni in higher education cooperation with Africa	The study will contribute to policy dialogue activities in the area of higher education and strengthen our standing with the African Union, one of the EU's strategic partners.	R/P	E	R	12/2013	2015		91.300
33	Analysis of education infrastructure investment needs in Member States	The results should feed into the implementation of the investment package and guide MS in the implementation of education infrastructure measures co-funded by ERDF in the 2014-20 period. The study should also assist in the shaping of future DG EAC initiatives in the fields of higher education and school education	P/R	E	E/R	03/2015	04/2016	REGIO	300.000
34	Impact of access policy on HE outcomes	The study will map country policies and strategies for implementation on selective or open access systems at Bachelor level, analyse their impact on a range of outcomes for higher education and identify successful policy mixes and strategies	P/R	E	R	09/2015	11/2016		350.000
35	Labour market relevance of Higher Education: mapping system level approaches	Study will identify lessons and help Commission in formulation of CSRs. The focus will be on effective use of labour market and skills forecasts, graduate tracking and approaches to steering student behaviour.	P/R	E	R	07/2015	01/2017		400.000

36	Measuring the impact of the entrepreneurial and innovative higher education institution (HEinnovate)	The study intends to fill a gap in the understanding of the impact of entrepreneurial HEIs.	P	E	R	09/2015	12/2016		400.000
37	State of the art of university-business cooperation in Europe: drivers, challenges, and opportunities in the EU Member States	The study should provide for the collection of robust data in MS and develop proposals for new data sources. The outcomes should be relevant for EC, HEI, Business community and national and regional policy makers	R/P	E	R	04/2015	16/2016		500.000
38	Articulation and dynamics between higher education, VET, research and industry in the EU and in South Africa	The aim of study is to take stock of developments of good practices in EU and South Africa, share experiences and put forward recommendations which can be made available to practitioners and feed the policy dialogue.	R/P	E	R	04/2015	02/2016		200.000
39	Increasing intra-EU mobility of people: challenges for school education	The study will focus on school students' mobility within the EU following individual family circumstances. The results could help develop a comprehensive, information resource for pupils and families to be part of the School Gateway	R/P	E	R	2015	2016		300.000
40	Innovative teaching practices – analyses of barriers for their implementation in school structures and ways to overcome them	The results of the study will inform future Commission's work aimed at promoting schools as "learning hubs" throughout Europe	P	E	R	2015	2016		400.000

41	How does Initial Teacher Education prepare teachers students to deal with cultural and linguistic diversity in the classroom?	A mapping and analysis of policies, strategies and initiatives in MS, EFTA and candidate countries. The outcomes of this study will feed into the new initiative on the modernisation of School Education.	R/P	E	R	01/2015	03/2016		230.000
42	Study on European Industrial Doctorates – towards increased employability and innovation	This study will assess the European Industrial Doctorates (EID) implemented under the Marie Curie Actions (MCA) in FP7 and currently under the Marie Skłodowska-Curie actions (MSCA) in H2020.	R	E	E	05/2015	05/2016		100.000
43	Impact of youth learning mobility activities under Erasmus+	The study would investigate in a scientific way the impact of this form of mobility on the young participants (e.g. on employability) with a view to identify adequate measures to encourage and facilitate non-formal learning mobility.	P	E	E/R	2015	2016		300.000
44	Management costs of NAs	The study will review the management cost of NAs in order to provide a reference basis for the management fees to be allocated to NAs under Erasmus+.	P	E	E	03/2015	11/2015		50.000
Youth									
45	Social and human capital – supporting disengaged and discouraged NEETS	An in-depth analysis on disengaged and discouraged NEETS, including statistical features, causes and effects. The study would feed into work to be undertaken as part of the OMC in the youth field.	P/R	E	R	11/2014	2015	EMPL	300.000

46	Quality systems and frameworks of youth work in the EU	The study intends to feed into a cycle of work undertaken as part of the OMC in the youth field	R/P	E	R	2015	2016		300.000
47	Youth work and youth entrepreneurship	The ourcomes of the study will feed discussions on the Youth Work Plan 2016-18 as well as provide evidence for defining priorities and fields of actions of the future EU Youth Strategy.	R/P	E	R	01/2015	03/2016		150.000
Sport									
48	Contribution of sport to regional development through the Structural Funds	The study will provide evidence on the range of contributions made by the sport sector to the objectives of Cohesion Policy 2007-2013 (backing up with best practice examples), in particular in view of contributing to Europe 2020 objectives.	P/R	E	R	02/2015	12/2015		240.000
49	Sport qualifications	The study will focus on the qualifications in the sector of sport and is directly linked to the implementation of the Recommendations on EQF and validation and recognition of non-formal and informal learning	P/R	E	R	02/2015	02/2016		300.000
50	Dual Careers services: minimum quality requirements	The studywill focus on the combination of elite sport and education (dual career) which will contribute to the prevention of early school leaving and an increase of the number of graduates.	P/R	E	R	12/2014	09/2015		200.000
51	Implementation of the EU Physical Activity Guidelines	Study results will be used in the context of the implementation of the Council Recommendation (COM support to MS).	P/R	E	R	12/2014	12/2015		350.000

52	Sport Satellite Accounts (SSA) (i.e. common methodology at European level to measure the economic importance of sport)	The study would support on-going efforts and help develop national SSAs based on the Vilnius Definition. The study should also support the development of a methodological tool that can be used for policy simulation and analysis beyond the economic impact .	P/R	E	R	12/2014	10/2015		60.000
53	Gender based violence in sport	Study aims to improve evidence-based policy-making on gender-based violence in sport in line with the requests from the policy level and to address citizens' concerns.	R/P	E	R	01/2015	2016		200.000
54	Contribution of sport to the employability of young people	The study will help the Expert Group on Human Resources Development in sport in recommendations on the contribution of sport to the employability of young people, professional sportsmen and the creation of jobs in the sport and sport-related labour market.	R/P	E	R	03/2015	06/2016		200.000
Culture and Creative Industries									
55	Collection and analysis of data in the cultural and creative sectors other than the audiovisual sector	The study will allow to decide which support in terms of structure and funding needed should be allocated to collecting and analysing data in the cultural and creative sectors other than the audiovisual sector.	P	E	E	12/2014	06/2015		54.967

56	An updated study on the Economy of Culture	The study will analyse the value chains in all the non-audiovisual cultural and creative sectors and identify the points where an action at EU level could have a real added value. The results will influence the EAC's policy approach on cultural and creative sectors.	P	E	R	06/2015	06/2016		150.000
57	Kickstarting the Economy of Culture (crowd funding best practices)	The study will help DG EAC to identify the necessary tools to promote culture as a catalyst for innovation and to maximise the sectors' contribution to growth and jobs	P/R	E	R	2015	2016		200.000
58	Audience development	The output will be used to fine-tune the Programme guidelines, focusing on the perceived gaps that exist in the understanding of audience development across cultural organisations.	P/R	E	R	03/2015	12/2016		150.000

ANNEX 3. DG EAC COMMUNICATION ACTION PLAN 2015

Introduction

Communication and dissemination work can be defined in two different ways:

- In terms of substance (i.e. what are the main messages to be communicated; which results, initiatives and events should the communication focus on?),
- In terms of tools and methods (i.e. which communication tools and methods should be prioritised in order to effectively communicate about the substance?).

The priorities and working methods of the Juncker Commission are having a profound impact on both these aspects.

Thematic priorities

During the first full year of the new Commission's mandate, DG EAC needs to respond to the new political guidance by focusing its communication and dissemination activities as much as possible on the 10 priorities of the Juncker Commission, and in particular:

- To better explain the link between DG EAC's policies and programmes and the agenda for jobs, growth and investment. The focus should be on illustrating how the DG's activities contribute concretely to increased growth and employment opportunities. DG EAC initiatives contribute to the first key corporate communication theme of the Commission: 'Europe for Jobs - #EU4jobs';
- To illustrate EAC's contribution to other priorities, such as the Digital Single Market and the EU's role as a global actor;
- To better explain the links between EAC's programmes and policies;
- To use its communication and dissemination tools to provide a better understanding of its policy objectives, achievements and added value;
- To reach larger audiences, i.a. to make the new Erasmus+ and Creative Europe programmes, which have a significantly increased budget and include new actions, more accessible for potential beneficiaries.

Tools and methods

1. Websites

EAC is one of the 11 DGs¹⁴¹ that were selected as pilot DGs for the web rationalisation project. In this context EAC has re-designed and revised its thematic sites to meet the requirements of Central Services. In 2015 the focus will be put on the management and

¹⁴¹ COMM, DEVCO, EAC, EMPL, ENER, ENTR, INFSO, JUST, RTD, SANCO, SG

quality control of websites and on implementing digital transformation initiatives (for example developing new Internet functionalities and responsiveness for phones and tablets). Most EAC websites will stabilise by the summer of 2015.

The publication of information on the DG's websites has gained additional importance since the start of the Juncker Commission, which takes a more restrictive approach to the issuance of press releases and other press products. Publication of news items on websites and references to those news items in social media posts will therefore often serve as primary communication channels whereas they have rather served to support press products in the past.

Based on the progress achieved, DG EAC will have as priorities in 2015:

- To increase the availability of news items and other information on DG EAC's websites, in particular in cases where press products are no longer issued;
- To make the new websites, once stabilised, available in languages other than English;
- Between mid-2015 and early 2017, to migrate EAC's websites from the existing Documentum Platform to Drupal, the new Europa platform the Commission has decided to use in the future. In this context, the structure of the websites is intended to change from an approach which follows the Commission's administrative set-up (DGs, Units) to a thematic approach requiring considerably more inter-service cooperation and, therefore, editorial work. DG EAC will in particular coordinate the "cluster" on education.

2. Social Media

Social media are an increasingly important tool for DG EAC's communication activities. They provide a platform for interaction with a young, engaged and tech-savvy audience and generate interest in events, programmes and policies. The Erasmus+ Facebook page reached 140,000 followers in November 2014, just 12 months after its launch, making it the fourth-largest Commission Facebook page. The corresponding figure for Creative Europe is 18,000. Furthermore, Facebook and Twitter have been used to host chats with both the Commissioner and experts from the DG. Successful chats have reached half a million people.

The priorities for 2015 are:

- To exploit the potential of EAC's social media channels (mainly Erasmus+ but also Creative Europe) to disseminate and exploit the results of its programmes;
- To fully exploit the potential of social media in connection with the web and press work.

3. Dissemination and exploitation of programme results

In the area of dissemination and exploitation of the results of its programmes, DG EAC will complete the implementation of VALOR, the dissemination platform for its new programmes, as well as a dissemination and exploitation strategy centred on selected Erasmus+ and Creative Europe projects that can be regarded as good practice examples. Based on the platform and the strategy, best practice examples of projects will be selected as the basis for communication and dissemination activities.

The priorities for 2015 are:

- In cooperation with the Erasmus+ National Agencies in the Member States and the Education, Audiovisual and Culture Executive Agency (EACEA), to finalise the operationalisation of the VALOR dissemination platform;
- To complete an integrated Dissemination and Exploitation Strategy covering Erasmus+ and Creative Europe;
- Based on the strategy, to select good practice examples of projects;
- To produce communication material about the selected projects;
- To communicate about the selected projects through websites, social media and other communication channels, including conferences, open method of coordination groups, press releases, publications and videos.

4. Communication framework contracts, publications and graphic support

DG EAC administers 6 Framework Contracts in the field of communication. They are used frequently by operational units both in EAC and in other DGs for the purpose of media campaigns, events/conferences/fairs, media coverage, graphics and publications, and promotional material. After a positive internal evaluation, the Framework Contracts were extended in mid-2014 until autumn 2016. They are used as often by other DGs as by DG EAC, which appears to be an indication of the quality of the services provided.

In areas of high interest to European citizens such as education, culture, youth and sport, publications in digital and printed formats, including brochures, leaflets, videos, e-books, and reports, remain an important communication tool for which demand remains high.

In the field of graphic support, consistent use of logos, graphics and images needs to be ensured. These activities have recently been increasing rapidly due to the high demand for infographics and visual support tools.