

In this briefing sheet, additional detail is provided in relation to **Erasmus+**, confirming core programme objectives alongside the goals and priorities of (selected) actions relevant to education and training.

Introduction

- ☞ Erasmus+ builds on the achievements of 30 years of European-funded cooperation in the fields of education, training and youth, providing both intra-European and international development opportunities.
- ☞ Erasmus+ integrates numerous past funding programmes such as the Lifelong Learning Programme, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink and programmes and actions centred on cooperation with industrialised countries in the field of Higher Education.
- ☞ Erasmus+ aims builds on past programmes, whilst promoting synergy and cross-fertilisation across different fields of education, training and youth, removing boundaries, fostering new ideas, and encouraging participation from new actors, including those from the world of work and from civil society.

Programme Objectives

- ☞ **Erasmus+** aims to contribute to the achievement of a number of new and existing strategic development objectives, namely:
 - the objectives of the *Europe 2020* growth strategy, including the headline education target (see below);
 - the objectives of the strategic framework for *European Cooperation in Education and Training (ET 2020)*, including the corresponding benchmarks (see below);
 - the sustainable development of Partner Countries in the field of higher education;
 - the overall objectives of the EU Youth Strategy (framework for cooperation in the youth field);
 - the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
 - the promotion of European values in accordance with Article 2 of the Treaty on the European Union.

Also refer to the 2020 Erasmus+ Programme Guide and to briefing sheets for different actions (KA1, KA2). Field-specific priorities are also provided in a dedicated Briefing Sheet for KA2 Strategic Partnerships.



Erasmus+ Programme Briefing Sheet

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Europe 2020 Headline Targets:

- [1] 75 % of the population aged 20-64 should be employed;
- [2] 3% of the EU's GDP should be invested in the Research & Development (R&D) sector;
- [3] the 20-20-20 climate change and energy targets should be met (i.e. greenhouse gas emissions to be reduced by 20% compared to 1990; share of renewable energy sources in final energy consumption to be increased to 20%; energy efficiency to be improved by 20%);
- [4] the share of early school leavers should be under 10% and at least 40% of 30-34 year olds should have a tertiary degree;
- [5] 20 million less people should be at risk of poverty or social exclusion.

ET 2020 Benchmarks:

- [1] at least 95% of children (from 4 to compulsory school age) should participate in early childhood education;
- [2] fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science;
- [3] the rate of early leavers from education and training should be below 10%;
- [4] at least 40% of people aged 30-34 should have completed some form of higher education;
- [5] at least 15% of adults should participate in lifelong learning;
- [6] at least 20% of higher education graduates and 6% of 18-34 year olds with an initial vocational qualification should have spent some time studying or training abroad;
- [7] the share of employed graduates aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago should be at least 82%.

Article 2 of the Treaty on the European Union:

The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Also refer to the 2020 Erasmus+ Programme Guide and to briefing sheets for different actions (KA1, KA2). Field-specific priorities are also provided in a dedicated Briefing Sheet for KA2 Strategic Partnerships.

Countries

☞ **Erasmus+** allows participation in the different funding actions from both Programme Countries (full participation) and Partner Countries (participation in selected actions: often with a need for clear and detailed justification).

- **EU Programme Countries in 2020:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom.
- **Non-EU Programme Countries in 2020:** Republic of North Macedonia, Iceland, Liechtenstein, Norway, Turkey, Serbia.
- **Partner Countries in 2020:** Partner countries are divided into those bordering the EU (neighbouring countries: regions 1-4) and those further afield (regions 5-14). A detailed breakdown of Partner Countries is provided on pages 23-24 of the Erasmus+ Programme Guide (Version 1, 2020).

Core Actions

☞ **Erasmus+** relies on three core funding actions to achieve its objectives:

- **Key Action 1 (Mobility of Individuals):** includes the mobility of learners and other young people (including volunteers) and staff, Erasmus Mundus joint master degrees and Erasmus+ master loans;
- **Key Action 2 (Cooperation for Innovation and the Exchange of Good Practices):** includes transnational strategic partnerships, knowledge alliances, sector skills alliances, capacity-building projects (in the fields of higher education and youth) and IT support platforms such as eTwinning, the School Education Gateway, the European Platform for Adult Learning (EPAL) and the European Youth Platform;
- **Key Action 3 (Support for Policy Reform):** includes knowledge development and policy innovation initiatives, support to European policy tools, cooperation with international organisations and stakeholder dialogue.

In addition, support is provided for Jean Monnet activities and for partnerships, events and a strengthened evidence base for policy-making in the field of Sport.

Objectives and Priorities of Decentralised Actions in Education and Training

In this briefing sheet, the focus is on decentralised actions in Key Action 1 and Key Action 2, specifically in relation to education and training. These actions specifically target improved levels of competence and skills ensuring relevance to the labour market; increased opportunities for mobility; strengthened cooperation between education, training and the world of work and the emergence of a European lifelong learning area; enhanced quality, innovation, excellence and internationalisation in education and training delivery; improved policy cooperation and capacity building through greater collaboration between Programme and non-Programme countries and the teaching and learning of languages to promote the EU's broad linguistic diversity and intercultural awareness.

Key Action 1

For individual (staff, student/learner) mobility within education and training, the following objectives exist:

- to support learners in the acquisition of learning outcomes (knowledge, skills and competences) with a view to improving their personal development, their involvement as considerate and active citizens in society, and their employability in the European labour market and beyond;
- to support the professional development of those who work in education, training and youth with a view to innovating and improving the quality of teaching, training and youth work across Europe;
- to notably enhance participants' foreign languages competences;
- to raise participants' awareness and understanding of other cultures and countries, offering them the opportunity to build networks of international contacts, to actively participate in society and to develop a sense of European citizenship and identity;
- to increase the capacities, attractiveness and international dimension of organisations active in the education, training and youth fields so that they are able to offer activities and programmes that better respond to the needs of individuals, within and outside Europe;

- to reinforce synergies and transitions between formal, non-formal education, vocational training, employment and entrepreneurship;
- to ensure better recognition of those competences gained through learning periods abroad.

Key Action 1: International Credit Mobility

Key Action 1 also supports international mobility activities from or to Partner Countries in the fields of higher education and youth, for which the following objectives, priorities and principles apply:

- to enhance the attractiveness of higher education in Europe and to support European higher education institutions in competing on the higher education market worldwide;
- to support the priorities identified in European Commission Communications on the “New European Consensus on Development” and “European Higher Education in the World”;
- to support the internationalisation, attractiveness quality, equity of access and modernisation of higher education institutions outside Europe in view of promoting the development of Partner Countries;
- to promote the development and external policy objectives and principles including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs;
- to promote non-formal learning and cooperation in the field of youth with Partner Countries.

Key Action 2

For strategic partnerships in education, training and youth, irrespective of the type of strategic partnership, the following HORIZONTAL PRIORITIES exist:

- **Supporting Opportunities for All in Acquiring and Developing Key Competences**, including basic skills: In order to foster employability, socio-educational and personal development, as well as participation in civic and social life. Priority will be given to projects that support and reinforce the development of key competences for all individuals from early childhood and throughout life. In a fast-changing world, this includes multilingual competences, entrepreneurial mind-set, critical thinking and creativity, cooperation in science, technology, engineering, arts and mathematics (STE(A)M) fields, as well as skills in fields such as climate action, artificial intelligence, but also social and learning-to-learn competences. This would include actions of cooperation with players in the research and innovation sector, civil society as well as in the private and public sector;
- **Social Inclusion**: social inclusion is an overarching priority across all sectors of the programme. Promote – in particular through innovative and integrated approaches – ownership of shared values, equality, social inclusion, diversity and non-discrimination. Priority will be given to projects that support and assess new approaches to reducing disparities in accessing and engaging with formal and non-formal education, as well as projects that tackle discrimination, segregation and racism. The programme will support the integration of people with migrant backgrounds, including gathering and disseminating good practices on the issue. Priority will also be given to projects that encourage the establishment of sustainable links between organisations active in education, training, youth and sport and the society at large, including at local and regional level;
- **Common Values, Civic Engagement and Participation**: the Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage;

- **Environmental and Climate Goals:** the programme aims to support, across all sectors, awareness-raising about environmental and climate-change challenges. Priority will be given to projects aimed at developing competences in various sustainability-relevant sectors, developing green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, consumption habits, and lifestyles;
- **Innovative Practices in a Digital Era:** the Programme will support the taking up of digital technologies and of innovative and open pedagogies in education, training, youth and sport. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will also support the use of the European frameworks on digital competences of educators, citizens and organisations, including the development and use of open educational resources, open textbooks, and free and open source educational software. Priority will be given to actions that promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning;
- **Supporting Educators, Youth Workers, Educational Leaders and Support Staff:** priority will be given to actions that strengthen the recruitment and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches, staff in early childhood education and care), youth workers, educational leaders (e.g. school heads, rectors, department heads) and support staff (e.g. teaching assistants, career counsellors, human resource specialists in companies). Particular attention will be given to actions that allow to better deal with inclusion and diversity, including cultural and linguistic, through the use of more diverse and more adapted teaching, training and youth work styles;



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- **Transparency and Recognition of Skills and Qualifications:** priority will be given to actions that support learning and labour mobility; actions that facilitate transitions between different levels and types of learning, transitions to the world of work as well as transitions between different jobs. The programme will support in particular better services and information or guidance for learners, exploring the potential of digital technologies to facilitate automatic mutual recognition and the validation - at local, regional, national, European or international level - of competences acquired through informal and non-formal learning. The programme will also support the effective launch and implementation of the new Europass framework and the access to tools and services for skills and qualifications;
- **Sustainable Investment, Quality and Efficiency of Education, Training and Youth Systems:** priority will be given to actions that promote sustainable funding models, including exploring innovative approaches, to ensure adequate and sustainable investment in education, training and youth, including performance-based funding and cost-sharing, where appropriate;
- **Social and Educational Value of European Cultural Heritage, its Contribution to Job Creation, Economic Growth and Social Cohesion:** priority will be given to actions contributing to raising awareness of the importance of Europe's cultural heritage through education, lifelong learning, informal and non-formal learning, youth as well as sport, including actions to support skills development, social inclusion, critical thinking and youth engagement. New participatory and intercultural approaches to heritage, as well as educational initiatives aimed at fostering intercultural dialogue involving teachers and pupils from an early age will be promoted.