

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 headline education targets (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 renewed framework for European cooperation in the youth field (2010-2018);
  - 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 Erasmus+ Programme Guide (Version 2, 2018) 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

#### 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.

## 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 2018:** 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 2018:** Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway, Turkey.
- **Partner Countries in 2018:** 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 22-23 of the Erasmus+ Programme Guide (Version 2, 2018).

## 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 (EPALE) 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 “Increasing the impact of EU Development Policy: an Agenda for Change” ([http://eacea.ec.europa.eu/intra\\_acp\\_mobility/funding/2012/documents/agenda\\_for\\_change\\_en.pdf](http://eacea.ec.europa.eu/intra_acp_mobility/funding/2012/documents/agenda_for_change_en.pdf)) and “European Higher Education in the World” (<http://eur-lex.europa.eu/legal-content/EN/NOT/?uri=CELEX:52013DC0499>);
- 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:

- **development of relevant and high-quality skills and competences:** development of relevant and high-quality skills and competences, supporting individuals in acquiring and developing basic skills and key competences, in order to foster employability and socio-educational and personal development, as well as participation in civic and social life; includes actions to develop partnerships between learning institutions, businesses and intermediary bodies, with a view to promoting lifelong learning and improving the quality and effectiveness of learning mobility experiences; supports development and dissemination of tools for the assessment of such competences, as well as actions that apply learning outcomes-based approaches in education, training and youth activities and/or which assess their quality, impact and relevance;
- **social inclusion:** priority is given to actions that help address diversity and to promote the ownership of shared values, equality, including gender equality, and non-discrimination/social inclusion through education, training, youth and sport activities; supports projects that aim to: (a) foster the development of social, civic and intercultural competences, media literacy and critical thinking, also tackling discrimination, segregation, racism, bullying and violence; (b) enhance the access, participation and learning performance of disadvantaged learners, reducing disparities in learning outcomes; and (c) support and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education; particular attention is given to addressing gender differences in relation to ICT;
- **open education and innovative practices in a digital era:** priority is given to actions that promote innovative methods and pedagogies, as well as participatory modes of governance, where appropriate; additional priority is given to the updating and development of digital learning materials and tools, in particular OER, open textbooks and Free and Open Source Educational Software, as well as supporting the effective use of digital technologies and open pedagogies in education, training, youth and sport; includes fostering synergies with research and innovation activities and promoting new technologies as drivers of improvements in education, training, youth and sport policies and practices; also supports new teaching methods and tools.

- **educators:** priority is given to actions that strengthen recruitment/selection/induction of the best and most suitable candidates for the teaching profession as well as to actions supporting promotion of high-quality and innovative teaching in all educational sectors, training and youth work. Supports professional development of educators (teachers, professors, tutors, mentors, coaches, etc.) and youth workers, especially in dealing with early school leaving, working with learners with disadvantaged backgrounds, addressing classroom diversity, adopting new teaching methods and tools, and other contexts and work-based and informal learning;
- **transparency and recognition of skills and qualifications:** priority is given to actions that support employability as well as learning and labour mobility and which facilitates transitions between different levels and types of education/training, between education/training and work and between different jobs; priority given to actions enabling and promoting recognition as well as transparency/comparability of qualifications and learning outcomes, including through provision of better services and information/guidance on skills and qualifications; includes promoting innovative solutions for recognition and supporting validation (at local, regional, national or European/international levels) of competences acquired through non-formal and informal learning;
- **sustainable investment, performance and efficiency:** priority is given to actions supporting effective implementation of the *Investment Plan for Europe*, including by promoting funding models attracting private actors and capital (including via the Erasmus+ Student Loan Guarantee Facility), as well as supporting the design of evidence-based reforms that deliver quality, innovation and relevance in education, training, youth and sport systems and policies; priority is given to actions supporting the development of innovative ways to ensure sustainable investment in all forms of learning, both formal and non-formal, including performance-based funding and cost-sharing;
- **social and educational value of European cultural heritage and its contribution to job creation, economic growth and social cohesion:** in the context of the European Year of Cultural Heritage 2018 , priority is given to actions 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; supports 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.