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 more than 25 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 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 workplan 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, 2017) and to briefing sheets for different fields of education and training.
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 Research & Development (R & D);
[3] the 20/20/20 climate/energy targets should be met (including an increase to 30% of emissions reduction if the conditions are right);
[4] the share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree;
[5] 20 million less people should be at risk of poverty.

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] fewer than 10% of young people should drop out of education and training;
[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 (20-34 year-olds having successfully completed upper secondary or tertiary education) 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).

- **Programme Countries (EU):** 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:** Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway, Turkey.

- **Partner Countries:** Partner countries are divided into those bordering the EU (neighbouring countries: regions 1-4) and those further afield (regions 5-13). A detailed breakdown of Partner Countries is provided on pages 24-25 of the Erasmus+ Programme Guide (Version 2, 2017).

Core Actions

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

- **Key Action 1 (Learning Mobility of Individuals):** includes the mobility of learners and staff, large-scale European Voluntary Service (EVS) events, 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 (implemented through a separate call for proposals), 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 and policy development/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 terms of education and training. Actions centred specifically on education and training target increased learning and mobility, stronger ties between education, training and the world of work, enhanced quality, innovation and excellence in education and training delivery, policy cooperation, capacity building with non-Programme countries and the teaching and learning of languages, alongside improvements in other key competences.

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) 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:

- **achievement of relevant and high-quality skills and competences** - including basic, transversal and soft skills, entrepreneurial, foreign language and digital skills - in order to foster employability, socio-educational and professional development with support for actions that develop or disseminate tools for the assessment of such competences, as well as actions that apply the "learning outcomes" approach in delivering education, training and youth activities and/or assessing their quality and relevance;

- **social inclusion** - with priority given to actions that promote inclusion, diversity, equality, gender-balance and non-discrimination in education, training and youth activities - through support to projects that aim to: [a] foster the development of social, civic, intercultural competences, media literacy and critical thinking, also combatting discrimination, segregation, racism, bullying and violence and [b] enhance the access, participation and learning performance of disadvantaged learners reducing disparities in learning outcomes;

- **open and innovative practices in a digital era** - with priority given to actions that promote innovative methods and pedagogies, participatory governance and the development of learning materials and tools as well as those which centre on the ensuring the effective use of information and communications technologies (ICT) in education, training and youth, securing synergy between research and innovation and promoting new technologies as drivers of improvement in education, training and youth policy;

- **educators** – with priority given to actions that strengthen the recruitment, selection and induction of the best and most suitable candidates for the teaching profession as well as to actions supporting the promotion of high quality teaching, training and youth work; support for the professional development of educators (teachers, professors, tutors, mentors, etc.) and youth workers, especially in terms of addressing and/or working with key topics and audiences (early school leaving; learners with disadvantaged backgrounds; diversity in classrooms and other contexts; work-based learning).
• transparency and recognition of skills and qualifications - with priority given to actions that facilitate employability, learning and labour mobility and transition (between different levels and types of education and training, between education/training and the world of work, and between different jobs); support to actions that promote recognition as well as the transparency and comparability of qualifications and learning outcomes, including through the provision of better services and information/guidance on skills and qualifications – this might include the promotion of innovative solutions for recognition and/or support for the validation (at local, regional, national, European and/or international levels) of competences acquired through informal, non-formal, digital and open learning;

• sustainable investment, performance and efficiency - with priority given to actions supporting effective implementation of the Investment Plan for Europe, including through promoting funding models able to attract private actors and capital, through the design of evidence-based reforms able to deliver quality in education, training and youth systems and policies, and through the development of innovative ways to ensure sustainable investment in all forms of (formal and non-formal) learning, including performance-based funding and cost-sharing.

*Horizontal Priorities are more fully detailed in the Erasmus+ Programme Guide (Version 2, 2017), from page 122 onwards, along with field-specific priorities for Higher Education (HE), Vocational Education and Training (VET), School Education (SE), Adult Education (AE) and Youth. Additional detail is also given in the Strategic Partnerships Briefing Sheet.*