

A large, stylized graphic of a magnifying glass. The handle is a thick blue line that curves from the bottom left towards the center. The lens is a large blue circle containing the text "ANNUAL REPORT 2016" in white. The lens is surrounded by several concentric, overlapping circles in various colors (yellow, orange, red, green, blue, purple) that create a sense of motion or a ripple effect.

# ANNUAL REPORT 2016

# Erasmus+

Enriching lives, opening minds.



**EUROPEAN COMMISSION**

Directorate-General for Directorate-General Education, Youth, Sport and Culture  
Directorate R — Performance Management, Supervision and Resources  
Unit R.2 — Budget, Planning and Supervision

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# Erasmus+

Annual report 2016



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*"...Children and young people represent our future and must have the opportunity to shape that future.[...] We must build on children's and young people's sense of initiative and the positive contribution they can make through participation, while reaffirming the common fundamental values on which our democracies are based..."* Paris Declaration, 17 March 2015

**Erasmus+ is one of the European Union's most successful and iconic programmes.** With an indicative financial envelope of €16.3 billion for the period 2014-2020, Erasmus+ helps European countries to modernise and improve their education and training systems as well as their youth and sport policies, reinforcing their role as drivers for growth, employment, competitiveness, innovation and social cohesion.

**Erasmus+ embodies European added value** by stimulating synergies across all fields of action, ages and occupational paths, reflecting their real-life interconnectedness.

**Mobility for youth, students, learners, and practitioners** continues to be the backbone of the programme and is well on track to meet its target of **supporting 4 million people** to study, train or teach in Europe, and beyond, by 2020. In an indirect manner, mobility is also embedded in the **transnational and cross-field partnership** activities involving education and

training institutions, youth and sport organisations, public bodies, NGOs, business and chambers of commerce across Europe and in less developed parts of the world.

**In 2016**, Erasmus+ supported the EU education, training, youth and sport sectors with a budget of **€2.27 billion**. The overall priorities were improving the level of **key competences and skills**, both highly relevant to the labour market and to a cohesive society; and **fostering social inclusion**, by supporting the Member States in delivering on the so-called **Paris Declaration**, promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.

At an institutional level, Erasmus+ is an important instrument for **systemic and long term impact**, providing support for innovation and reforms that improve the quality and relevance of institutions, organisations and policies.

In 2016, **Erasmus+** has reached cruising speed and **delivered on its objectives**, supporting **725 000 mobilities**, reaching out to nearly **79 000 organisations** and funding close to **21 000 projects** across its different fields of action. The programme has demonstrated **high implementation performance** as well as **efficient absorption of funds**, showing its potential to develop an even more **ambitious future**.







## 1. The 2016 priorities

As a follow up to the 17 March 2015 **Paris Declaration**<sup>1</sup>, and in response to the 2015 terrorists attacks on the one hand and to the refugee crisis on the other hand, a number of new EU policy initiatives on education were launched in 2016. They focussed on the promotion of tolerance, non-discrimination and social inclusion and on the prevention of radicalisation leading to violent extremism. The Erasmus+ programme also evolved to integrate the EU strategic priorities of social inclusion, tolerance and integration of migrants across all the Erasmus+ fields of action.

The Paris Declaration, agreed by Commissioner Navracsics and the Member States, was one of the elements incorporated in the **new priorities for European cooperation in education and training**, adopted by Council and Commission in November 2015 in the form of the Joint Report on the ET 2020 strategic framework.<sup>2</sup> The new priority areas under ET 2020 were transposed and reflected in the Erasmus+ call for proposals of 2016.

In addition to its contribution to the new ET 2020 priorities, **throughout 2016 Erasmus+ also continued to reflect the objectives of:**

- The Strategic Agenda of the European Union for Jobs, Growth, Fairness and Democratic Change
- The Europe 2020 strategy (EU2020)
- The renewed framework for European cooperation in the Youth field (2010-2018)
- The European Union Work Plan for Sport.

Other key policy documents adopted by the European Commission in 2016 included:

- The **Communication on Supporting the prevention of radicalisation leading to violent extremism**<sup>3</sup> set out in particular EU-level actions in support of Member States to secure high quality education as the best safety net against social exclusion, which can play a role in radicalisation.
- The **Communication on Improving and modernising education**<sup>4</sup> highlights the value of education in laying the foundations for social cohesion through personal and professional development.

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<sup>1</sup> [http://ec.europa.eu/dgs/education\\_culture/repository/education/news/2015/documents/citizenship-education-declaration\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf)

<sup>2</sup> 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) — New priorities for European cooperation in education and training <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52015XG1215%2802%29>

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<sup>3</sup> Action Plan on the integration of third country nationals COM(2016) 377 final [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication\\_action\\_plan\\_integration\\_third-country\\_nationals\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf)

<sup>4</sup> Communication improving and modernising education COM(2016) 941 final <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016DC0941&from=EN>



- The **New Skills Agenda for Europe**<sup>5</sup> corroborates the European Commission's commitment to boost jobs, growth and investment, and is structured around three strands: skills development, enhanced visibility and recognition of existing skills/qualifications, and projection of future skills needs.
- With the **Action Plan on the integration of third country nationals**<sup>6</sup> the Commission set out policy priorities, actions and tools in support of Member States' integration measures and provided a common framework to help develop integration policies across the EU.
- 2016 saw the start of a **new cycle for Structured dialogue with young people**, "Enabling all young people to engage in a diverse, connected and inclusive Europe - Ready for Life, Ready for Society" (January 2016-June 2017). The Council and Member States stressed on 26 April 2016 the crucial role of the youth sector<sup>7</sup> in an integrated and cross-sectoral approach for preventing and combating the violent radicalisation of young people,

- In the frame of the **EU Youth Strategy**, the implementation of the EU work plan for youth for 2016-2018 started with the launch of expert groups on the contribution of youth work to preventing marginalisation and violent radicalisation, and on digitalisation and youth.
- The **Communication on Investing in Europe's Youth**<sup>8</sup> affirms the EU's renewed effort to invest in young people and tackle youth unemployment, thus laying the foundation for a fair, open and democratic society, for social mobility, inclusion and sustained growth.
- The **Communication on a European Solidarity Corps**<sup>9</sup> introduced the possibility for young Europeans to gain volunteering or occupational experience by becoming involved in a common solidarity project that will serve the needs of vulnerable communities. Further to personal empowerment and inspiration, the key objective of this new action is to strengthen cohesion and foster solidarity in European societies.

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<sup>5</sup> Communication A New Skills Agenda for Europe SWD(2016) 195 final  
<https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/1-2016-381-EN-F1-1.PDF>

<sup>6</sup> Action Plan on the integration of third country nationals COM(2016) 377 final  
[https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication\\_action\\_plan\\_integration\\_third-country\\_nationals\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf)

<sup>7</sup> Draft conclusions of 26 April 2016 of the Council and of the Representatives of the Governments of the Member States, meeting within the Council on the role of [...] the youth sector in an integrated and cross-sectoral approach to preventing and combating radicalisation leading to violent extremism of young people. <http://data.consilium.europa.eu/doc/document/ST-9640-2016-INIT/en/pdf>

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<sup>8</sup> Communication investing in Europe's Youth COM(2016) 940 final  
<https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/COM-2016-940-F1-EN-MAIN.PDF>

<sup>9</sup> Communication for a European Solidarity Corps COM(2016) 942 final  
<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016DC0942&from=EN>



**In order to achieve its objectives, the Erasmus+ Programme implements the following Actions:**

- Key Action 1 – Learning mobility of individuals
- Key Action 2 – Cooperation for innovation and the exchange of good practices
- Key Action 3 – Support for policy reform
- Jean Monnet Activities
- Sport

This report gives an overview of the implementation of the 2016 calls of Erasmus+ for the three Key Actions of the programme, the Jean Monnet activities and Sport. Furthermore, it provides the quantitative and qualitative results of the first full cycle of mobilities funded under the Erasmus+ 2014 call and terminated in 2016. Project examples are featured in each section to illustrate the activities funded under each action.

The statistical annex sets out detailed information on the budget and financial commitments, as well as the calls' results and outputs per sector and per country for each action implemented under the Erasmus+ budget.

Erasmus+ 2016 Calls	Reference	Publication date
Erasmus+ 2016 General Call for Proposals	EAC/04/2015	20.10.2015
KA3 - Support for policy reform – initiatives for policy innovation European policy experimentations in the fields of education, training and youth led by high-level public authorities	EACEA/34/2015	15.12.2015
Specific call for proposals ERASMUS+ Charter Higher Education	EACEA/10/2015	03.02.2016
KA3 - Support for policy reform – Social inclusion through education, training and youth	EACEA/05/2016	15.3.2016
KA3 - Support for policy reform – Civil Society Cooperation : Education and Training	EACEA/31/2014	15.12.2015
KA3 - Support for policy reform – Civil Society cooperation: Youth	EACEA/32/2015	13.10.2015
KA3 - support for policy reform – Support for small and medium sized enterprises engaging in apprenticeships	EACEA/41/2015	15.10.2015

*Table 2.1 Erasmus+ 2016 Calls*

## 2. Programme implementation

### 2.1 Optimisation of successful actions

Overall 2016 was a **year of stability and continuity** in the implementation of the programme, with **continued efforts to simplify forms and actions to improve accessibility**, in particular **for smaller organisations**:

- In the field of cooperation for innovation and the exchange of good practices, the 2016 Call for proposals introduced two types of Strategic Partnerships to increase further participation, in particular of **schools**.
- In the field of Sport, a specific budget was earmarked for smaller Collaborative Partnerships targeting **grassroots sport organisations**.



In parallel, the implementation of the **Paris Declaration** was a **cross-cutting priority** throughout the whole Erasmus+ programme in 2016:

- The development of **social, civic and intercultural competences**, was made a principal priority in the allocation of funds to Strategic Partnerships in the field of education, training and youth as well as to Collaborative Partnerships in the field of sport. (KA2). Particular attention was given to **projects involving refugees, asylum seekers and migrants**.
- In the field of Youth, **Learning mobility** projects (KA1) linked to the implementation of the Paris Declaration were also given priority.
- A specific call for proposal to support policy reform (KA3) was launched for projects **scaling up successful actions developed at grass root level** to prevent violent radicalisation and foster the inclusion of disadvantaged learners including people from migrant background. In addition, the objectives of the Paris Declaration have also been reflected in the 2016 **Policy experimentation call** targeted primarily at Ministries of Education with a view to fostering innovation and effectiveness in national policy approaches.

## 2.2 Erasmus+ budget and commitments

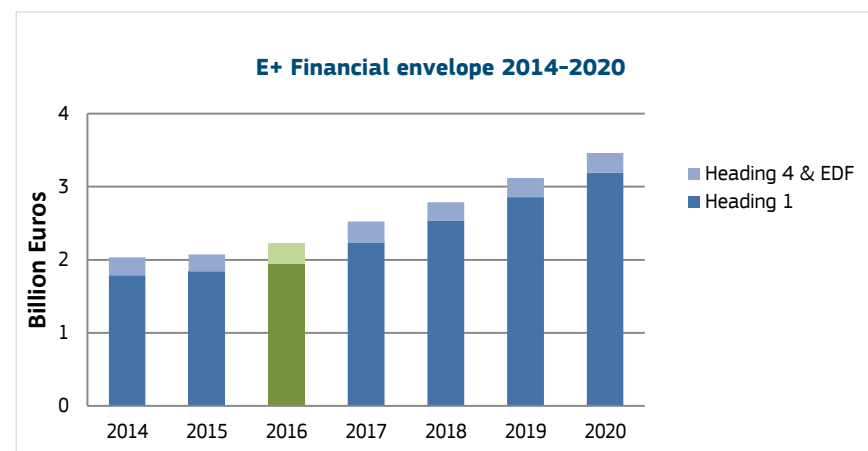


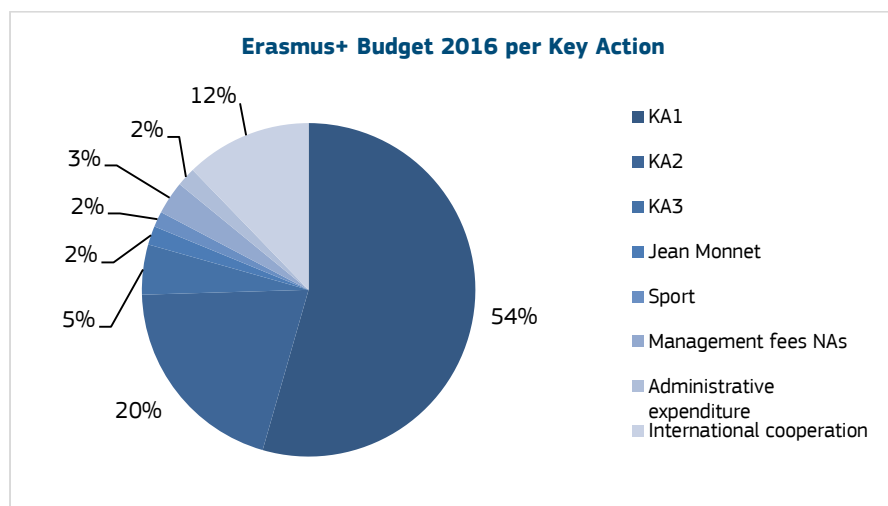
Figure 1 - Erasmus+ financial envelope 2014-2020

The Erasmus indicative financial envelope is **€16.4 billion for the period 2014-2020**: €14.7 billion under Heading 1a (Competitiveness for growth and jobs) and €1.7 billion under heading 4 (Global Europe) to address the international dimension of the programme.

Despite the overall significant budget increase compared to the previous programming period (+40%), the programme's budgetary profile expects only a limited increase in the first half of the 2014-2020 period. However, the **final budget of EUR 2.27 billion** available to cover **Erasmus + actions in 2016** represents an increase of 7.4% compared to 2015.



This budget includes appropriations from the budget of the Union (EU 28) but also appropriations arising from the participation of the EFTA/EEA countries, appropriations from external assigned revenues arising from the participation of other countries into the Programme and appropriations corresponding to internal assigned revenues from recoveries.

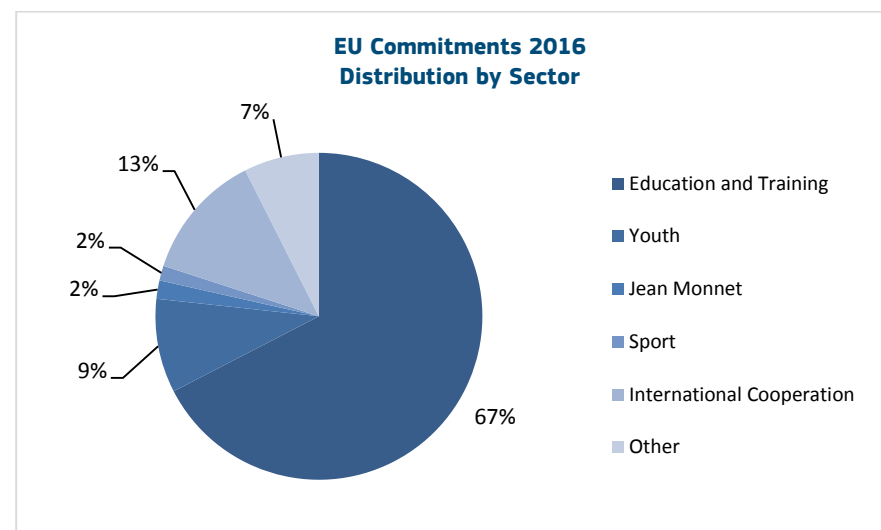


*Figure 2 - Erasmus+ Budget 2016 per Key Action 2016*

As in 2015, 74% of the budget was allocated to Key Action 1 and Key Action 2 combined. The 12% budget share for International cooperation has been stable since 2014.

In line with previous years and in accordance with the legal basis of the programme, the education and training sector received the largest budget share with almost 70% of the commitments; the youth sector

received around 10%, while the remaining budget was distributed between Jean Monnet, sport, international cooperation, administrative expenditure and management fees for the National Agencies.



*Figure 3 - EU Commitments 2016 per Sector*

The Erasmus+ programme implementation in the programme countries is mainly entrusted to the **National Agencies** (indirect management mode), but is also carried out in direct mode by the Education, Audiovisual and Culture Executive Agency (**EACEA**) and to a lesser extent by the **European Commission**.



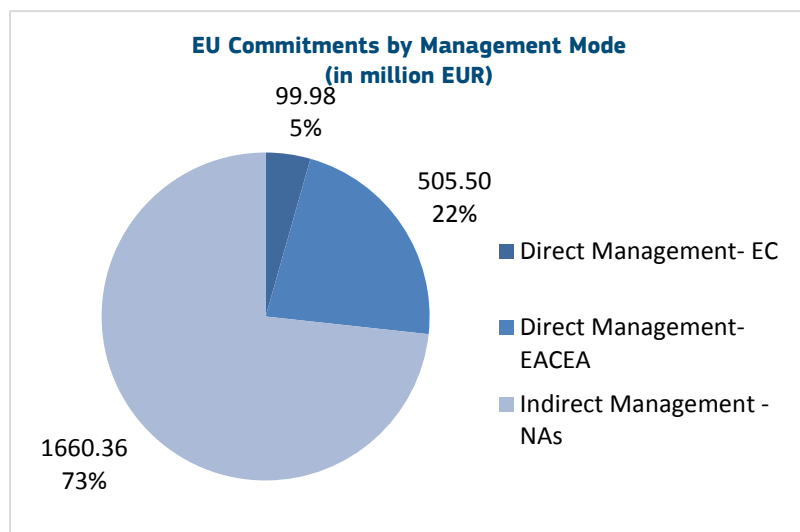


Figure 4 - Commitments under Erasmus+ by Management mode 2016

In 2016 the actions implemented through NAs represented 73% of the Erasmus+ commitments. The National Agencies managed to commit entirely the heading 1 and heading 4 budgets allocated to them.

## 2.3 Cooperation with National Agencies and programme stakeholders

Since 2014, a number of **consultative working groups** set up for the cooperation between the European Commission, National Agencies and some beneficiaries, continued to improve the overall programme implementation:

- The **cross-sectoral working groups** continued to make significant contributions to the domains of communication, IT, and through staff

training to support horizontal activities such as Strategic Partnerships, reporting, and monitoring and evaluation.

- The **sector-specific working groups** in the higher education, VET, school education and youth fields continued their cooperation to progress in several domains, such as International Credit Mobility, ECHE monitoring, special needs, recent graduate traineeship, and the Youth pass.

Furthermore, in line with the Paris Declaration, **the Inclusion and Diversity Steering Group** focused on measures that would enable the Programme to create synergies between sectors and better reach out to refugees, asylum seekers and migrants.

The **Youthpass Advisory Group** discussed the implementation of Youthpass at national level and developments in Youthpass certificates.





## **KEY ACTION 1**

Learning mobility  
of individuals







### 3. Key Action 1 – Learning mobility of individuals

By funding transnational mobility activities, Key Action 1 aims to **enhance the skills, employability and intercultural awareness of the participants**. Moreover, it provides support for **young people to engage in democratic life**, promotes the **inclusion of learners with fewer opportunities**<sup>10</sup>, and reinforces the **professional development of staff** working in education, training and youth.

Three main types of activities are supported under Key Action 1:

- **Mobility in the field of education, training and youth**, which provides opportunities to students, trainees, young volunteers, professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake learning and/or professional experience in another country; and
- **Erasmus Mundus Joint Degrees** promoting excellence, quality improvements and the internationalisation of higher education, by offering students mobility opportunities within a highly-integrated study programme delivered by an international consortium of higher education institutions.

- The **Erasmus+ Master Loans scheme** provides increased access to loans on favourable terms for students following a Master's programme in another participating country.

Furthermore, Key Action 1 enables participating organisations to improve the **quality of their teaching**, and also helps them **modernise their curricula**, and strengthen their international network and institutional leadership and management skills.

**Key Action 1 covers** the following action types:

- KA101: School education staff mobility
- KA102/KA116: VET learners and staff mobility
- KA103: Higher education students and staff mobility within programme countries
- KA107: Higher education students and staff mobility between programme and partner countries
- KA104: Adult Education staff mobility
- KA105: Mobility of young people and youth workers,
- KA106: Large-Scale EVS events

Additionally, **on-line linguistic support** (OLS), is available for participants to improve their knowledge of the language in which they will undertake their Erasmus+ experience.

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<sup>10</sup> Participants with fewer opportunities also refer to participants from a disadvantaged background for the higher education sector



In 2016, Key Action 1, the **largest action in Erasmus+**, received 54% of the Erasmus+ total budget and was mainly implemented by the National Agencies. The EU committed EUR 1.24 billion under heading 1 for KA1, slightly more than in 2015.

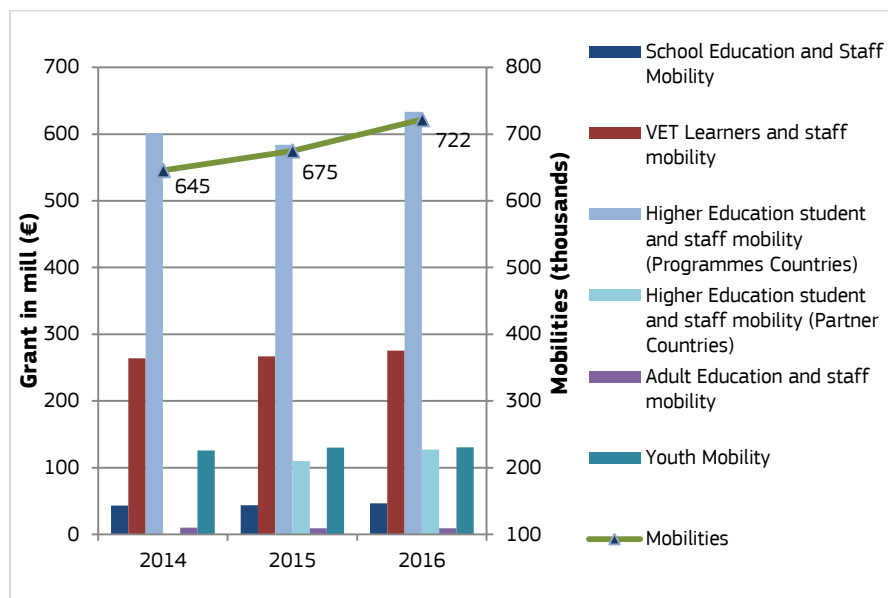


Figure 5 – Key Action 1 Trends 2014-2016 for indirect management

Since 2014, the interest in Key Action 1 increased by 10% per year, with additional 3600 projects submitted compared to 2015. Despite a lower success rate for decentralized actions (-2%), 725 000 individual mobilities and 59 000 organizations could benefit from Key Action 1 funding in 2016.

Overall, the results presented by action type in the following sections, demonstrate that with a relatively low average funding amount per

participant, this Key Action has a **strong impact at both individual and organizational levels.**

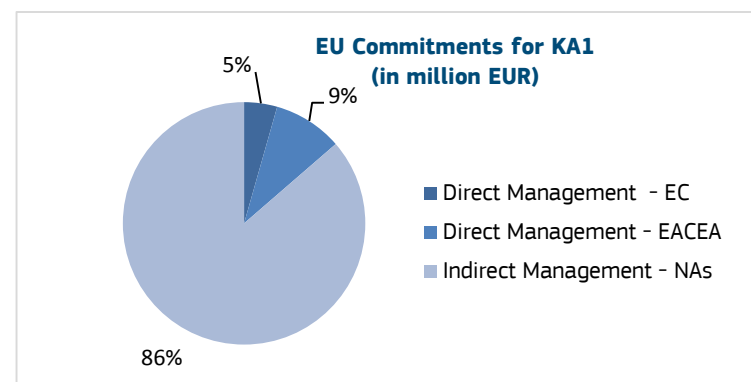


Figure 6 – KA1 - 2016 EU Commitments by Management mode

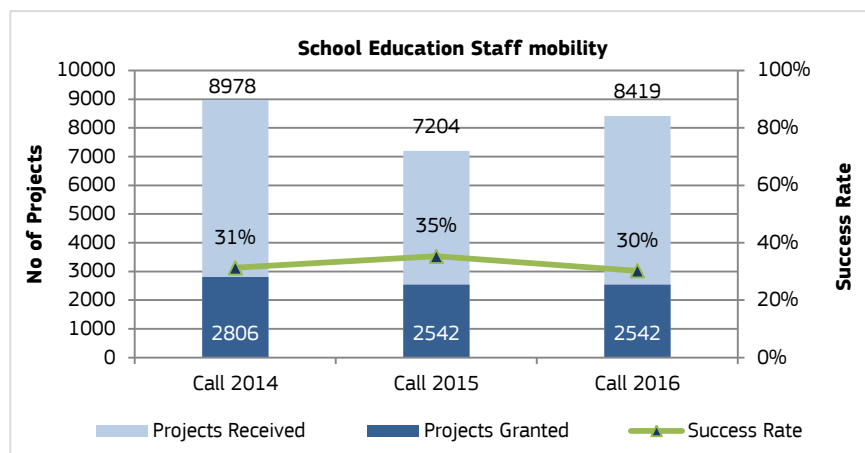
### 3.1 Mobility for Education, Training and Youth

#### KA101 - School education staff mobility

In 2016 the **Erasmus+ budget for school education staff mobility** increased by nearly 7% compared to 2015, to reach EUR 46.5 million.

Even though the absolute number of approved projects remained stable at 2542, they led to more mobilities (+11%) compared to 2015. The average funding per participant decreased from EUR 1,700 in 2015 to 1,630 in 2016.





**Figure 7- KA101 School Education Staff Mobility Trend 2014-2016**

The top five topics covered by the selected projects were: teaching and learning foreign languages; innovative curricula and training courses; digital competencies; pedagogy and didactics; and, schools' quality development.

In 2015, national consortia were able to apply under Key Action 1 in school education for the first time. It gives local or regional school authorities and other school coordinating bodies the possibility to apply as consortium leaders on behalf of a number of schools. The intention is to provide easier access to small and inexperienced schools to the programme, and the number of schools using this opportunity increased from 96 in 2015 to 149 in 2016.

## Good Practice example

### Project title: Innovative teachers - Motivated students

**Coordinating organisation:** Sredno opshtinsko uchilishte Gjorche Petrov (MK)

**EU contribution:** EUR 6,959

The main objectives of this project were to improve language competences using new teaching methods and tools, especially ICT technology, in order to motivate students to study more easily foreign languages, especially English; to prepare them to be able to communicate; to improve the teachers' language competences and skills, inter-cultural cooperation and more positive attitude towards the European project and EU values; to improve teachers' professional profiles and increase opportunities for professional and career development of teachers as well as of students.

**Project reference:** 2014-1-MK01-KA101-000189

**E+ Project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b7432658-d80b-4faa-b116-6bca9ecec192>

## KA102/KA116 - VET learners and staff mobility

2016 has witnessed a steady increase of interest in **Vocational and Educational Training learners and staff mobility** with 7098 received applications in 2016, an increase by 500 per year since 2014.



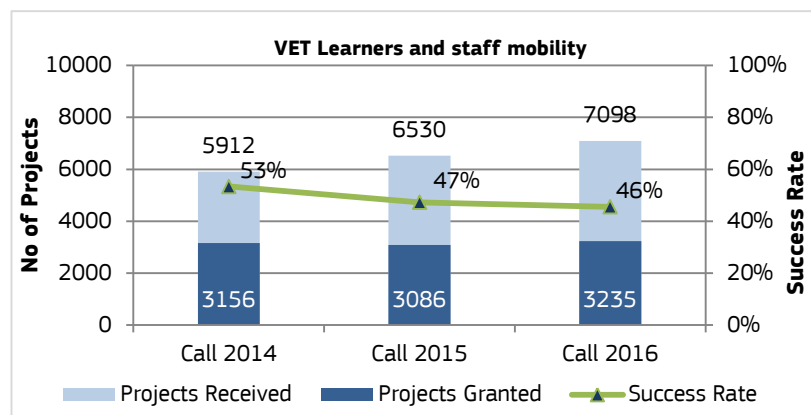


Figure 8 – KA102/KA116 VET Learners and Staff mobility Trend 2014-2016

This year, 3,235 VET mobility projects were funded for a total grant of EUR 276 million.

The main topics covered by the projects in 2016 were teaching and learning foreign languages, career guidance/youth unemployment, intercultural/intergenerational education and lifelong learning, international cooperation and new innovative curricula/educational methods/training courses.

The aim of introducing the cooperation format of **national consortia** is to further develop internationalisation and improve the quality and management of the mobility activities. In 2016 more than 16% of the selected projects involved national consortia made up of three or more organisations active in the field of VET.

The Erasmus+ VET **mobility charters** were awarded for the first time in 2015 to organisations offering high-quality mobilities, encouraging them to further develop their European internationalisation strategies. In 2016 this accreditation gave them the opportunity to apply for mobility grants

through a fast-lane procedure while reducing the administrative workload of the Charter holders. In 2016, 190 Charters were awarded on top of the 276 already awarded in 2015.

The 2016 call introduced the possibility for staff of enterprises to provide **training at a VET institution abroad**. The institution applies for the trainer to come and train its staff which would save the institution (quite often a school), the difficult logistics of staff absence replacements, reduces cost and allows for more members of staff to have access to this training therefore maximising impact.

### Good Practice example

#### Project title: E.M. Project

**Coordinating organisation:** REY Europe Limited (UK)

**EC contribution:** EUR 348,419

The aim of the Event Management (EM) mobility was to address the labour market needs, the existing skills gaps and to raise the training standards in order to meet projected levels of expansion and replacement demand within the Event Management sector.

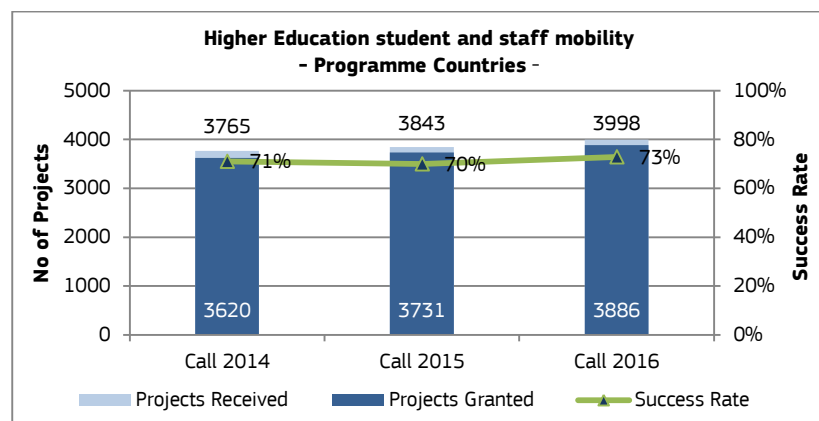
**Project reference:** 2014-2-UK01-KA102-012225

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/a84e78aa-80ad-4756-8593-ded999c186e9>



## KA103 - Higher Education mobility

Since 2015 Erasmus+, student and staff mobility within programme countries has increased by 6%, with **Higher Education participants reaching 1 million in the first three years**.



**Figure 9 – KA103 Higher Education student and staff mobility Programme Countries Trend 2014-2016<sup>11</sup>**

In 2016, intra-European mobility activities in Higher Education continued to be attractive among both students and staff. Nearly 3.900 higher education institutions (HEIs) were awarded mobility grants, a 4% increase from the 2015 call.

- Traineeships confirmed their popularity going from more than 73.000 in 2014 to more than 84.000 in 2016 for a total of about 235.000 higher education students in three years, including the 20.500 recent graduates who went abroad on an Erasmus+ traineeship after their graduation.
- Participants from outermost regions and Overseas Countries and Territories (OCTs) have steadily increased since 2014, with 9.400 students mobilities in the first three years.
- The proportion between student and staff mobility has been stable since the beginning of the programme, with a ratio of 85% student to 15% staff mobility. Out of a total of 170.000 higher education staff who has been on mobility in the first three years, about 60% went abroad to teach and 40% for professional development.
- The programme has also supported the mobility of invited staff from enterprises to teach in higher education institutions (1.900 participants since 2014).
- The majority of mobilities were undertaken by participants at Bachelor level, followed by the Master level, and to a lesser extent Doctorate level. The top five fields of studies were: business, administration and law, arts and humanities, engineering, education, and social sciences and journalism.

The participants provide vital support in programme evaluation through the feedback they provide in *the participant surveys*. Satisfaction rates remain very high with over **95% of students and 99% of staff being satisfied or very satisfied** with their experience in general. Further analysis of this data shows the positive impact of mobility on personal growth and the development of important transversal skills.

<sup>11</sup> Success rate for KA103 is calculated differently: it is based on participants in contracted projects versus participants in submitted projects.



- **92%** of mobile students feel they **increase their versatility** during their stay abroad, meaning they become more resilient, open minded and curious after being abroad and able to adapt to different situations.
- **90%** of students say they feel **more confident** and ready to take on new challenges after their period abroad.
- **87%** of mobile students say that their stay abroad made them **more tolerant** towards other people's values and behaviours.
- **87%** also said they are now **better able to cooperate** with people from different backgrounds and cultures.
- **83%** of students report **improved learning skills** after their mobility.
- **93%** of staff say they learnt **new good practises** while abroad, with 75% stating that they brought back practical skills relevant for their current job.

Furthermore, **traineeships provide the vital working experience many students lack in order to obtain their first job**. Mobility also enables students to explore what European values and being a European citizen means to them. All this underlines the valuable contribution the programme makes towards changing attitudes and promoting social cohesion in Europe, **bridging the "skills gap"** and promoting economic growth and development.

The programme continues to fight barriers to mobility by becoming more inclusive for those from a **disadvantaged background and those with special needs**. In the first three years over 56.000 disadvantaged

participants in higher education took part in mobility activities, including 1682 with special needs. In 2016, the Commission published its recommendations on the inclusion of higher education students and staff with physical, mental or health-related conditions in the Erasmus+ programme for Higher Education Institutions and National Agencies<sup>12</sup>, including best practises in Higher Education Institutions on how to increase the participation rates of underrepresented groups in Erasmus+.

Many of the ECHE provisions have been implemented with success, **increasing the quality of the programme activities in higher education**. Rates of academic recognition continue to improve, with 83% of students having their study periods fully recognised, in 2016, the Commission published its first [ECHE monitoring guide](#) to support the Erasmus+ National Agencies in their monitoring role and to encourage the targeted improvement of ECHE implementation. The guide provides a set of guidelines, examples of good practices and "pressure points", which are urgent priority areas for the National Agencies to focus on when supporting higher education institutions in ECHE implementation. This first edition focused on course catalogues, recognition and information on grading systems and grade transfer.

As a step towards the full digitalization of programme management, the **Online Learning Agreement**<sup>13</sup> (OLA) was officially launched in 2016. Higher education institutions are now able to create an institutional account and use the tool to facilitate easier drafting and signing of

<sup>12</sup> [https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-recommendations-higher-education\\_en.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-recommendations-higher-education_en.pdf)

<sup>13</sup> <https://learning-agreement.eu/start/index.php>



learning agreements while simultaneously increasing transparency and efficiency.

Work also began on the **Erasmus+ mobile app**, a one-stop shop where Erasmus+ participants can use a handy step-by-step checklist, exchange top tips, complete their learning agreements and study a language with OLS, making participation easier for higher education staff and students alike.

**Project title: Higher education student and staff mobility project**

**Beneficiary:** Universiteit Gent

**EC Contribution:** EUR 1 928 961

**University of Ghent** has launched numerous successful internationalization initiatives both in education and research. It currently receives and sends around 1400 exchange students each academic year. The university won the Institutional Award for Innovation in Internationalization of the European Association for International Education (EAIE). 22% of all students complete a degree with a part of their studies carried out abroad. The largest part of these students is financially supported by the Erasmus+ funding, which also contributes to the innovation of Ghent University's educational offer through the funding of numerous projects. Moreover, Ghent University coordinated the first Erasmus Without papers project. This Erasmus+ funded project aims at setting up a network of electronic data exchange between universities participating in Erasmus+ in order to facilitate the management of mobility for the staff and improve the mobility experience for the involved students.

**Project reference:** 2016-BE02-KA103-017215

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/9474e363-736c-4e31-8aec-c90cc2c5e242>

**Project title: Higher education student and staff mobility project / mobility consortium of higher education institutions**

**Beneficiary:** Lithuanian Confederation of Industrialists (Lietuvos Pramonininku Konfederacija)

**EC Contribution:** EUR 479 286 (2014-16) + EUR 798 216 (2015-17)

The Lithuanian Confederation of Industrialists is leading an education-business mobility consortium bringing together five major Lithuanian universities. Apart from catering to a large number of recent graduates from those member universities by organising for them traineeships abroad, this mobility consortium stands out by the high number of staff from enterprises and other organisations they invite to come to teach at the member universities (42 in 2014/2015 and 53 in 2015/2016, while the European total was less than 700 during each of those academic years). By doing so, they bring relevant outside experience from the world of work into higher education and enable students to work on real-life cases they may later face in their jobs.

**Project reference:** 2014-LT01-KA108-000387

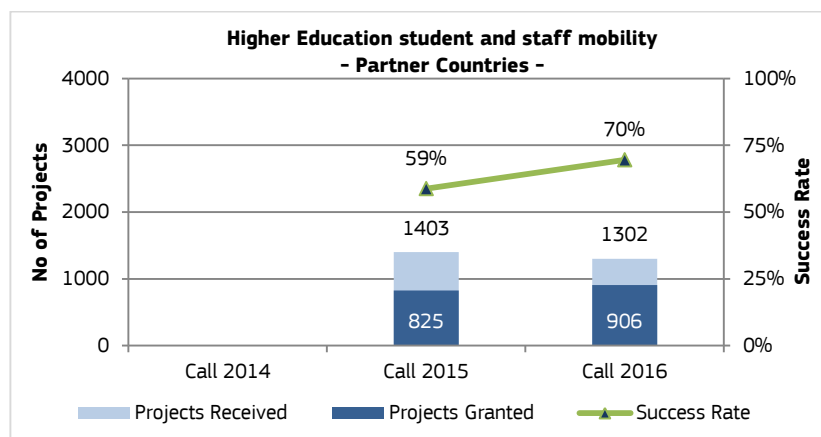
## KA107 - Higher education student and staff mobility between programme and partner countries

The second call for higher education student and staff mobility between programme and partner countries<sup>14</sup>, or **international credit mobility**

<sup>14</sup> The 33 Programme Countries are: the 28 EU Member States, Iceland, Liechtenstein, Norway, the former Yugoslav Republic of Macedonia and Turkey. Partner Countries are all the other countries in the world. For a complete list of Partner Countries, see the Erasmus+ Programme Guide.



for short, has confirmed the action's popularity among HEIs in programme and partner countries alike.



**Figure 10 - KA107 Higher Education student and staff mobility Partner Countries Trend 2014-2016**

The share of outgoing grants from programme to partner countries has increased from 31% in 2015 to 36% in 2016, towards greater parity between incoming and outgoing mobility.

Another noteworthy development has been a shift in the preferred participant type: the student: staff ratio has shifted to 45%/55% with staff mobility in the majority for the first time. While promoting the action, the Commission repeatedly emphasised that **staff mobility has systemic impacts for participating HEIs** and that this activity is a good place to start with new partners.

Budget consumption has improved in every budget envelope when comparing the results of the first round in 2015 and 2016. The increase in budget take up is most notable in the South-Mediterranean, Eastern

partnership and Western Balkans envelopes where budget consumption after the first round increased by 7%, 14% and 16% respectively compared to 2015.

Within each envelope, there has been a clear shift towards **more balanced geographical coverage**, as the most popular countries in a particular region have seen their share of the total budget decreased compared to less obvious partner countries. This is particularly evident in the Eastern partnership, Western Balkans and developing Asia envelopes.

Moreover, the 2016 call has seen **better inclusion of least-developed and low-income countries** in developing Asia, where the percentage of funding for projects with China and India has decreased, while projects with least-developed countries in the region such as Afghanistan, Bangladesh, Cambodia and Myanmar have increased their funding share three- or four-fold. Likewise in Latin America, the share of funding for projects with Bolivia, Guatemala and Paraguay has increased with compensating decreases for projects with Brazil and Mexico.

The results compared to the previous call indicate that we are moving in the right direction. **Promoting diversity** of Partner Country choice among their HEIs and balancing the geographic distribution of funding remain key priorities for the National Agencies, and DG EAC is working closely with them to meet the Erasmus+ geographic targets.

The **ACP countries** were included within the call for the first time and were popular with applicants. Applications were submitted for projects involving 55 countries in the three regions that make up ACP: Sub-Saharan Africa, the Caribbean and the Pacific. Of these, 40 different countries have received funding, including some of the poorest and most



fragile states in the region such as the Congo, Ethiopia, Malawi, Mali, Niger, Sudan and Togo.

### Example of KA1 International credit mobility projects with good results

#### Coordinating organisation: Hasselt University in Belgium

- The Belgian university was awarded over EUR 250,000 to fund staff and student exchanges with partner HEIs in several countries around the world, include Jordan, Vietnam, Hong Kong and Taiwan.
- UHasselt and their Jordanian partner, Princess Sumaya University for Technology (PSUT), are using these funds to exchange Master's students in the framework of an integrated MSc Management programme.
- The Jordanian university of Applied Sciences is a popular partner. The university is currently involved in international credit mobility projects with 15 different Programme Country HEIs, awarding over 30 Erasmus+ grants to PSUT students.

### KA104 - Adult education staff mobility

With a total grant amount of EUR 8.9 million for 2016, 406 projects for **Adult education staff mobility** could be funded, out of which 49 involved national consortia (12%). The total grant has decreased from EUR 9.9 million in 2014 and EUR 9.1 million in 2015.

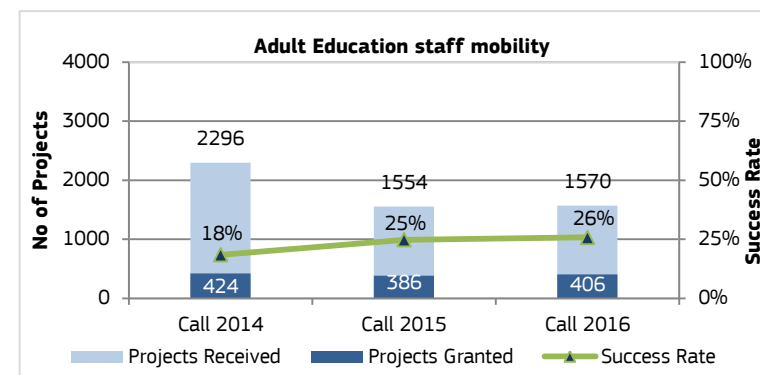


Figure 11 – KA104 Adult Education staff mobility Trend 2014-2016

This drop in demand could be partly due to the low success rate for this action in 2014-2015, which may have discouraged potential applicants. Although slightly higher in 2016, the success rate remained largely country-specific, depending on the demand levels.

The main topics covered by the projects in 2016 are innovative curricula/ educational methods/training courses; intercultural/intergenerational education and (lifelong) learning; ICT - new technologies and digital competences; teaching and learning of foreign languages; quality improvement of institutions.

Overall, more than **5,000 adult education staff** participated in 2016 in project activities with an average funding of EUR 1,430 per participant. At a rate of EUR 1,540 per participant, training courses are significantly more expensive compared to teaching assignments (EUR 1,035) or job shadowing (EUR 1,140). Additionally, EUR 1.7 million was spent on organisational support and exceptional costs guarantees.

Around 73% of the participants took part in a structured course or training event, 24% of the participants undertook job shadowing, while



the remaining 3% had planned to deliver teaching or training at partner organisations abroad.

Under the 2016 call, preliminary results indicate that more than 3,000 adult education staff have finalised their mobility so far.

### Good Practice example

#### Project title: Wireless for Adult Education

**Coordinating organisation:** WIRELESS ASBL (BE)

**EU contribution:** EUR 18,470

The Wireless asbl team members developed their skills in the field of project and NGO management, non-formal education, citizenship, media education and global problems. The project helped coordinate educational projects more efficiently and reach more adult learners in Belgium. It also helped enlarge the pool of trainers and offer higher quality of educational programmes for adult learners. Finally, the project was a chance to extend the association's international network of partners and establish new and deeper partnerships.

**Project reference:** 2014-1-BE01-KA104-000162

**E+ project result link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/b713fa14-b4d9-4d9a-9720-ef0f6895f8bf>

### KA105 - Mobility projects for young people and youth workers

A positive evolution could be observed for all indicators related to **Mobility projects for young people and youth workers**:

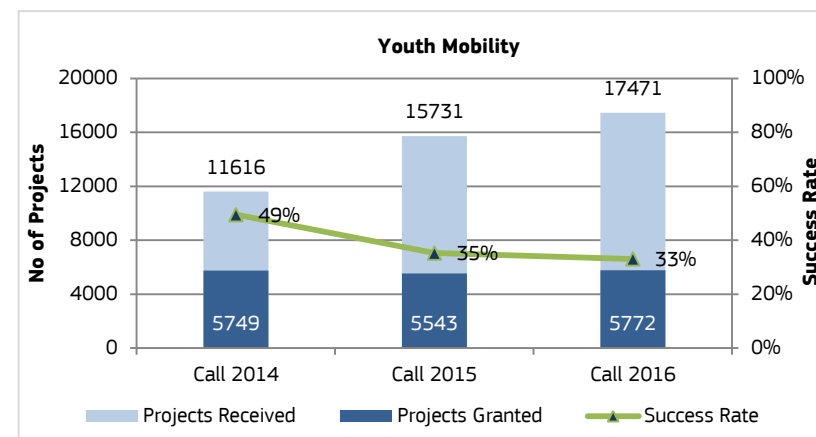


Figure 12 - KA105 Youth Mobility Trend 2014-2016

- Since the beginning of the Programme, the stakeholders' interest in this action has been constantly rising to reach close to 17.500 submissions in 2016, which represents an increase of 11% compared to 2015.
- In total, while close to 5.550 projects were granted in 2015, this Action supported almost 5780 projects in 2016 (+4%).
- The number of participants involved in this Action follows the same trend attaining 157.600 participants.

Despite a full absorption of funds by National Agencies, success rate remains low with only one third of the projects being granted. High quality applications are thus not being financed due to the lack of available budget.

2016 confirms the success of **Youth Exchanges** with a strong increase in the number of activities granted and participants involved. Close to



104.000 young people were involved in 2016 granted Youth Exchanges, representing an increase of 9% compared to 2015. 41% of those were young people with fewer opportunities, making this format highly inclusive.

While the number of submissions for **Youth Workers activities** keeps growing (84% more applications in 2016 compared to 2014), the proportion of granted activities diminishes year by year. This is partially the result of the increase in demand and quality of volunteering activities leading to fewer funds transferred to mobility of youth workers than the previous years. Additionally, the quality of the applications for this activity type and the extent to which they reach the objectives of the Actions seem to be of a lower level than for the other formats.

In contrast to the above, the **European Voluntary Service** was marked by increases in the numbers of submitted and granted activities, combined with a high increase in the number of granted participants. The number of volunteers has for the first time risen above 10.000. The important participation of young people with fewer opportunities is to be noted here also (more than 45%). These figures are partly the results of various measures taken by the National Agencies to boost the number of volunteering opportunities for young people, among which the 2016 yearlong 20th anniversary of EVS campaign.

As in previous years, the international dimension of this Action is strong. The Erasmus+ National Agencies used EUR 32.5 million of the Key Action 1 funds for activities fostering **international youth cooperation** and involving more than 14,500 participants from Partner Countries Neighbouring the EU.

Content-wise, the Action is well on track in achieving its objectives: similarly to past calls, projects have notably contributed to promote social and cultural diversity, intercultural dialogue, social inclusion and solidarity as well as to improve the key competences of young people.

2016 has demonstrated the capacity of the youth field and the implementing structures to **quickly address newly emerged political priorities**. In order to even better respond to the critical political and societal context, specific emphasis in selection was put on projects involving or focussing on the refugees/asylum seekers and migrants, preventing the radicalisation of young people, promoting diversity, the values of freedom and tolerance as well as media literacy. This led to the funding of more than 1200 projects (20%) directly involving migrants, refugees or asylum seekers, or dealing with the theme of their inclusion and/or with the issues addressed in the Paris Declaration.

A preliminary analysis of the **participants' feedback** after their experience provides a positive picture of the qualitative impact of the Action, as regards the skills and competences they developed, as well as their being active citizens or feeling European:

- **94%** of the participants declare being **satisfied** with their experience
- **91%** consider that taking part has increased their competences in a **foreign language**
- **94%** consider they gained **skills and knowledge**
- **70%** declared they felt **more European**



## Good Practice example

### Project title: Star Gazy Sustainable Health

**Coordinating organisation:** Kammer für Arbeiter und Angestellte für Tirol (AT)

**EU contribution:** EUR 24 700

The overall aim of this series of projects was, to give young people with fewer opportunities, self-perception and self-esteem a chance for a better lifestyle through the opportunity for a volunteering, a professional, a cultural and a personal experience. Through 3 very different projects in 4 weeks' residencies, the participating organisations offered training on how to work in a team, how to respect one another and how to overcome prejudices within the group and outside of it. Other areas tackled included the environment, culture and social services and systems..

**Project reference:** 2015-2-AT02-KA105-001302

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/a7169ec7-83c6-4175-9843-c34c0a5a9b5c>

## Large-Scale EVS events

The "**Large-scale EVS events**" action was continued without substantial changes in 2016, including activities such as conferences, seminars, meetings, workshops etc., aimed at promoting the value of volunteering and notably the EVS in the fields of youth, culture and sport.

Within the 2016 call, out of the thirteen evaluated applications, only three were selected mainly due to budgetary constraints. The selected projects (from Bulgaria, Italy, and Iceland), involving 235 volunteers, were granted an overall amount of EUR 345,884.

### Project title: Newsroom In the Palace - NIP

**Coordinating organisation:** Format SFF Fondatsiya (Bulgaria)

**EU contribution:** EUR 124. 228

75 young people from 15 Programme and/or Partner countries have had the opportunity to get an inside touch of the organization and working process of a festival in Sofia, Bulgaria and 3 main related events – the International Short Film Festival, Film Training (Filmer Forge) and Industry Gathering (Industry Market). As volunteers they developed knowledge, skills and competences improving their employment prospects on the European labour market of audio-visual services and empowering their active role as citizens. The area for their involvement in the implementation of the IN THE PALACE festival is focussed on promotion of the festival among European communities, utilizing their diverse knowledge as volunteers coming from different countries and representing different stands (strands?) of relevant expertise. The target group of the project are young professionals between 19-30 years old, who have recently graduated or are in their last year of studies in journalism, PR, graphic design and public speech (speaking?).

**Project reference:** 577901-EPP-1-2016-1-BG-EPPKA1-LARG-EVS

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/66de652e-7d9a-4a3b-89d0-68e1389c0206>

## 3.2 Erasmus Mundus Joint Degrees

**Erasmus Mundus Joint Master Degrees** (EMJMDs) are highly integrated study programmes delivered by an international consortium of higher education institutions, and, where relevant, other public or private organisations. EMJMDs aim to foster excellence, innovation and internationalisation of higher education institutions, strengthen the



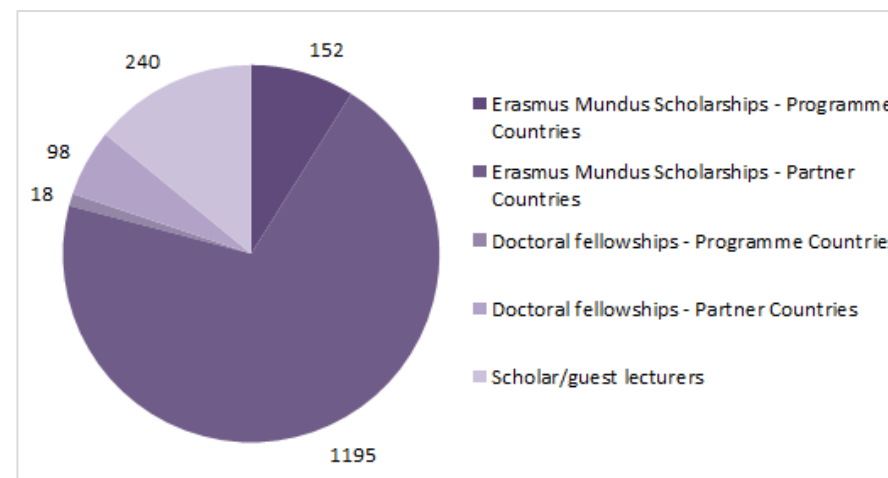
quality and the **attractiveness** of the European **Higher Education Area** and improve the competences, skills and **employability** of **Master students**.

The EMJMDs were selected following the publication of the Erasmus+ call for proposals in October 2015. A total amount of EUR 73 million was allocated to the 27 granted projects. The newly selected EMJMDs will provide 1.838 scholarships as from 2017 over three intakes: 1.514 student scholarships and 324 scholar scholarships. The planned numbers of student scholarships include 233 scholarships committed under Heading 4 budget lines, and 41 scholarships under the EDF budget.

Overall, the 27 EMJMDs projects selected by EACEA represent a good mix of academic disciplines in the broader areas of humanities, hard sciences and life sciences. There is a wide geographical distribution of projects, and 150 different HEIs from 24 Programme countries are involved.

In 2016, the EMJMDs selected in 2015 and 2014 have also awarded scholarships for their 1st and 2nd intakes respectively. They have already awarded 416 student scholarships out of the 1.188 planned over their three funded intakes.

In 2016 the 17 granted projects selected in 2015 under the framework of the **quality review exercise of former Erasmus Mundus Master Courses** (EMMCs) awarded 95 student scholarships for their 2nd intake. The total number of scholarships awarded insofar is 181 scholarships out of a total of 304 student scholarships planned over their three funded intakes.



**Figure 13 - 2016 Erasmus Mundus Joint degrees scholarships/fellowships (EACEA)**

In 2016, there were 60 ongoing **Erasmus Mundus Master Courses** (EMMC) and 18 ongoing **Erasmus Mundus Joint Doctorates** (EMJDs) offering scholarships and fellowships respectively to master students and PhD candidates. These consortia were selected prior to 2014 under the previous Erasmus Mundus programme, but continue to be supported with Erasmus+ funds.

A total amount of EUR 43.3 million was allocated to the ongoing EMMCs and EUR 15.7 million to the ongoing EMJDs.

Erasmus Mundus scholarships and fellowships were awarded for the intake 2016 to respectively: 836 master students (including 388 scholarships funded under Heading 4 and EDF budget lines) and 116 PhD candidates. The total awarded grant also included funding for 240 scholar/guest lecturers planned for the Masters courses



### **Project title: Erasmus Mundus Joint Master Degree in Food Innovation & Product Design (FIPDes)**

**Coordinating organisation:** Institut des Sciences et Industries du Vivant et de l'Environnement – Agro Partis Tech (France)

**EU contribution:** EUR 2 627 000

The EMJMD FIPDes is a 2-year programme in Food Innovation & Product Design. It is the first course created to tackle the global challenges of food innovation along with product design and packaging. FIPDes trains a new generation of food professionals capable of working across borders, with an inclusive vision of innovation to create sound, sustainable and healthy food solutions for the future generations. The core consortium brings together five top-ranked European universities: Université Paris Saclay and AgroParisTech (France), Dublin Institute of Technology (Ireland), Federico II University in Naples (Italy) and Lund University (Sweden). The worlds of research and business come together through work with associate partners, which include Danone, TetraPak and Electrolux.

Over the two-year programme, students study, live and gain professional experience in four different EU countries, based on learning by doing, team work, R&D projects and hands-on training, in collaboration with pioneering research, culinary and industrial laboratories. Each year, the programme organises "FIPDes days", where students have the opportunity to network with the industry sector

Successful students obtain a fully recognized double or triple MSc. degree from the hosting Universities, a Joint FIPDes Diploma and a Joint Diploma Supplement encapsulating the uniqueness of the programme. The MSc. thesis leads to an industrial or research-based placement in international companies or academic laboratories.

**Project reference:** 2016-2056 (former FPA 2011-0178)

**Project Website:** <http://www.fipdes.eu/>

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/2531f528-79df-4f03-8e0d-c2d0887318c6>

## **3.3 Erasmus+ Master Loans**

Erasmus+ Master Loans provide partial guarantees in order to **expand access to affordable financing for students** who will take a full Master's degree in another Erasmus+ programme country.

Following the launch of the scheme in 2015 in Spain, **four more banks signed up in 2016**: two banks in France, as well as intermediaries in the UK and Turkey. Thus, the scheme is now established in 4 countries, with €160 million available in student loans (unlocked through EU guarantees worth €26 million).

As the scheme is still in its early stage of development, student numbers are still quite low, but over 20 programme countries have already been involved as sending or receiving country. Up to December 2016, 247 recipients had received financing over the whole programme period (mainly from Spain).

Initial feedback from students (though limited by the small sample size) was positive in terms of policy objectives, implementation and social inclusion:

- 70% of these respondents would not have been able to study for their Master abroad without the loan guaranteed through the scheme.
- Half of the respondents are 1st generation higher education attendees; a substantial number of them reported their families had 'some difficulty in making ends meet'
- 70% of the respondents were moderately to very satisfied, with positive appreciation of the repayment conditions and the quick approval process (1-2 weeks, on average).



In 2016 the University of Luxembourg finalised negotiations as the first university to have signed up to the scheme (in January 2017). The university is piloting an innovative arrangement (offering deferred payment of tuition and housing costs to incoming students - rather than a direct loan) which could potentially be replicated at universities in other countries.

### 3.4 Online Linguistic Support (OLS)

Erasmus+ Online Linguistic Support (OLS) promotes **language learning and linguistic diversity**. It allows Erasmus+ participants to improve their knowledge of the language in which they will work, study or volunteer abroad, and measure their progress between the start and the end of their mobility period. In the first three years, nearly 900,000 participants used the OLS system. The system has also helped to integrate more than 6,500 newly arrived refugees in their new societies through the "**OLS for Refugees**" initiative.

The OLS is continuously improving its courses and expanding the number of languages it offers support in. In 2016 six languages were added: Bulgarian, Croatian, Finnish, Hungarian, Romanian and Slovak.

The number of participants that enjoy Online Linguistic Support to improve their language abilities continues to grow; in 2016 the number of participants using courses increased from 41% to 43%, with more than 350,000 now having benefitted over three years.







The background of the slide features a photograph of several young people in a library or study hall, with bookshelves visible in the background. The entire image is overlaid with a semi-transparent blue filter. On the right side, there is a large circular graphic composed of multiple concentric rings in various colors (blue, yellow, orange, green, purple).

## **KEY ACTION 2**

Cooperation for  
innovation &  
the exchange  
of good  
practices







## 4. Key Action 2 - Cooperation for innovation and the exchange of good practices

Key Action 2 promotes the cooperation for innovation and exchange of good practices in the fields of education, training and youth, aiming at a long-lasting impact on organisations, individuals and policy systems. It supports:

- Transnational **Strategic Partnerships** between organisations, public authorities, enterprises and civil society organisations active in various socio-economic sectors, in order to promote institutional modernisation and societal innovation.
- **Capacity-building** transnational cooperation projects between organisations from Programme and Partner Countries, with the aim of helping the modernisation and internationalisation of their higher education institutions and of fostering cooperation and exchanges in the field of youth;
- **Knowledge alliances**: international projects between higher education institutions and enterprises that stimulate innovation, entrepreneurship, creativity, employability, knowledge exchange and multidisciplinary teaching and learning.
- **Sector skills alliances**: Sector Skills Alliances identify sector-specific labour market needs and demand for new skills and skills needed in order to perform in one or more professional fields. Drawing on such evidence, Sector Skills Alliances support the design and delivery of transnational vocational training content and

teaching and training methodologies for European professional core profile.

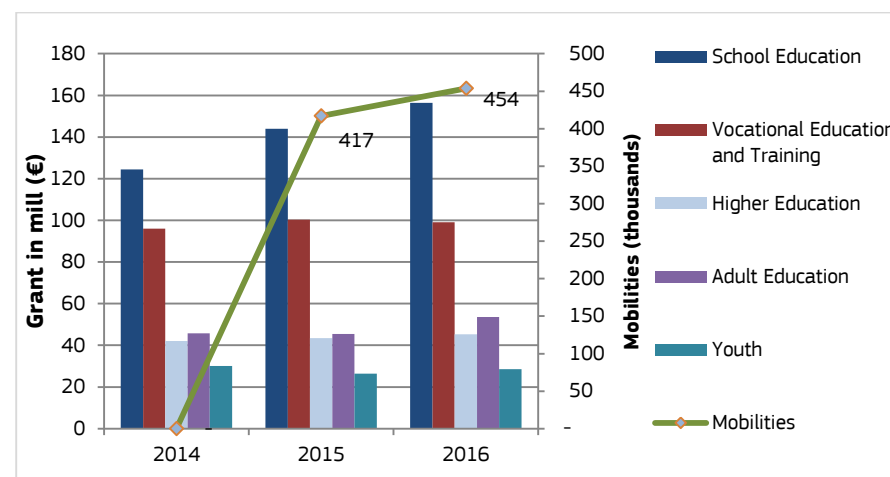


Figure 14- Key Action 2 Trends 2014-2016 for indirect management

In 2016, a total amount of EUR 451 million was committed under Key Action 2, representing around 20 % of the total commitments for the Erasmus+ Programme and an increase of around EUR 50 million (+13 %) compared to the previous year.

Close to 85 % of the Key Action 2 funds were allocated to the National Agencies, which managed to commit fully the amounts made available to them through the delegation agreements.

About EUR 200 million of the 2016 Key Action2 call was devoted to topics related to social inclusion and the implementation of the Paris Declaration.



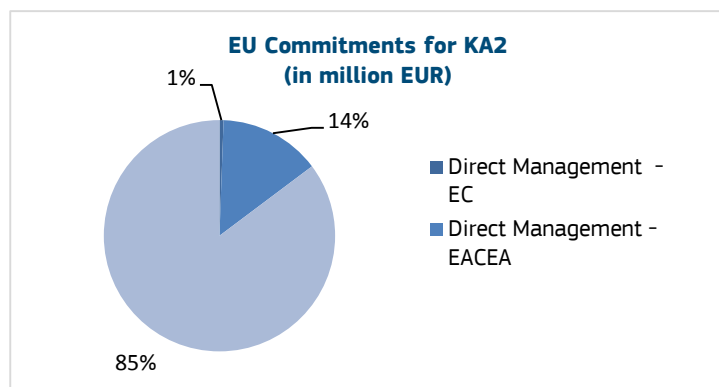


Figure 15 - KA2 - 2016 EU Commitments by Management mode

## 4.1 Strategic Partnerships

### School education projects

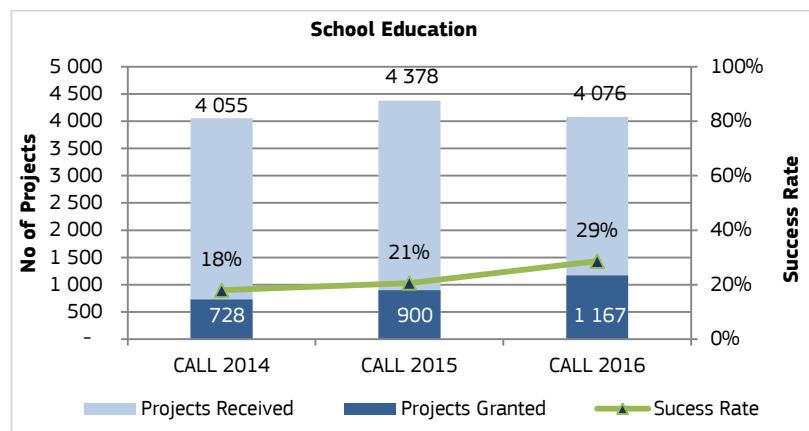


Figure 16 – KA201/KA219 School Education Trend 2014-2016

The high demand for funding school education projects and the large number of high quality applications demonstrate that school education could consume considerably larger funds.

There are two types of **partnerships in school education**:

- Projects exclusively for schools, that are usually simpler and focus on peer exchanges. They typically include pupil mobility, class exchanges and blended mobility – combining physical and virtual activities.
- Projects of schools with mixed consortia with larger organisations, where the key focus is intellectual outputs.

From 2016, the selection of strategic partnerships could be split into two types:

- Partnerships supporting **exchange of good practices** allow schools to expand their international networks through cooperation with diverse partners such as youth organisations, universities and businesses – as well as other schools.
- **Innovation projects** offer the chance to develop, test and transfer innovative products or methods. To achieve these ambitious goals, projects may request grants for work on specific outputs, plus additional funding to promote the results.

The top five project priorities addressed in 2016 are: Open and innovative education, training and youth work embedded in the digital era; improving transversal competences in a lifelong learning perspective; inclusive education training and youth; underachievement in the basic skills through more effective, innovative teaching methods; tackling early school leaving and disadvantage for students across the academic spectrum.



School education partnerships mainly address the following topics: ICT/new technologies/digital competence; innovative curricula/educational methods/training courses; early school leaving/combating failure in education; Key Competences / basic skills and EU citizenship; EU awareness and democracy.

### Good Practice example

#### Project title: Przedwczesne kończenie nauki - monitoring i przeciwdziałanie (ESL - monitoring and prevention solutions)

**Beneficiary:** Sysco Polska Sp. z o.o. (PL)

**EC contribution:** EUR 203 516

An analysis of existing ESL monitoring systems was carried out and improvement areas were identified. Partners indicated best practice in this field and jointly developed conclusions and recommendations as a result of the research. Good practices in the area of ESL prevention and students reintegration were analysed and practical solutions in that area were proposed.

**Project reference:** 2014-1-PL01-KA201-003596

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/0d8578a0-1533-4c42-bd83-3a591297e7d9>

### Vocational education and training

Strategic partnerships in vocational education and training (VET) consist of larger-scale projects aiming to produce **tangible intellectual outputs**, and smaller cooperation projects that are mainly based on **exchanges of good practices**. The latter act as a catalyst for the internationalisation of institutions which are newcomers in the programme and for their future participation in larger strategic partnerships more focused on innovation.

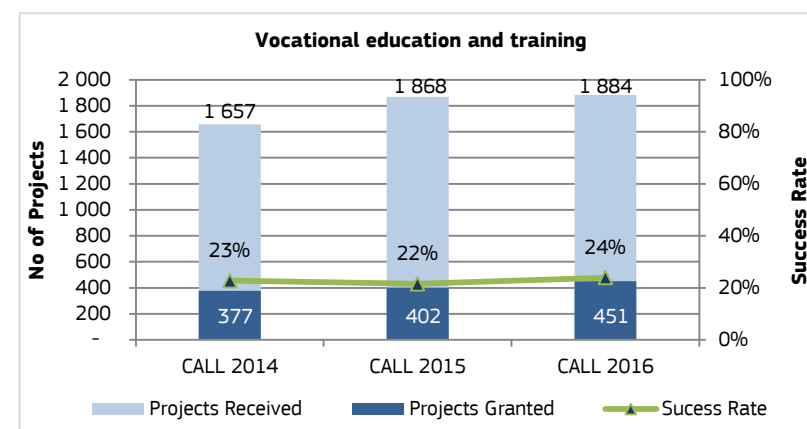


Figure 17 – KA202 VET Trend 2014-2016

Among the priorities addressed the most in 2016 were **innovative education, training and youth work in the digital era**, enhancing access to training and qualifications for all through C-VET, strengthening key competences in VET curricula and promoting work-based learning.



The top five policy clusters addressed by the VET Strategic Partnerships concentrate on topics like new innovative curricula/educational methods, competences, labour market issues including career guidance/youth employment, and entrepreneurship education.

### Good Practice example

**Project title:** Training on safety assessment and management for new and innovative children's products

**Coordinating organisation:** Asociacion de investigacion de la industria del juguete, conexas y afines (ES)

**EC contribution:** EUR 149,433.75

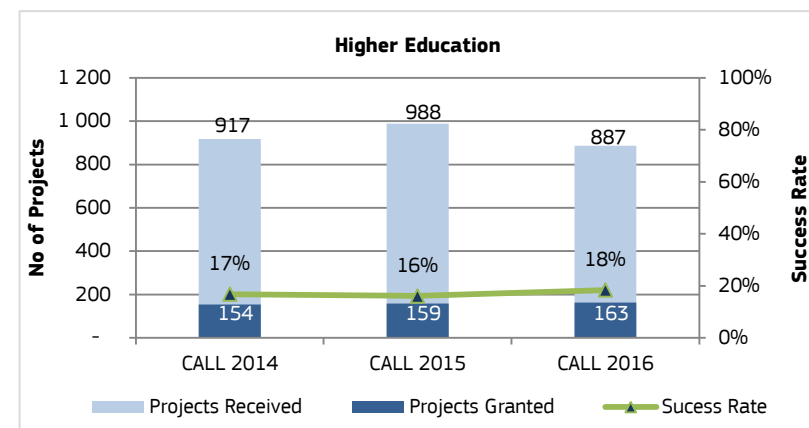
This project developed a platform called SAMNIC MOOC, which mainly supplies industry employees (especially SMEs) and consumer associations with a MOOC (Massive Online Open Course) in 6 languages, on how to assess and manage safety in new and innovative children's products. The platform also enables users to get in touch with other people interested in the safety of children's products and share their knowledge.

**Project reference:** 2014-1-ES01-KA202-004368

**E+ Project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/c3c984ca-efd2-4b82-9e15-327feb9e7c38>

### Higher Education

In 2016, a total of 163 higher education projects were funded under the strategic partnerships action. Compared to 2015, the numbers of applications has decreased by 10% and of selected projects increased slightly.



**Figure 18 – KA203 Higher Education Trend 2014-2016**

While five countries (UK, ES, DE, TR and PL) selected 10 projects or more for funding, the majority of the countries (20) could fund between 1 and 3 projects.

The size of the selected projects ranges from EUR 88,000 to EUR 450,000 in a very similar way to the previous year; the average project size is around EUR 278,000. Project partnership also varies between 3 and 14 partners, with an **average of around six partners per project**.

In a total of 1024 participating organisations, around two thirds of them are Higher Education Institutions, the remaining being enterprises, schools, research institutes, associations and public authorities. Strategic Partnerships projects also include mobility activities which are complementary to those of Key Action 1. In 2016, such mobility activities were included in 69% of the projects and involved around 19 000 participants, rising to an overall amount of 55 000 participants for the last three years. In 2016, 14 000 from intensive study programmes, and



1100 from blended mobility. In 3 years, Strategic partnerships in the field of HE allowed more than 5000 students to experiment this kind of **innovative mobility format**, which combines virtual and physical mobility.

The main priorities addressed by the projects are a mix of horizontal (45%) and higher education specific priorities (45%) but adult education priorities are also addressed by the projects (4%).

The **distribution of topics** covered is different from the previous year. They very well reflect the priorities of the **renewed EU Agenda for Higher Education** launched in May 2017, addressing the following broad policy clusters: quality of teaching and learning (148), new technologies and digital competencies (76), and improving the quality of education and training systems (71). Projects focusing on inclusion/tolerance have increased from 31 in 2015 to 60 in 2016. Almost all projects (98%) include "Multiplier Events" for the dissemination of their results.

#### Project Title: Moby Dig: Transnational mobility & interdisciplinary STEM modules in the digital era

**Coordinating organisation:** Duale Hochschule Baden-Württemberg Karlsruhe

**EC contribution:** EUR 149 555

The integration of new and innovative teaching methods in higher education is crucial to meet the EU modernisation agenda objectives to increase excellence in teaching, support internationalisation, provide the right mix of skills and increase the number of HE graduates. Moby Dig aims to achieve these objectives in an international and interdisciplinary blended learning concept, which includes blended mobility. Moby Dig intends to make the STEM field more attractive by developing innovative STEM courses. Chemistry was the subject chosen to test the concrete application of the Moby Dig concept, which consists of blended learning in a flipped classroom variant and includes a great variety of study modes: online self-study (distance learning), (virtual) group/project work, virtual classrooms, collaborative eLearning tools, eAssessment, etc. Students can learn the online course content in their preferred learning speed, time and place, whereas the virtual classrooms serve for discussion rounds/Q&A-sessions, group/project work or exchange of experiences. The embedded mobility (Intensive Study Programmes) enables increased hands-on experiences, offer a direct knowledge transfer to real applications and provide an interactive learning environment. Moby Dig exploits the advantages of ICTs in international and interdisciplinary cooperation as well as integrates the usage and production of OERs. Thus, besides gaining scientific knowledge in a new and exciting way, the new course concept allows to acquire transversal and employability skills, important for the labour market.

**Project reference:** 2016-1-DE01-KA203-002916

**E+ Project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/655abeae-198d-4b87-89f1-6893b56c1113>



## Adult education

Out of the 1,297 applications submitted in 2016, slightly increased compared to the previous year, 329 projects were awarded funding. In total 1882 organisations are involved in European cooperation in the field of adult education. Despite the increase in the number of funded projects, the budget still remains a limiting factor. The success rate is still low at 25% although it was a significant increase from 18% in 2015.

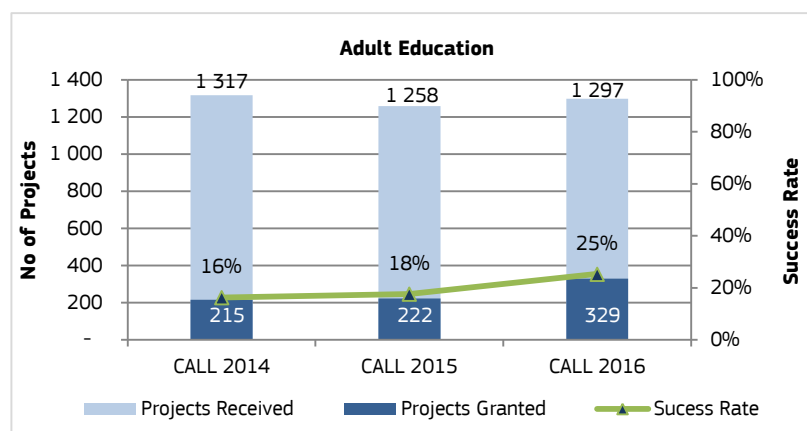


Figure 19 – KA 204 Adult Education Trend 2014-2016

The average partnership in adult education is composed of six organisations and receives funding in the range of EUR 160,000.

The priorities addressed by the projects are a mix of field-specific (56%) and horizontal ones (41%). The priorities most commonly addressed are the design and implementation of enhancing basic skills and key competences, and the development of educators' competences.

As regards the topics, the projects mainly address new innovative curricula/educational methods/development of training courses, ICT – new technologies and digital competences, intercultural/intergenerational education and (lifelong) learning, inclusion – equity and integration of refugees.

## Good Practice example

**Project title:** Valorize High Skilled Migrants

**Beneficiary:** Fondazione Casa di Carita Arti e Mestieri onlus (IT)

**EC contribution:** EUR 285 317

The project aims to improve the soft skills of migrants looking for work or working in lower positions, by providing soft skill evaluation and training, and the development of an e-Portfolio and a video CV that demonstrates those skills. The project developed these outputs to assist professionals, companies, trainers, employment agencies and migrants in their effort to improve migrant employability and integration into the job market.

**Project reference:** 2014-1-IT02-KA204-003515

**Erasmus+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/18bdc891-c41c-4218-91b0-25fe21aa62af>

## Youth

The interest for strategic partnership for Youth remained high with close to 2000 applications. In 2016, 264 projects have been funded bringing the success rate to 14%, the lowest within the Erasmus+ Actions in the field of youth.



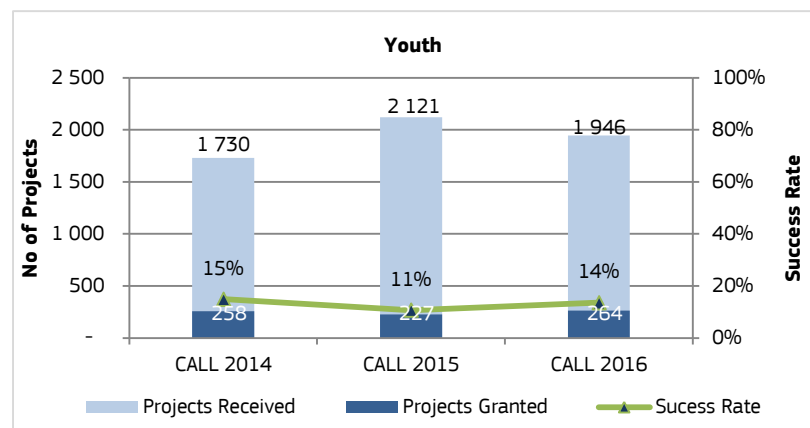


Figure 20 – KA205 Youth Trend 2014-2016

The main novelty in 2016 under this Action is the introduction of two distinctive types of Strategic Partnerships. After two years of implementation, the need to make the proportionality principle more transparent and easy to apply was evident and a clear distinction between projects supporting **innovation** and those supporting **exchange of good practices** was introduced. National Agencies could decide to implement the selection of projects through two distinct selection panels.

This resulted in one third of the funded Strategic Partnerships projects aimed at exchanging best practices while the remaining two thirds aimed at promoting the development of innovation. Out of the latter, 63.6% included the development of intellectual outputs such as courses, methodologies and training material. Overall, 400 learning, teaching and training activities were funded involving more than 7.300 young people and youth workers.

The 1248 applicants and partners involved in the 264 granted projects are mostly non-governmental and youth organisations, but we can also find small and medium-sized enterprises (4%) and public bodies at local, regional and national level (4%).

With 89% of the projects addressing horizontal and/or education and training priorities complementary to the youth specific ones, in 2016 Strategic Partnerships in the field of youth confirmed again their potential to reach out to new actors and realise synergies between the various fields of education, training and youth.

The most popular objective of youth-specific projects is **promoting empowerment, participation and the active citizenship of young people**, followed by **promoting high quality youth work**.

In the field of youth, in 2016, one fourth of the funded projects were either directly involving migrants, refugees or asylum seekers or were dealing with their inclusion and/or with issues addressed in the Paris Declaration. On the whole, 34% of the Strategic Partnerships in the field of youth promoted social inclusion and solidarity.



### Project title: Develop media literacy - Foster youth participation!

**Coordinator:** Noorteorganisatsioon Ida Noored (EE)

**EC contribution:** EUR 69 600

European young people are encountering difficulties in analysing information from the media and the Internet. They are vulnerable to manipulation and to media biases. In this perspective, the development of young people's media literacy and critical thinking is of foremost importance. The aim of the project is to support youth participation and citizenship by exchanging positive experiences and information in the field of media literacy; by developing Internet competences; and by teaching young people how to defend their points of view and how to resist propaganda and manipulation.

**Project reference:** 2016-3-EE01-KA205-034519

**E+ project result link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/71aa35b8-0b4d-406b-bef6-581a3337c5bd>

## Transnational Cooperation activities

Transnational Cooperation Activities (TCAs) between National Agencies support the EU added value and quality implementation of the Erasmus+ programme in the field of youth, thereby contributing to the strategic impact of the programme.

Through TCAs, with an overall budget of EUR 8.9 million, the National Agencies organised in 2016 more than 1.140 activities in the youth field, involving 16.500 participants. The 2016 youth events celebrating the **20th anniversary of the European Voluntary Service** were mainly supported through TCAs.

## 4.2 Capacity building

Capacity building actions support the modernisation, accessibility and internationalisation of higher education in partner countries, as well as cooperation and exchanges between partner and programme countries in the field of youth. Special attention is given to **geographical representation** and least-developed countries and to the inclusion of people from **disadvantaged socioeconomic backgrounds** and participants with **special needs**. The budget for this action reflects the EU's external priorities and is supported by the corresponding financial instruments<sup>15</sup>.

### Capacity building for higher education

Capacity-building projects in higher education (CBHE) are mainly targeted towards **multilateral partnerships** between Higher Education Institutions (HEIs) from Programme and Partner Countries. They also involve non-academic institutions (NGOs, enterprises, associations).

In 2016, the 137 on-going CBHE projects selected under the first Call in 2015 were closely monitored by the Executive Agency EACEA and the National Erasmus+ Offices in the Partner Countries. In addition to desk and field monitoring visits, cluster meetings and online tools were used to ensure a good implementation of projects. The monitoring revealed in particular that multi-country and multi-regional projects are typically

<sup>15</sup> European Neighbourhood Instrument (ENI), the Development Cooperation Instrument (DCI) and the Instrument for Pre-accession Assistance (IPA) in 2015.



more ambitious, and are challenged by differences between national education systems and regulatory frameworks.

Under the 2016 call a total of 736 applications were received, representing an increase of 43% compared to the previous year. This is due in part to the introduction of the ACP region for the first time and a marked increase in applications from Asia, the Western Balkans and Eastern Partnership countries, by 105%, 64% and 39% respectively.

Of the 653 eligible applications, 147 were recommended for funding for a total amount of EUR 131 million: 121 joint projects<sup>16</sup> and 26 structural projects, representing a success rate of 23% of the 653 eligible applications.

In total, 51 applications (35%) are national projects involving one partner country, and 96 regional projects (65%) involving more than one partner country.

The projects targeting curriculum reform were the most popular (41%); 31% of projects address the modernisation of the governance and management of HEIs and systems, and 28% will strengthen the relations between higher education and wider society.

### **Project title: Opportunities for the Young and Graduate Employability in Vietnam**

**Coordinator:** Consorzio Interuniversitario Almalaurea

**EC contribution:** EUR 505 164

In Vietnam, the number of graduates has grown markedly in the last 10 years. Yet, graduates are facing the dual problems of increasing youth unemployment and a mismatch between graduates' skills and employers' requirements. The project is supporting Vietnamese universities in implementing a graduates database system that, following the AL model in Italy, will help both the government and universities improve educational supply, support employability and collaboration between the education and business sector.

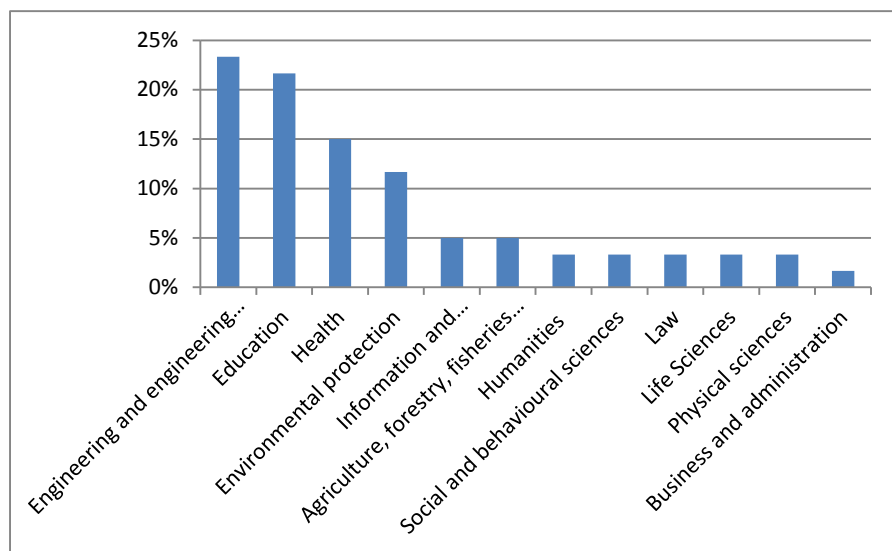
**Project reference:** 561656-EPP-1-2015-1-IT-EPPKA2-CBHE-JP

**E+ project result link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/0124c344-70a4-466a-8b5c-4b020f5d1aa5>

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<sup>16</sup> Joint Projects aim at producing outcomes that benefit principally and directly the organisations from eligible Partner Countries involved in the project while Structural Projects aim at producing an impact on higher education systems and promoting reforms at national and/or regional level in the eligible Partner Countries





**Figure 21- Topics addressed by curriculum development projects in Higher Education**

## Capacity building in the field of youth

As a distinct project format of Key Action 2, this action fosters youth cooperation and exchanges between Erasmus+ programme countries and other partner countries from different regions of the world. Capacity building projects aim to improve the quality and recognition of youth work, non-formal learning and volunteering, to enhance synergies and complementarities with other education systems, the labour market and

society while they target in particular young people with fewer opportunities.

Overall, in 2016 a total grant of EUR 12 million was allocated to 127 projects involving around 1,070 organisations from 140 Programme and Partner Countries. Close to 10,500 participants (young people and youth workers) will have participated in the project activities, around 3,900 of them being young people with fewer opportunities.

The specific 'Western Balkans Youth Window' was implemented for the second year in 2016, strengthening youth cooperation through exchanges, European Voluntary Service, training and networking between Erasmus+ programme countries and Western Balkan countries. The interest in this action remained high in 2016 where 56 projects were selected, involving 528 organizations with an average of 9 partners per project and around 3,000 young people of which almost 40% are young people with fewer opportunities.

	PROJECTS			GRANT	ORGANISATIONS
	Received	Granted	Success rate	in million EUR	
<b>Capacity Building for Higher Education</b>	<b>736</b>	<b>147</b>	<b>20%</b>	<b>131,2</b>	<b>1 913</b>
Capacity Building for Youth	298	67	22%	9,0	
Western Balkans Youth Window	377	61	16%	3,0	
<b>Capacity Building for Youth</b>	<b>675</b>	<b>128</b>	<b>19%</b>	<b>12,0</b>	<b>1 070</b>
<b>TOTAL</b>	<b>1 411</b>	<b>275</b>	<b>19%</b>	<b>143,2</b>	<b>2 983</b>

**Figure 22 – Capacity-building projects– Call 2016**



### 4.3 Knowledge Alliances

Knowledge Alliances are structured partnerships bringing together companies and HEIs in order to develop **new ways of creating, producing and sharing knowledge**. They collaborate to design and deliver new curricula which encourage creativity, employability and entrepreneurship and contribute to Europe's innovation capacity.

Knowledge Alliances cover a wide range of study areas, and economic and social activities. Their main added value comes from their focus on innovation excellence and their responsiveness to society's needs. They stimulate and facilitate inter- and multidisciplinary activities to benefit to both academia and the business sector.

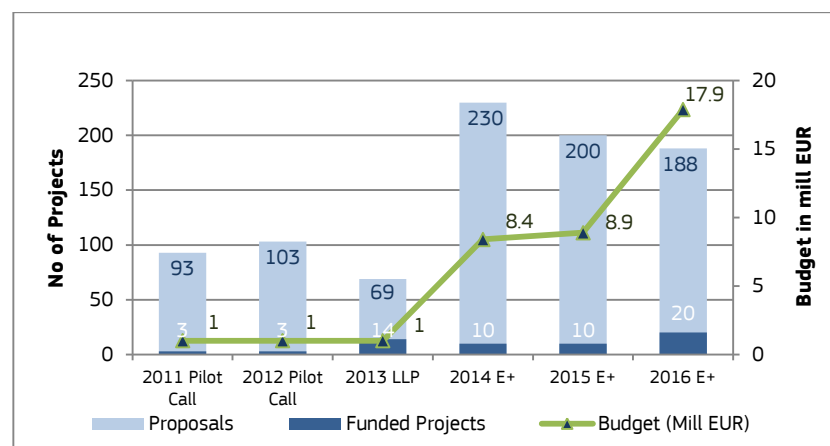


Figure 23 - Knowledge Alliances Trend 2014-2016

In 2016, following a very strong competition for funding, a total budget of approximately EUR 17.9 million was granted to 20 projects involving 216 organisations from 24 programme and 3 partner countries.

The 2016 projects have the potential to achieve sound university - business cooperation and innovative results, notably for the development of **entrepreneurial skills and competences**. They cover different sectors such as circular economy, open design and manufacturing, international security management, smart engineering, tourism and wine.

#### Project Title: International Security Management Knowledge Alliance

**Coordinating Organisation:** Rotterdam School of Management – Erasmus University

**EC contribution:** EUR 829 226

This Knowledge Alliance between universities, business and public sector addresses safety, emergency and security challenges by creating sustainable and concrete resources and structures and by fostering international security collaborations.

The project results include a Horizon Scanning Tool to map international security challenges, a master program for decision makers, a “Security Multilogue” platform reaching out to a wider audience, and MOOCs as learning tool within the Master programme.

**Project reference:** 575734-EPP-1-2016-1-NL-EPPKA2-KA

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/40bc6925-1c1d-455f-865b-a19790339fc9>



## 4.4 Sector skills alliances

This action aims to identify and close skills gaps in occupations by enhancing the responsiveness of initial and continuing VET systems to sector-specific labour market needs and the demand for new skills. They aim to **agree on sector-wide training content** for European professional core profiles based on commonly defined competence standards and to integrate work-based learning, thereby facilitating cross-border certification and **easing professional mobility** in the sector.

In 2016 the new Lot addressing the identification of skills-needs funded 4 out of the 14 received applications, while Lot 2, a continuation of the Sector Skills Alliances action of 2014 and 2015, received high attention and funded 11 out of the 49 applications. The applications included partnerships from 28 Programme Countries on average. A total grant amount of EUR 14.1 million was awarded to the 15 projects selected.

The applications proposed for funding are addressing the sectors of manufacturing (4), Arts, entertainment, and recreation (3), Agriculture, forestry and fishing (3), Construction (3), Information and Communication (1), Other services (1).

### Project Title: GREEN WHEELS - Operation, repair and service of hybrid and electric cars

**Coordinating organisation:** CENTRE FOR MODERN EDUCATION (Czech Republic)

**EC contribution:** EUR 1 328 549

The project aims to create blended learning materials in the emerging field of Operation, repair and service of hybrid and electric vehicles. It intends to develop a new professional curriculum using EU criteria (ECVET-EQAVET) designing competencies for Operation, repair and service of hybrid and electric vehicles through work-based learning materials using innovative methodology.

**Project reference:** 575014-EPP-1-2016-1-CZ-EPPKA2-SSA

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/646e4e83-3843-4257-8c10-fa435803e890>

## 4.5 IT Support Platforms

The eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe (EPAL), and the European Youth Portal offer the programme stakeholders multilingual information and opportunities to get involved and **exchange news, ideas and practices across Europe**. The platforms also provide a wide range of useful educational resources, events, networking tools and interactive features.



## eTwinning

eTwinning<sup>17</sup> offers a platform for users (teachers, head teachers, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and be part of the learning community in Europe. The platform is available in 28 languages and provides the participating teachers and schools with training sessions and technical support at national and European level.

A specific version "**eTwinning Plus**<sup>18</sup>" is available to neighbouring countries. In the context of the EU initiatives for the prevention of radicalisation leading to violent extremism, in 2016 contacts were taken up with Jordan, Lebanon and Morocco to participate in eTwinning Plus.

In 2016, more than 7.000 participants registered in online courses and events at EU level and some 18.000 users were involved in informal events such as video-conferencing sessions on sharing practices, projects ideas and partner finding.

Since its launch in 2005, the number of new users has been steadily increasing at an average growth rate of 30% per year since 2014. In 2016, 86.000 new users registered in 42 countries (Erasmus+ and neighbouring) and 9.200 projects were launched. About 42.000 teachers have been active in eTwinning projects, involving an estimated 800.000 pupils. Until the end of 2016, a total of about **440.000 users representing 173.000 schools** had joined the platform. In 2016 the

European Commission initiated a dialogue with Ministries of Education, to further embed eTwinning in schools.

## School Education Gateway

The School Education Gateway<sup>19</sup> (SEG) is **Europe's online platform for school education**, available in 23 EU languages and funded through the eTwinning budget. It currently offers a wide array of completely free content, including news and events, best practice articles, expert blogs, user surveys, European and national policy insights, online resources, tutorials and teaching material. It also features blended training opportunities for teachers and an extensive listing of Erasmus+ opportunities (hundreds of mobility offers for / by school staff and strategic partnership requests) accompanied by specialized partner-search tools.

A new version of the platform was officially launched in October 2016, providing significant improvements to existing functionalities and content, such as six specially-tailored online courses and an enhanced, interactive version of the "**European Toolkit for Schools - Promoting inclusive education and tackling early school leaving**".

At the end of the year it counted more than 25.000 registered users and many hundreds of thousands of visitors from around the world (at an average rate of about 66,000 hits per month).

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<sup>17</sup> <https://www.etwinning.net/en/pub/index.htm>

<sup>18</sup> <https://plus.etwinning.net/en/pub/index.htm>

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<sup>19</sup> <https://www.schooleducationgateway.eu/en/pub/index.htm>



## Electronic Platform for Adult Learning in Europe

The Electronic Platform for Adult Learning in Europe (EPALE)<sup>20</sup> is an interactive and multilingual platform launched in 2014 and available in 24 languages. It supports Europe's **adult learning community** by enabling teachers and trainers, researchers, policy-makers, human resources professionals, media, etc. to share with their peers ideas and practices related to adult learning.

In 2016 EPALE was enhanced with new features (private groups, collaborative spaces and communities of practice) providing the adult learning community with the means to share, discuss and work together. At the end of the year, it had well over 20,000 registered users and was receiving an average of almost 40,000 unique visitors per month.

EPALE rich content is organized in 24 thematic areas, and has a variety of tools offering free support to Erasmus+ existing and potential beneficiaries to prepare, implement and disseminate the results of Erasmus+ projects. These include a calendar of courses and events, a partner-search tool, an e-library, a glossary related to adult learning in all EU languages, communities of practice and the possibility to request private collaborative spaces

## European Youth Portal

The European Youth Portal (EYP) offers both European and national information and opportunities that are of interest to **young people aged**

**13-30 who live, learn and work in Europe**. It provides information structured around eight main themes, covers 34 countries and is available in 28 languages.

Throughout 2016, the EYP in **partnership with the network of Eurodesks** continued to provide young people with information and opportunities related to the themes of the EU Youth Strategy. The Portal has also launched an enhanced online consultation toolkit, used for the pilot phase of the 'One Million Outreach /#AskNavracsics' initiative.

During this year, the design of the EYP and the volunteering database gradually improved and more than 19.8 million pages were viewed on the site from 2.5 million individual visitors. In December 2016 alone, the EYP was viewed by over 600 000 individual visitors. This important increase of individual visitors was linked to the official launch of the European Solidarity Corps portal on 7 December 2016, hosted by the European Youth Portal.

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<sup>20</sup> <https://ec.europa.eu/epale/>





### **KEY ACTION 3**

Support for  
policy reform







## 5. Key Action 3 – Support for policy reform

With a 2016 committed budget of EUR 110 million, Key Action 3 supports policy reforms in line with the overall European policy agenda, the Strategic framework for European cooperation in education and training (ET 2020) and the European Youth Strategy. It aims to **enhance the quality and modernisation of education and training** systems and the development of European youth policy, through policy cooperation between Member States, in particular through the **Open Method of Coordination** and **structured dialogue** with young people.

This key action covers a variety of strands such as **knowledge in the fields of education, training and youth** to support evidence-based policy making and monitoring, and **initiatives for policy innovation** such as policy experimentations and forward-looking cooperation and social inclusion through education and training projects.

It also encourages the **cooperation with international organisations** (i.e. OECD and Council of Europe), the dialogue with stakeholders and policy makers, and awareness-raising and dissemination activities about education, training and youth policies and the Erasmus+ programme. KA3 also supports networks and tools fostering transparency and recognition of skills and qualifications.

In 2016, as part of the follow-up to the **Paris Declaration**, a **dedicated €13 million call** was launched to disseminate, replicate and upscale existing good practices at grass-root level. The call, concluded in July 2016, showed great interest from stakeholders with 35 projects selected. Another 5 projects (4 on education and training and 1 on youth) focusing

on specific objectives of the Paris Declaration were selected through a multi-sector call for European policy experimentations

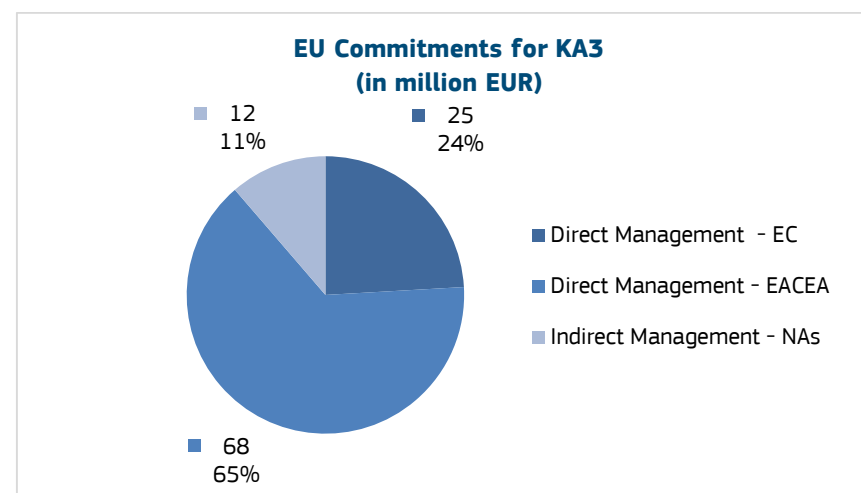


Figure 24 - 2016 EU Commitments by Management Mode for KA 3

### 5.1 Knowledge in the fields of education, training and youth

As a follow-up to the Paris Declaration, in 2016 increased emphasis was put on activities aimed at promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. In this context the **feasibility of Erasmus+ virtual youth exchanges** was explored, demonstrating that extending international exchanges to the virtual world has the potential to significantly increase the number of young participants who can benefit developing cultural awareness, soft skills, and can thereby contribute to a more inclusive climate in Europe and beyond.



The **Eurydice network** supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 37 countries and by producing studies on issues common to the European education systems. All outputs can be downloaded free of charge from Eurydice's website<sup>21</sup>. The network consists of 41 national units which were granted a total amount of EUR 2.5 million in 2016.

As in previous years, the **Network of Experts on the Social dimension of Education and Training** (NESET II)<sup>22</sup> and **European Expert Network on Economics of Education** (EENEE)<sup>23</sup> acted as knowledge brokers in economic and social aspects of education. These two academic networks bridged the gap between researchers and policy makers at EU and national levels. The networks delivered seven analytical reports and replied to ten ad-hoc questions. In 2016 they organised for the first time a joint conference to promote and disseminate research in their respective fields and to create a platform for dialogue between different stakeholders.

**Financial support to better knowledge in the youth policy:** a total grant of EUR 0.7 million was given to 28 designated bodies in 24 countries for actions contributing to a better mutual understanding of youth systems and policies in Europe. These include the production of country specific information, comparable country descriptions and indicators as well as information at country level on the situation of young people in Europe.

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<sup>21</sup> [http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)

<sup>22</sup> <http://nesetweb.eu/en/>

<sup>23</sup> <http://www.eenee.de/eeneeHome.html>

## 5.2 Initiatives for policy innovation

### European policy experimentations

European policy experimentations are transnational cooperation projects **testing innovative measures in real life situations** under the leadership of high-level public authorities responsible for education, training or youth. The projects aim to support policy-making by assessing the potential for promising actions to be scaled up. Experimentation projects are expected to improve knowledge and evidence for reforms with potentially high systemic impact; to identify best practice and lessons on 'what works' and 'what does not work'; to improve the scalability and transferability of innovative measures.

In 2016, a multi-sector call with a grant amount of EUR 11.8 million for Education and Training and EUR 1 million for Youth was granted to 9 and 1 projects respectively, involving 116 organisations from 29 different countries. The projects address several issues such as promoting fundamental values through Education and Training, strengthening teacher training and education by using new technologies; developing the capacity to tackle and prevent violent radicalisation among young people; supporting the professional development of teachers and trainers in work-based learning/apprenticeship; supporting employment and skills through validation of informal and non-formal learning.



**Project title: ACTIVE citizenship projects to enhance pupils' social and civic competences**

**Coordinating organisation:** CENTRE INTERNATIONAL D'ETUDES PEDAGOGIQUES – CIEP (France)

**EC contribution:** EUR 1 672 345

Focusing on social inclusion, cultural diversity and the fight against discrimination, the ACT project aims to improve the transmission of fundamental values at school through new methods for citizenship education. In order to test innovative learning and assessment methods based on active participation, pupils between 13 and 15 years will carry out “active citizenship projects” focusing on concrete civic actions, implemented in relation with the local community.

**Project reference:** 582958-EPP-1-2016-2-FR-EPPKA3-PI-POLICY

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/70eca1f2-6bcd-4a47-9794-d06002fc44fb>

scope of the Paris Declaration, namely, to prevent violent radicalisation and promote democratic values, fundamental rights, intercultural understanding and active citizenship. The projects also aim at fostering the social inclusion of disadvantaged learners and of those with a migrant background, while preventing and combating discriminatory practices.

In line with the above overall objectives, the 2016 call for proposals priorities specifically addressed access to quality and inclusive mainstream education and training especially of disadvantaged learners; supporting teachers and educators in handling conflicts and dealing with diversity; preventing radicalisation in prisons and penal institutions; encouraging youth participation in social and civic life and enhancing the quality of non-formal learning activities, youth work practices and volunteering.

An amount of EUR 12.7 million for Education and Training and EUR 2.8 million for Youth was granted to 29 education and training and six Youth projects respectively, involving 245 organisations from 32 different countries.

## Social Inclusion through Education, Training and Youth

Education, training and youth policies have a key role to play in **fostering social inclusion, mutual understanding and respect among young people and communities**. Their contribution becomes even more relevant at a time when the growing diversity of European societies, much as creating opportunities, in the current context of economic and financial crisis it is also experienced as a significant challenge for social cohesion.

Social Inclusion projects in the fields of education, training and youth aim to upscale and disseminate innovative good practices falling under the



**Project Title: Secularism and Radicalisation in Prison**

**Coordinating organisation:** Euro-Compétences et Initiatives pour le Développement de l'Entrepreneuriat Solidaire

**EC contribution:** EUR 320 413

The project proposes a realisation of an educational programme that aims to prevent violent radicalisation, promote democratic values, fundamental rights, intercultural understanding and active citizenship. The SERA project involves partners from six different countries and aims to upscale the results of the Strengthening Resilience Against Violent Radicalisation project within 24 months to different contexts for the two main target groups - teachers in prisons and young disadvantaged prisoners. A new European association for prison education will also be created to improve the sustainability of the project outcomes.

**Project reference:** 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/dada78ed-94af-4610-bea9-f5cfa1b4ea3b>

'European Cultural Convention'. The objective of each project is to communicate information on democratic citizenship and human rights education practices of the participating countries, and to promote their improvement. In 2016 four projects were implemented, involving 17 countries.

DG EAC and the Council of Europe have been cooperating since 2011 on the **inclusion of Roma through education** via the joint programme 'ROMED'. The programme is active in 54 municipalities in 11 European countries and aims at Roma integration through the training of intercultural mediators and community building.

In 2016, the focus was on investment in local processes to enhance the **participation of Roma in local decision making**, which stimulated the self-organisation of Roma communities into community action groups (CAGs). Through a structured process of dialogue and cooperation with local authorities, the Community Action Groups (CAGs) identify community priorities and suggest initiatives for addressing them. The ROMED process is highly acknowledged by local authorities as it enables them to find out directly from Roma communities about their needs, while CAGs are valued as new partners for solving urgent problems in several areas including education.

In 2016, the Commission and Council of Europe **youth partnership** (EU-CoE youth partnership) continued and focussed on the following priority activities:

- "Better knowledge" – a "think tank" function to establish a clear picture of current and upcoming challenges and trends in participation for all young people, based on research evidence, sociological and statistical analysis and input from within and beyond the youth sector;

## 5.3 Cooperation with International Organisations

### Council of Europe

DG EAC has a fruitful cooperation with the Council of Europe through the **'Human Rights and Democracy in Action'** programme. The programme provides funding for countries to cooperate on projects within the fields of education for democratic citizenship and human rights education (EDC/HRE). The call for proposals is open to the 50 States party to the



- "Promotion of Youth Work" – advocacy regarding the contribution of youth work to youth participation and social inclusion, including innovative youth work, partnerships, outreach, learning mobility and recognition of youth work;
- "Cooperation with a regional focus" – promote young people's participation through peer learning and capacity-building in specific European and neighbourhood regions.

One major deliverable of these activities was the annual partnership symposium **"(Un)Equal Europe? Responses from the youth sector"**, organised in Budapest from 30 May to 2 June 2016 which provided information on how young people experiencing social exclusion and multiple forms of discrimination are supported in education, employment, health and police

The **European Platform for Learning Mobility** (EPLM), operating in the context of the EU-CoE youth partnership, is an open participatory space for exchange and cooperation between practitioners, researchers and policy makers in the field of youth. In 2016, principles for quality in learning mobility in the youth field were finalised and made available on the platform.

### Cooperation with OECD

The cooperation between the Commission and OECD has proved to offer better knowledge on education systems and to provide **scientific support to education policies** through the results of large international surveys such as the Programme for International Student Assessment (PISA), the Programme for the International Assessment of Adult Competencies (PIAAC) and the Teaching and Learning International Survey (TALIS).

An important OECD-EAC event in 2016 was the **presentation of the PISA 2015 results** together with an EU Policy Note on "EU performance and initial conclusions regarding education policies in Europe". PISA data are the basis for the ET2020 indicator and a benchmark for low achievers in maths, science and reading, which are reported annually in the Education and Training Monitor.

The **PIAAC survey** was identified as a key tool for assessing the skills of adults. The European Commission uses the PIAAC results to support the efforts of the Erasmus+ Programme countries to improve and reform education and training so as to meet the challenges of today's changing labour markets and to support inclusive societies.

A major highlight of the cooperation with OECD is the **TALIS survey** on teachers' views regarding their careers, working conditions, school environment and classroom practices. Under Erasmus+ 2016 TALIS run its third, "*TALIS 2018*" cycle and its EUR 1.6 million grant made it possible to reimburse up to 80% of the international costs (covering 2016 and 2017) of the following Member States participating in that cycle:

AT, BE, BG, CY, CZ, DK, EE, FI, FR, HR, HU, IT, LT, LV, MT, NL, PT, RO, SK, SI, ES, SE, UK-ENG as well as 3 Erasmus+ non EU programme countries: IS, NO, TR.

In addition, the Commission has been financially supporting the preparation of the **National Skills Strategies** in selected OECD countries. The project supported a Whole of Government approach to the skills policy and will help drive the necessary reforms in the future potentially with also the support of ESF financing.



## 5.4. Stakeholder dialogue and policy promotion

The actions grouped under the umbrella "Dialogue with stakeholders and policy promotion" contribute to the implementation of European policy agendas in education, training and youth and also support the dissemination and exploitation of policy and programme results. Additionally, this action contributes to the implementation of the international dimension of European education and training policies by supporting policy dialogue with international stakeholders and international attractiveness and promotion events.

### Education, Training and Youth Forum 2016

The 2016 edition took place on 20–21 October in Brussels and focused on how best to deliver on the **New Skills Agenda for Europe** adopted by the Commission in June 2016. It brought together participants from the 33 countries participating in the Erasmus+ Programme including national, regional and other public authorities, learning providers, youth organisations, civil society organisations, social partner organisations and business.

### Support to the European Youth Forum (YFJ)

The 2016 operating grant (amounting to EUR 2.6 million) awarded to the European Youth Forum supported activities in the areas of youth participation, the strengthening of youth organisations, youth autonomy and inclusion, contribution to international youth policy making, the empowerment of member organisations and the support to a rights-based and cross-sectorial approach in youth policy making.

## Civil society cooperation

This action supports European NGOs and EU-wide networks to reinforce cooperation between the EU, public authorities and civil society for the implementation of the EU policy agendas, in particular Europe 2020, Education and Training 2020 and the EU Youth Strategy.

The three-year framework partnership agreements (2015–2017) concluded in 2015 with 20 civil society organisations active in the field of Education and Training, were renewed in 2016 for an amount of EUR 2.4 million in order to finance their running costs.

In the field of Youth, the three-year framework partnership agreements concluded in 2015 with 64 organisations were renewed in 2016 for an amount of EUR 3 million. In the same year annual grant agreements were also awarded to 23 organisations for an amount of EUR 0.7 million.

### Structured Dialogue for youth

The year 2016 marked the kick-off of **Cycle V of the Structured Dialogue**: "Enabling all young people to engage in a diverse, connected and inclusive Europe", covering the Dutch, Slovak and Maltese Presidencies from early 2016 until mid-2017. The final joint recommendations from Cycle V were adopted by the Council (Education, Culture, Youth and Sport) meeting in Brussels on 22 and 23 May 2017.

**Meetings between young people and decision makers** is a project format that contributes to the implementation of the Structured Dialogue with young people. The 281 projects funded under the 2016 call, involved close to 70.700 young people and decision makers (8% more than 2015). Similarly to the other Actions in the field of youth, although quality applications were submitted, the limited available funds did not allow to finance a higher number of projects (29.3% success rate).



As also noted in the previous years, organisations made large use of the opportunity to apply for bigger scale projects by combining several activities: within the above mentioned 283 projects, 874 distinct activities were granted.

In 2016, similarly to past calls, the interest in national activities was higher than in transnational activities with 80% of them being national meetings.

The most popular topics were once again about youth participation, youth work, youth policy" (71.4%), dialogue with decision makers"(67.1%), EU Citizenship, and "EU awareness and Democracy" (42%). Topics related to inclusion were selected by 12% of the projects, however, all projects together proposed the participation of close to 20.000 participants with fewer opportunities (35% of the overall number of young people involved).

### Good Practice example

#### **Project Title: Designing Dialogue**

**Coordinating organisation:** Grad Sveta Nedelja (HR)

**EC contribution:** EUR 18 080

This project gathers young people and decision-makers, as well as experts in public policy from 4 countries in a transnational meeting. Its aim is to create a coherent and needs-orientated model of dialogue between young people and decision-makers to be implemented on local, regional, and national levels, and to connect processes of Structured Dialogue and Model Dialogue for the creation of efficient youth strategies. The project will unite 46 participants, among which 32 young people, 6 accompanying persons and 8 decision-makers/experts from Croatia, Spain, Romania and Turkey.

**Project reference:** 2016-1-HR01-KA347-021987

**E+ project results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/ca78df95-c638-4408-a006-c687b1158d0d>

### International Dialogue Platforms

The Commission undertakes a number of policy dialogue activities with individual partner countries or regional groups of countries. The aim is to provide a forum for policy dialogue on all levels of education and training and to agree upon common issues and priorities for future cooperation with the EU.



## 2016 Policy dialogue activities

- The third **Policy Dialogue on higher education** was organised in Brussels in July 2016 with Southern Mediterranean countries. It focused mainly on the integration of newly arrived migrants and refugees, the use of digital technologies, the creation of National qualifications framework and University autonomy.
- The third **General Assembly of EU-Africa** Harmonisation and Tuning Africa II took place in October in Accra, Ghana. The meeting included a Symposium on Research and Good Practices in a competency-based and student-centred approach to higher education.
- Two **Eastern Partnership Platform** 4 meetings took place in June and December 2016. The discussions focused on skills mismatch in higher education and in VET and on youth cooperation.
- In November 2016, an **Erasmus+ Contact Seminar** for the Eastern Partnership was organised in Kyiv, Ukraine. The event was a platform for networking, sharing experience and setting up of partnerships in order to increase the quantity and quality of joint applications under Erasmus+.
- The first **China-EU Education Ministers Conference** was held in Beijing in October 2016 with the participation of Commissioner Navracsics from the EU side.
- The two-day **Western Balkans Platform on Education and Training** gathered the education ministers of the Western Balkans for its fifth time last June in Sarajevo, Bosnia and Herzegovina to discuss teacher training and higher education.

## International attractiveness projects

Throughout 2016 a consortium of higher education promotion agencies contracted in 2014 by the Commission has been rolling out a range of activities to promote Europe as a high-quality study and research destination. The activities include the provision of fresh content for a Study in Europe portal, social media promotion, higher education fairs in

South Africa, South Korea, Peru and Ecuador, as well as on-line fairs for US and Canada. Networks of higher education promoters are also working in five partner countries: Brazil, China, India, Russia and South Africa.

## Presidency events

Grant agreements were signed under Erasmus+ with the Dutch and Slovak Presidencies to cover costs related to the organisation of the **European Youth Conference** (EYC) and meetings of Member States' Directors-General in charge of Youth, both of which are recurrent Presidency events.

The first EYC of the year was held in Amsterdam in April, organized jointly by Dutch EU Presidency, the Dutch National Youth Council, the Commission and the European Youth Forum (EYF). This event kicked off Cycle V of the Structured Dialogue pursued until mid-2017 by the Dutch, Slovak and Maltese Presidencies under the title "Enabling all young people to engage in a diverse, connected and inclusive Europe".

The second EYC - under the Slovak Presidency - was held in Kosice in October. Over four days, youth delegates and policy-makers developed recommendations based on the input of 65,000 young people from around Europe.

The Total support provided through Erasmus+ for these events amounted to EUR 0.45 million.

## 5.5. Support to European Policy tools and networks

Erasmus+ provides funding for a number of European policy tools and the networks that support their implementation. European policy tools aim to improve and facilitate the transparency of skills and qualifications and the



transfer of credits, to foster quality assurance, and to support skills management and guidance.

## SALTOS

SALTOS, a **network of eight resource centres**, provide non-formal learning resources for youth workers and youth leaders and organise training and contact-making activities to support organisations and National Agencies within the frame of the Erasmus+ Youth Programme and beyond.

**Regional SALTOS** (Eastern Europe and Caucasus, EuroMed, South East Europe) promoted Erasmus+ as a unique opportunity for further strengthening the international youth cooperation and capacity building of youth organisations in the Neighbouring Partner Countries. In 2016, SALTOS were key to the success of several events and activities such as the Western Balkans Youth Conference in Paris, the development of the Western Balkans EuroPeers Network, the promotion and support of the Eastern Partnership Youth Window and the enrichment of the "Tool box".

**Thematic SALTOS** continued to monitor, support and develop the Inclusion and Diversity strategy, the European Training Strategy and Youthpass. They also supported stakeholders in the field of youth to explore new forms of participation of young people, to foster social entrepreneurship and innovation and better align with the 2016 policy priority on preventing violent radicalisation.

Through the activities they organised or contributed to, such as developments of Massive Open Online Courses (MOOCs), organisations of forums (e.g. "Towards collaborative practice 2016. Forum on social innovation and entrepreneurship"), conferences (e.g. "Bridges for Trainers"),

training courses (e.g. "E+ Youth in helping refugees"), resources packs (e.g. "Young people and extremism: a resource pack for youth workers, supporting tools and information material", IT Tools (e.g. OTLAS partner finding tool, European Youth Work Expert Portal), SALTOS were main actors for steering quality in the field of youth.

## Eurodesks Network

The Eurodesk Network offers information services to young people and to those who work with them. The Network supports of the Erasmus+ objective to raise young people's awareness of mobility opportunities and encourage them to become active citizens.

In 2016, they managed and contributed to the further development of the European Youth Portal, and sustained or developed their network of multipliers. As in 2015, Eurodesks continued to contribute to and promote the "Time to Move" campaign which aims at highlighting the benefits of cross-border mobility.

## Euroguidance, Europass, European Qualifications Framework

These three networks deal with different but closely-related issues on skills and qualifications, namely

- lifelong guidance and mobility for learning purposes (Euroguidance);
- communication and understanding of skills and qualifications (European network of National Europass Centres);
- support to national authorities to translate, make understandable and link countries' qualifications systems through European Qualifications Framework National Coordination Points (EQF NCPs).



2016 Centres pursued a greater variety of themed and targeted collaboration with stakeholders and a wide range of communication and promotional activities, with a welcome emphasis on the use of social and online.

In 2016, a large number of events also took place, to market and promote the activities to a broad range of stakeholder audiences. The number of direct and indirect beneficiaries over the years is steadily increasing. In 2016 more than 700 events with 55.000 participants were organised by the Europass network.

Overall, EUR 6.3 million was earmarked to the three networks and another EUR 1 million was available for the development of qualification databases by EQF NCPs.

In total, 97 action plans presented by the designated national centres were successfully implemented in 2016. Furthermore, 7 projects related to the setting up or development of national databases that will be interconnected through the Commission's Learning Opportunities and Qualifications in Europe portal, were granted funding for two years monitored.

Network	Activities	Databases
Euroguidance	34	
Europass	34	
EQF	29	7
TOTAL	97	7

**Figure 25 - 2016 activities of the three networks**

### Example of the action's activities

*The objective of the **2016 Euroguidance cross border seminar** organised by the German national centre in Potsdam was to point out the current status and development of intercultural guidance and integration of migrants, minorities and refugees into education, profession and work. The seminar enabled European guidance counsellors to exchange professional experiences and serve as a basis for networking with each other. Different European countries presented successful integration projects as well as innovative guidance approaches within an intercultural context.*

### Transparency and recognition of skills and qualifications

Erasmus+ funded the testing of the European Reference Framework for Digital Competence in Member States<sup>24</sup>. The framework makes digital competence more transparent and it forms the basis for the self-assessment of digital skills in the Europass CV. Support was also given to test the European Reference Framework for Entrepreneurship, developed in 2014-15 and published in 2016<sup>25</sup>:

<sup>24</sup> <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

<sup>25</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>



## Networks – ECVET

National teams of ECVET experts promote the principles of the ECVET framework for credit accumulation and transfer in VET among policy makers, VET providers and other relevant stakeholders.

With a budget of about EUR 1.3 million in 2016, Erasmus+ supported the teams of experts providing their audiences with targeted information events and training opportunities, running surveys and studies and organising peer learning activities within the European network.

## Networks - EQAVET

In 2016, for the first time, Erasmus+ provided support to the activities of the EQAVET National Coordination Points (via an invitation to apply for a grant (earmarked budget of EUR 1,5 million). The 19 selected projects are actively contributing to complement the current EQAVET Framework, to strengthen mutual cooperation among National Reference Points and to deepen the culture of quality assurance of VET, the importance of feedback loops and the review phase of the quality cycle.

### Example of the action's activities:

*In July 2016 the Croatian Agency for VET and Adult Education organised a **Peer Learning Activity** (PLA) with participants (at system and provider level) from nine countries and the EQAVET Secretariat. The topic was the quality assurance of work-based learning and self-assessment of VET providers, as a part of the Erasmus+ project "Support to EQAVET NRP". Its purpose was to share information and approaches, discuss how these approaches can be strengthened through collaboration and to identify what lessons can be learnt from other countries' experiences. Each country had an opportunity to share examples of good practice and to identify key features and challenges.*

## Networks - ECVET and EQAVET Networks Support

In 2016 the ECVET and EQAVET networks were supported by two contractors hosting and publishing the websites, managing the network memberships, organising events (peer learning activities, seminars, conferences), running surveys and producing newsletters.

### Example of the action's activities:

*The **EQAVET Forum** took place on 7 December 2016 and provided an opportunity for policy makers, VET practitioners, associations of VET providers, social partners and EQAVET users to meet and discuss their approaches and experience of working with quality assurance systems based on EQAVET. The Forum took place during the European Vocational Skills Weeks which sought to improve the attractiveness and image of vocational education and training.*

*The Forum focused on developing and using VET graduate tracking systems; and improving and monitoring the quality assurance of VET with an emphasis on work based learning and on self-assessment tools for VET providers.*

*The conclusions from the EQAVET Forum will be used to develop and refine the work of the EQAVET network.*



## National Coordinators for the implementation of the European Agenda for Adult Learning

Erasmus+ supports National Coordinators in the implementation of the European Agenda for Adult Learning. The 29 National Coordinators selected in 2015, with contract duration of two years, continued in 2016 to engage with stakeholders, establish structures for better coordination of policies at national level, develop information and dissemination activities and raise awareness of EU policy at national, regional and often local level, particularly in relation to improving adult participation in learning and the overall basic skills levels.

## Support for small and medium sized enterprises engaging in apprenticeships

This call for proposals (EACEA 41/2015) was organised in 2 lots, one for intermediary bodies, and another for European networks, in order to support small and medium sized enterprises (SMEs) to either offer new or to substantially increase their current supply of apprenticeships.

The call was highly successful, with a total of 91 applications. 17 projects were selected receiving an overall grant of almost EUR 8.7 million.

### Example of the action's activities:

*A total of 16 projects is currently being implemented under the Call. A first year monitoring meeting of the implementation of projects will take place on 6 October 2017. Examples of projects at national level include the **Crafts Chamber in Croatia** strengthening apprenticeships in SMEs in their network through enhanced information, guidance and advice. At European level, Eurochambres has set-up a network of coaches in SMEs to improve the quality and quantity of the apprenticeship training.*

## National Academic Recognition Information Centres (NARIC)

NARIC provide services for individuals and organisations, advising on comparisons of international qualifications against national qualification framework levels.

In 2016, all activities relating to the twelve NARIC projects selected for the period of 2016-2018 were successfully implemented. The projects covered activities such as the annual ENIC-NARIC meetings, maintenance of the website, a database collecting diplomas and certificates of the participating countries, developing and hosting seminars for the benefit of new staff, identifying the typology used.

## Bologna Process

Twenty-four projects were selected in 2016 in the framework of the European Higher Education Area (EHEA). The projects include a variety of initiatives ranging from quality assurance social dimension of Higher Education and recognition to improve teaching and learning. In addition, most of these projects established national expert groups to support the implementation of EHEA tools in higher education institutions.

All applicants of the two successive calls for proposals launched in the end of 2015 and the one of 2016 were successful in receiving funding for their proposed activities.

## Eurostudent VI - Social Dimension of European Higher Education

The beginning of EUROSTUDENT goes back to the 1990s. In 2016 Erasmus+ financed the sixth cycle **EUROSTUDENT VI** through an invitation to apply for a grant (EACEA 40/2015). The overall budget of EUR



951,974 reimbursed up to 75% of the international costs (2016-2018) of the 26 Countries<sup>26</sup> participating in that cycle.

The project strives to provide data comparison on the social dimension of European higher education supporting countries to review and improve the social dimension of their higher education, as well as to establish robust structures for its national monitoring.

The EUROSTUDENT data set covers all aspects of student life. It focuses on students' socio-economic background, their living conditions but also investigates temporary international mobility and students' assessment of studies and their future plans.

### Erasmus Charter for Higher Education (ECHE)

Higher education institutions must be holders of an ECHE in order to be eligible to apply for any Key Action 1 or Key Action 2 activity in the field of higher education under Erasmus+. The objective of the Charter is to reinforce the overall quality and impact of the programme, with clear commitments before, during and after mobility and cooperation projects. The large majority of ECHE holders were awarded the accreditation following the 2014 call, which is valid for the entire duration of Erasmus+. The number of ECHE-awarded higher education institutions has grown following the successive calls, with smaller higher education institutions

now also being charter holders. The total number of ECHE-awarded HEIs reached 5.222 in 2016, a record number of institutions able to apply for the upcoming Erasmus+ call in 2017. This indicates that the Erasmus+ programme continues to attract newcomers and that its level of brand recognition is still increasing.

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<sup>26</sup> twenty one EU Member States (AT, CZ, DE, DK, EE, FI, FR, HR, HU, IE, IT, LT, LV, MT, NL, NO, PL, RO, SE, SI, SK), as well as 5 Erasmus+ non EU programme countries (AL, GE, IS, RS, TR).









**JEAN MONNET  
ACTIVITIES**







## 6. Jean Monnet Activities

The Jean Monnet Activities are an integral part of the Erasmus+ Programme and aim at promoting excellence in teaching and research in the field of European Union studies worldwide. They consist of **actions** (teaching and research, supporting associations and institutions, fostering the dialogue between the academic world and policy-makers) and **operating grants** to specified institutions.

Jean Monnet activities are generally directed towards enhancing **Studies on European Integration** through different action types. A classical feature is teaching a Module or a Chair in universities all over the world. Jean Monnet encourages the participation of a broader public and also supports outreach to teacher training and civil society in particular young people. In addition, Jean Monnet enhances the dialogue between academics and policy makers at different levels.

### Actions

The interest in Jean Monnet continues to rise, with a 17,6% increase in the number of the applications received in 2016.

**Project title:** Fostering deeper Europeanization of Moldova

**Beneficiary:** ASOCIATIA DE STUDII ETNICE SI REGIONALE – ASER (MD)

**EC Grant:** EUR 59 437

The project contributed to deepening the process of Europeanization of Moldova involving academia, secondary education and vocational training, professional groups, governmental bodies. It increased the knowledge of EU trade policy items, fosters cooperation of young people from rural areas in a public policy dialogue regarding the integration of Moldova into EU structures and developed the spirit of active citizens. It created a platform for dialogue between academics and policy makers on both regional and local levels. The project put into place an efficient dissemination strategy, which included a well-designed web-site available in EN, MO and RU, providing information material, publications and videos of the events.

**Project reference:** 553189-EPP-1-2014-1-MD-EPPJMO-PROJECT

**E+ projects results link:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/4a5516fb-2125-4d58-ab58-10d0e6db5c99>

### Operating grants

As in 2015, the seven institutions pursuing an aim of European interest received a total grant of EUR 29.3 million: College of Europe, Bruges; European University Institute, Florence; Academy of European Law, Trier; Institute of Public Administration, Maastricht; Special Needs Agency, Odense; CIFE, Nice; College of Europe, Natolin.

### Jean Monnet Annual Conference

The Conference, which took place on 17–18 October 2016, focused on the theme of 'Global governance in times of global challenges'.



Nearly 300 people (mostly Jean Monnet Community members) attended the event and the participants examined crucial issues of immediate relevance, not just in the EU, but worldwide. The Conference centred on three main topics, namely peace and security, prosperity and democracy.

JEAN MONNET ACTIVITIES	PROJECTS			TOTAL GRANT (in EUR)		PARTICIPANTS		ORGANISATIONS	
	Received	Awarded	Contracted	Awarded Projects	Contracted Projects	in awarded projects	in contracted projects	in awarded projects	in contracted projects
Jean Monnet Modules	504	101	100	2 465 515	2 432 146	84 600	83 763	101	100
Jean Monnet Chairs	165	64	64	2 736 840	2 727 293	75 264	75 264	64	64
Jean Monnet Centres of Excellence	68	26	26	2 549 755	2 549 755	44 018	44 018	26	26
Jean Monnet Associations	23	8	8	383 510	383 510	3 128	3 128	8	8
Jean Monnet Institutions	-	-	-	-	-	-	-	-	-
Jean Monnet Network	61	14	14	4 113 690	4 113 690	28 616	28 616	93	93
Jean Monnet Information Project	213	57	57	3 042 535	3 027 027	49 419	49 419	57	57
<b>Subtotal total for 2016 Actions</b>	<b>1 034</b>	<b>270</b>	<b>269</b>	<b>15 291 845</b>	<b>15 233 422</b>	<b>285 045</b>	<b>284 208</b>	<b>349</b>	<b>348</b>
Operating Grants to support Specified Institutions	7	7	7	29 297 338	29 297 338			7	7
<b>TOTAL for 2016 Jean Monnet Activities</b>	<b>1 041</b>	<b>277</b>	<b>276</b>	<b>44 589 183</b>	<b>44 530 760</b>	<b>285 045</b>	<b>284 208</b>	<b>356</b>	<b>355</b>

**Figure 26 – Jean Monnet Activities 2016**





**SPORT**







## 7. Sport Activities

With the entry into force of the Treaty of Lisbon in December 2009, the European Union acquired a new competence in the field of sport. Consequently a sport chapter was introduced in the Erasmus+ Programme. Within this context, since 2014, activities aimed at **promoting the European dimension in sport** have been implemented in line with the priorities listed in the Erasmus+ Regulation.

The Erasmus+ Sport chapter allows support to be granted to collaborative partnerships, not-for-profit European sport events, initiatives strengthening the evidence base for policy-making in sport (studies and networks) and the dialogue with relevant European stakeholders. Compared to the first two years of implementation, **2016 focused more on grassroots sport** with the creation of the small collaborative partnerships, and in general on all sport projects aimed at increasing the level of participation in sport and physical activity. A total budget of EUR 34.1 million was earmarked for the whole sport chapter in 2016.

### Collaborative partnerships

Erasmus+ supports collaborative partnerships and small collaborative partnerships in order to develop, transfer and/or implement **innovative practices in sport and physical activity** between various organisations and actors in and outside sport including public authorities, sport-related organisations and educational bodies. Projects may cover anti-doping; match-fixing; dual career of athletes; the fight against violence, racism, discrimination and intolerance; social inclusion; and equal opportunities in sport.

In line with the 2016 Annual Work Programme, the budget earmarked for the collaborative partnerships not related to the European Week of Sport provided for its **balanced distribution** to each of the **four thematic areas**: the implementation of the EU guidelines in the field of physical activity and dual careers; the integrity of sport such as anti-doping and fight against match-fixing; the voluntary activity in sport, the combat against violence, racism, discrimination and intolerance in sport, good governance in sport; and finally the social inclusion and equal opportunities in sport. However, the evaluation of the projects resulted in more projects in the area of social inclusion, and less in the area of integrity of sport.

Similarly to 2015, the number of projects selected was lower than anticipated in the 2016 annual work programme as a high number of applicants requested the maximum grant amount of EUR 400,000. The selected projects covered a **broad spectrum of the sport landscape and stakeholders**, involve many programme countries with a variety of beneficiaries (sport clubs and federations, NGO's, universities, local and regional authorities), and also cover a good number of sport disciplines.

### Not-for-profit European sport events

The **European Week of Sport 2016** took place between 10 and 18 September and included 13 not-for-profit events and 8 collaborative partnerships projects. This second edition was a major success, with more than 15,000 events taking place across Europe and approximately 10 million participants, **double from previous year**.



Action Types	PROJECTS			TOTAL GRANT (in EUR)		PARTICIPANTS		ORGANISATIONS	
	Received	Awarded	Contracted	Awarded Projects	Contracted Projects	in awarded projects	in contracted projects	in awarded projects	in contracted projects
Small Collaborative Partnerships	113	59	59	3,262,568	3,200,891			251	251
<b>Collaborative Partnerships</b>	<b>216</b>	<b>63</b>	<b>63</b>	<b>20,843,867</b>	<b>20,756,890</b>			<b>520</b>	<b>520</b>
Round 1	15	8	8	1,041,949	1,029,726			54	54
Round 2	201	55	55	19,801,918	19,727,164			466	466
<b>Non-for-profit European Sport Events</b>	<b>97</b>	<b>18</b>	<b>18</b>	<b>4,153,531</b>	<b>4,151,289</b>			<b>18</b>	<b>18</b>
Round 1	42	13	13	2,265,255	2,265,255			13	13
Round 2	55	5	5	1,888,276	1,886,034			5	5

Figure 27 - Support for collaborative partnerships by Area

## Strengthening the evidence-base for policy making

Erasmus+ sport also supports actions strengthening the evidence base for policy-making, such as studies, data gathering and surveys. Two **studies** in the area of sport were commissioned in 2016 as well as three extra studies called "**Mappings**". These studies focused on:

- EU data protection rules and the integrity of sport
- the economic impact of sport through Sport Satellite Accounts.
- mapping and analysis of the specificity of sport
- mapping of good practices relating to social inclusion of migrants through sport
- mapping of traditional sports and games in the EU

All the extra studies ("mapping") are published online<sup>27</sup> and can be downloaded free of charge.

## Dialogue with relevant European stakeholders

The **EU Sport Forum** took place in March 2016 in The Hague with the support of the European Commission and the EU Presidency. The Forum tackled key issues facing EU sport including how sport can support the integration of migrants and how to ensure good governance for the world of sport. Participants were updated on debated EU sport policy and preparations were made for the 2016 edition of the European Week of Sport.

<sup>27</sup> [http://ec.europa.eu/sport/library/index\\_en.htm](http://ec.europa.eu/sport/library/index_en.htm)



## Policy dialogue: Presidency events

In 2016, the third year of the implementation of this action, the Presidencies of the Council organised three events on the various contemporary challenges in sport. The Dutch Presidency organised the meeting of Directors General for Sport and the conference on **anti-doping** and the Slovakian Presidency organised a conference on "**Education in and through sport – beyond borders**". Furthermore, in November 2016, Malta organised a conference devoted to the **skilful volunteers** in preparation for their incoming Presidency.



## Dissemination and exploitation of results

The dissemination and the exploitation of the programme results support the development of the education, training, youth and sport policy fields, provide evidence to policy making and maximise the impact of the programme.

The **Erasmus+ Project Results Platform**, the DG EAC's dissemination platform for the Erasmus+ Programme, became operational in 2015 and further improved during 2016. The platform is a comprehensive online database containing information on over 98,000 projects financed under Erasmus+ as well as most projects supported by previous programmes (Lifelong Learning Programme, Youth in Action, Tempus and Erasmus Mundus Programmes).

The platform has a powerful search function: projects can be retrieved by applying specific filters such as programme/field/topics and/or key words. It is also possible to find projects flagged by the Erasmus+ National Agencies as "**good practices**". Among the pool of good practices, DG EAC has selected "**success stories**" – finalised projects that distinguished themselves for their impact, communication potential, contribution to policy-making, innovative results or creative approach, and for their potential to be a source of inspiration to others. The platform allows also visualising on a map the country of the organisations participating in a project.

During 2016 DG EAC produced a leaflet explaining the purpose and functioning of the Erasmus+ Project Results platform. The leaflet is available in all EU languages. To enhance dissemination, 7 videos of selected success stories and over 100 factsheets have been produced. Capturing on one page the key elements of a project, the factsheets are

particularly suitable for enhancing awareness of the Erasmus+ programme through websites and the social media.



## CONCLUSION

**2016 was a successful year for the Erasmus + programme.** In its third year of implementation, the programme reached the necessary **maturity to deliver with impact** across its different fields of action. With a 7.5% budget increase from 2015, Erasmus + supported **725 000 mobilities** and funded close to **21 000 projects**. Overall, **79 000 organisations** have benefitted from the Erasmus+ programme in 2016.

In 2016, Erasmus+ responded efficiently to the political priorities set by the **Paris Declaration**, with approximately €200 million allocated to nearly 1200 projects targeting the **promotion of tolerance, non-discrimination, social inclusion** and the prevention of radicalisation leading to violent extremism and involving local actors, with a focus on inclusive education, youth work, citizenship and intercultural education.

The **Commission also reacted swiftly** by promoting virtual exchanges with neighbouring countries via e-Twinning Plus, and by exploring the benefits of extending the Erasmus+ youth exchanges to the virtual world. However, the rise of radicalisation and the magnitude of social cohesion problems faced by the EU show that further **action is still needed**.

Project participants, national authorities and stakeholders expressed a **high level of appreciation** for the programme's structure, integrating formal and non-formal contexts at all levels of the lifelong learning continuum, and for its inbuilt flexibility to accommodate political priorities, challenges and needs. Both learners and staff expressed high levels of satisfaction from their mobility experiences (93% and 98% respectively), while the **international dimension** of the programme has

proven to be an important instrument to support the achievement of EU external policies.

Furthermore, independent impact studies have shown how Erasmus+ has a **concrete positive effect on the professional, social, educational and personal development** of the beneficiaries by improving employability, developing new skills and competencies and improving the quality of education.

In 2016 Erasmus+ registered a continuous and **steady rise in the overall number and quality of applications for almost all actions**. However, the very high numbers of eligible submissions significantly exceeded the financial resources of the programme. As demonstrated by a Eurobarometer survey of European Youth in 2016, 32% of young Europeans would like to study, undergo training or work in another EU country. With just over 2 million mobilities realised in the three year period 2014-2016, the Erasmus+ programme is **well on track** to meet its target of **supporting 4 million people between 2014 and 2020**.

Although **Erasmus+ is a great success story**, there is need and demand to invest even more in further enhancing the inclusiveness and accessibility of the programme. Doing so will benefit the programme's reputation, will raise the interest of stakeholders in **European cooperation**, and will strengthen **Europe's innovation capacity** and expertise in order to support its ambition to be the world leader in scientific fields such as the environment, artificial intelligence or STE(A)M.







## Glossary of terms

AWP	Annual Work Programme	ICT	Information and communication technologies
CEFR	<i>Common European Framework of Reference for Languages</i>	IO	Intellectual Outputs
CoE	Council of Europe	IPA	Instrument for Pre-accession Assistance
DCI	Development Cooperation Instrument	LGBT	Lesbian, gay, bisexual, and transgender
EACEA	Education, Audiovisual and Culture Executive Agency	LLP	Lifelong Learning Programme
EC	European Commission	LTT	Erasmus+ learning, training and teaching activities
ECHE	Erasmus Charter for Higher Education	LT LTT	Erasmus+ long-term learning, training and teaching activities
ECVET	European Credit system for Vocational Education and Training	ME	Multiplier events
ECTS	European Credit Transfer and Accumulation System	NA	National Agency
EDC/HRE	Education for Democratic Citizenship/Human Rights Education	NARIC	National Academic Recognition Information Centres
EDF	European Development Fund	NEO	National Erasmus Office
EIF	European Investment Fund	NGO	Non-governmental organisation
EIT	European Institute of Innovation and Technology	OECD	Organisation of Economic Cooperation and Development
EMJD	Erasmus Mundus Joint Doctorates	OLS	Online Linguistic Support
EMJMD	Erasmus Mundus Joint Master Degrees	PI	Partnership Instrument
EMMC	Erasmus Mundus Master Courses	SALTO	Support, Advanced Learning and Training Opportunities
ENI	European Neighbourhood Instrument	ST LTT	Erasmus+ short-term learning, training and teaching activities
EPALE	Electronic Platform for Adult Learning in Europe	ROMED	European Training Programme for Roma Mediators
EQAVET	European Quality Assurance in Vocational Education and Training	TCA	Transnational Cooperation Activities
EQF	European Qualifications Framework	TEC	Training and Evaluation Cycle
E&T	Education and Training	TOI	Transfer of Innovation
ET 2020	Education and Training 2020 strategic framework for European cooperation in education and training	VET	Vocational Education and Training
EVS	European Voluntary Service		
EU	European Union		
EUR	Euro		
EWoS	European Week of Sport		
EYCA	European Youth Card Association		
EYP	European Youth Portal		
HEREs	Higher Education Reform Experts		
HEIs	Higher Education Institutions		
KA1	Erasmus+ Key Action 1		
KA2	Erasmus+ Key Action 2		
KA3	Erasmus+ Key Action 3		



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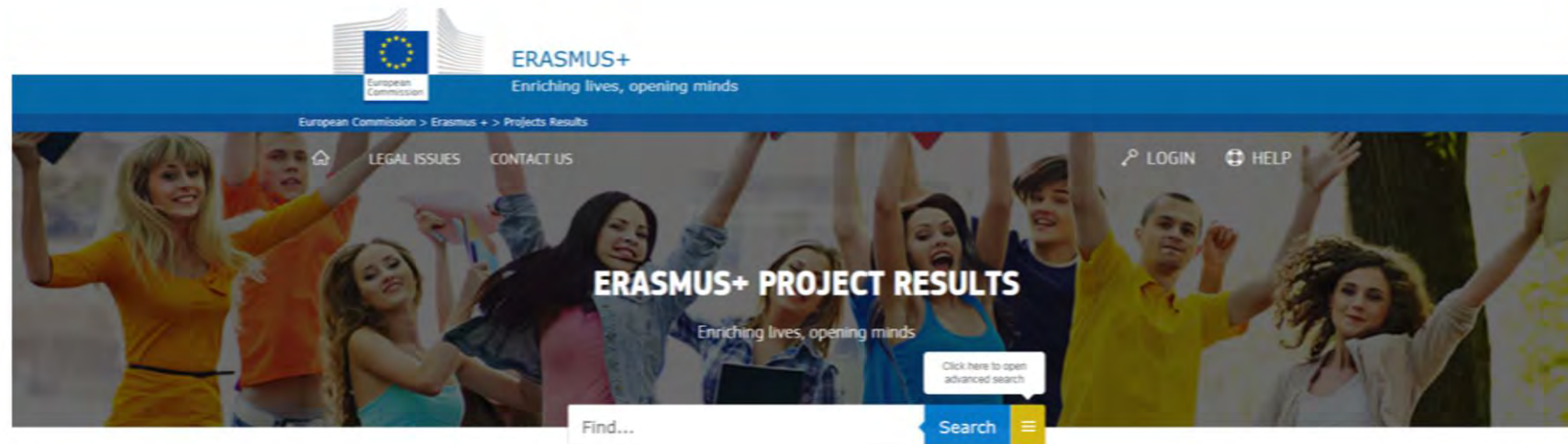
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## FIND OUT ALL ABOUT THE ERASMUS+ PROJECTS



### About

Welcome to the Erasmus+ Project Results Platform.

This database will give you access to descriptions, results and contact information of all projects funded under the Erasmus+ programme and some of the projects funded under its predecessor programmes in the field of education, training, youth and sports.

You can find inspiration from the pool of good practices and success stories, i.e. projects that distinguished themselves in terms of policy relevance, communication potential, impact or design.









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