



ERASMUS+

ANNUAL REPORT

2018

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Erasmus+

Annual report 2018

Foreword by the Commissioner



Erasmus+ is the European Union's flagship programme that invests in **education, training, youth and sport**. Much more than a funding programme, Erasmus+ has become for our young generations **an open gateway to Europe and to the world**. It is the strongest possible antidote to isolationism, paving the way for a Europe that is no longer a distant reality, but one that becomes a slice of life through the unique Erasmus+ experience.

By supporting the learning mobility of people and by strengthening cooperation between institutions across Europe, Erasmus+ provides each year an unparalleled chance for learners to broaden their vision of the world, to acquire essential transversal skills and prepare for the job market, to

emancipate themselves and to grow a sense of what it means to be European in the 21st century.

I truly believe that the best investment in our future is in our young people. For this, my objective will be to work towards a substantially more ambitious Erasmus funding in the future programming period. This will allow us **to expand and facilitate access for participants from all social, economic, geographic backgrounds**, to make the European Education Area a reality by 2025 and to promote excellence and networking among European Universities.

A stronger budget can support many more unique opportunities at developing skills, including digital, fostering learning and innovation, boosting employability, as well as increasing youth participation in democratic life.

Mariya Gabriel

*Commissioner for Innovation, Research,
Culture, Education and Youth*

Foreword by the Director General



The Erasmus+ programme continues to represent one of **the most tangible achievements of the EU**: uniting people across the continent, creating a sense of belonging and solidarity. The programme is giving millions of Europeans a wider field of expression, creating new friendships, raising qualifications and improving the prospects of all participants to better succeed in life.

In 2018, once again, thousands of students, apprentices, teachers, youth workers, trainers in vocational training, studied, trained or gained professional experience abroad.

With a budget of **€2.8 billion euros**, Erasmus+ supported more than **850,000 mobilities**, financed close to **95,000 organisations** and funded around **23,500 projects**.

Starting in 2018, Erasmus+ has also become a key new instrument to make the **European Education Area** a reality by 2025, and to help higher education institutions form 17 strong new alliances, with the **European Universities** initiative.

As in past years, the programme fully delivered on its objectives, achieving **excellent implementation performance** and efficient use of funds, demonstrating its high potential for scaling up implementation in the future.

Over the last three decades, **more than 10 million people** have participated in what, for many of them, turned out to be life-changing experiences. We stand ready to shape and implement a modern, greener, more inclusive and fit for the digital age programme in the years to come.

Themis Christophidou
Director General for Education,
Culture, Youth and Sport

support innovation and forward-looking study fields; and promote European identity.

Towards the European Education Area

As a contribution to the European Social Summit in Gothenburg, the Commission set out a vision for a **European Education Area by 2025**: 'a Europe in which learning, studying and doing research would not be hampered by borders. A continent, where spending time in another Member State – to study, to learn, or to work – has become the standard and where, in addition to one's mother tongue, speaking two other languages has become the norm. A continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity.'

By boosting learning mobility and stimulating transnational cooperation between learning establishments, Erasmus+ was a driving force in 2018 to help advance this vision and turn it into reality. One of the flagships of the European Education Area is the **European Universities initiative**, leading to ambitious and long-term transnational alliances of higher education institutions. The initiative, which was co-created with stakeholders in 2018, resulted in a successful first pilot call in October 2018 with the subsequent emergence of the first 17 European Universities.

At the same time, Erasmus+ supported the implementation of the policy priorities under the European Education Area such as the Council Recommendation from May 2018 **on key competences for lifelong learning**, and initiatives such as '**A renewed agenda for Higher Education**' and '**School development and excellent teaching for a great start in life**'.

Promoting social inclusion, equity and skills

Building on synergies with the **European Year of Cultural Heritage**, in 2018, Erasmus+ called for actions to raise awareness of the importance of Europe's cultural heritage. These actions also supported skills development, social inclusion, critical thinking and youth engagement.

In continuity with previous years, Erasmus+ projects supporting **social inclusion through education, youth and sport activities** constituted a priority. This is reflected in the programme's funding for **formal and non-formal education and training**, and encompasses **all levels and settings of education**: early childhood education and care, youth and sport activities, initial and continuing vocational education and training, higher education and adult learning.

In line with the **New Skills Agenda for Europe**, Erasmus+ also remained a strong pillar in promoting the full range of knowledge, skills and competences that help people succeed in our fast-changing societies, including transversal skills such as creativity, problem-solving and an entrepreneurial mind-set.

Going digital

In 2018, the two cross-cutting themes for mobility projects and strategic partnerships in all fields were the **development of innovative curricula** and the development of **new technologies and digital competences**, reflecting the importance of these subjects in increasing employability and fostering inclusion. The **Digital Opportunity Traineeship Initiative** was launched to better support students to acquire the skills necessary for their future and has boosted specific digital skills of students in all disciplines.

Work on the digitalisation of administrative processes associated with Erasmus+, in particular regarding higher education, continued throughout 2018. The **Erasmus+ Mobile App** continued to serve as a digital one-stop-shop for students and other young people, providing them with a range of services to ease their periods of mobility, the ability to sign Learning Agreements online, and a direct link to the **Erasmus+ Online Linguistic Support**, an online language course in 24 EU languages which enables Erasmus+ participants to improve their language skills.

The **Erasmus Without Paper Network** was officially launched to enable higher education institutions to connect their information systems, to exchange student data in a streamlined way to facilitate digital management of student mobility. The launch of the Network was also the first big step in delivering the **European Student Card Initiative**, which will propose a seamless interface with the Erasmus+ Mobile App and enable to establish a strong visible European student identity.

The **European Youth Portal**, with 5.4 million visits in 2018, launched the **Erasmus+ Virtual Exchanges** platform. This ground breaking project enables youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education.

eTwinning, a community connecting teachers and schools, reached in 2018 the landmark figure of more than 640,000 registered users since 2005. Similarly, the **School Education Gateway** and **Electronic Platform for Adult learning (EPALE)**, with 60,000 and 47,000 registered users respectively, contributed to the exchange of information, ideas and practices across Europe.

Highlights by area

In the field of **school education**, a higher number of projects was funded, with more than 3,500 projects supporting the mobility of close to 40,000 teachers and school staff. Priority was given to **strengthening the profile of the teaching professions**, promoting the acquisition of key competences, supporting schools to tackle early school leaving, and increasing access to affordable and high quality early childhood education and care. A **new and simpler format of School Exchange Partnerships** has been successfully launched, driving a 60% increase in applicant interest. The activities and priorities reflected the legislative progress in the field, initiating the implementation of the Council recommendations on key competences for lifelong learning, on promoting common values, inclusive education and the European dimension of teaching, on high quality in early childhood education and care systems, and on a comprehensive approach to the teaching and learning of languages.

Concerning **vocational education and training (VET)**, the Erasmus+ programme continued to be extremely successful in supporting VET learner and staff mobility and to contribute to a **bottom-up process of internationalisation of VET institutions**. It allowed for more than 148,000 VET learners to carry out a learning period abroad. The introduction of the **ErasmusPro** activity placed a bigger emphasis and gave increased visibility to mobilities longer than three months, thus encouraging more VET organisations to send their learners abroad for longer periods. Beyond the mobility actions, Strategic Partnership projects addressed common **pedagogical challenges in skills development** facing the VET field and contributed to the **modernisation of the VET provision**. Sector Skills Alliances supported

projects identifying sector-specific labour market needs and enhancing the responsiveness of VET systems.

In **higher education**, priority was given to developing relevant student knowledge and skills through mobility, in particular **digital competences**, and to improve the quality of teaching and relevance of curricula through **staff training mobility**. During the academic year 2017/2018 Erasmus+ funded close to 470,000 higher education student and staff mobilities in Europe and with the rest of the world. A range of cooperation projects fostered a better use of ICT for learning and teaching as well as better links between higher education institutions and employers, and society at large. Among them, 255 Strategic Partnership and 31 Knowledge Alliances projects were funded in the field of higher education. In 2018, the **European Universities initiative**, a major new policy co-developed with all relevant stakeholders, turned into action. The launch of its first pilot call attracted great interest.

2018 was a successful year for the **international dimension of Erasmus+**. Around 28,000 higher education participants from the rest of the world came to study or teach in the Programme Countries, and almost 18,000 Programme Country students studied or taught in a Partner Country. With 44 newly selected Erasmus Mundus Joint Master Degrees in 2018, Erasmus+ will fund more than 3,180 student scholarships over six years. The two Capacity Building actions in the fields of Higher Education and Youth were another means of engaging with the rest of the world, and brought together 2,800 organisations in 317 new projects in 2018. In particular, youth cooperation with Partner Countries neighbouring the EU was intensified within the existing Western Balkans Youth Window, the Eastern Partnership Youth Window and the Youth Window for Tunisia, which provide additional funds to reinforce the participation of these countries to the programme.

In the field of **adult education**, the number of mobility of adult education staff increased to reach more than 8,400. At the same time, the number of Strategic partnerships raised by 24% in 2018. Their focus was on social inclusion, and extending and developing educators' competences. The second cycle of the Programme for the International Assessment of Adult Competencies (PIAAC) was implemented.

More than 155,000 young people and youth workers benefited from Erasmus+ funding, either in the form of **youth exchanges** or opportunities for **youth workers**. Through these actions, the programme reached out to significant numbers of young people who would normally have access to fewer opportunities.

The **Jean Monnet Activities** supported 235 new actions in 2018 in 49 countries. The successful applications included many teaching modules, university chairs, networks, projects, centres of excellence and support to associations involving a total support of €15.7 million. Close to 50% of the support went to applicants based outside of the European Union, which confirms that the Jean Monnet Actions have become **truly global**.

In **sport**, a budget of €46.1 million funded 199 projects, among which 118 projects are run by grassroots sport organisations. In addition, it funded the fourth edition of the **European Week of Sport** with unprecedented success, with **more than 50,000 events across Europe**, along with activities under the Tartu Call for a healthy life style and the promotion of social inclusion through sport.

Programme implementation

This report provides the **quantitative and qualitative results** of the Erasmus+ programme for 2018 and gives an overview of the implementation of the 2018 calls for expression of interest of Erasmus+ for the **key actions of the programme**:

- 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

Further, **project examples** are featured to illustrate the activities funded under each action and 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.

The **34 Programme Countries** are: the 28 EU Member States, Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey. **Partner Countries are all the other countries in the world.** For a complete list of Partner Countries, see the Erasmus+ Programme Guide.

Dissemination and the exploitation of results

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



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The [Erasmus+ Project Results Platform](#) exists since 2015 and is being continuously improved. The Platform is a comprehensive online database containing information on over **130,000 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, which also allows to find projects flagged **‘good practices’** and **‘success stories’**. These projects have distinguished themselves for their policy relevance, communication and dissemination potential, impact and sustainability, innovative results or creative approach, as well as for their potential to be a source of inspiration to applicants for other projects. The Platform also allows

visualising on a map the countries of the organisations participating in projects.

To enhance dissemination, **6 videos** and **31 factsheets** of selected success stories were produced in 2018. Capturing on one page the key elements of a project, factsheets are particularly suitable for enhancing awareness of the Erasmus+ programme.



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In 2018, a **Network of Erasmus+ National Agencies Communication Officers** was established. The network is composed of National Agencies staff working in the field of communication and dissemination and is open to the participation of other stakeholders. The objectives of the network are:

- to share good practices and resources,
- to improve capacity and gain knowledge of innovative communication tools,
- to provide input and feedback to the Commission on the next generation of Erasmus for 2021-2027.

Social Media

Social media plays a central part in the Erasmus+ communication strategy, allowing the European Commission to directly reach out to and **engage with the public, notably young people**.

The Erasmus+ social media channels – Facebook and Twitter – serve primarily two purposes: informing about EU programmes, initiatives and policies related to education on one hand, and building an interactive community of young people enthusiastic about Europe, Erasmus+ and the many opportunities offered by the EU on the other. These channels contribute to the overarching communication objective of the Commission to form a **more positive opinion about the EU** among citizens.

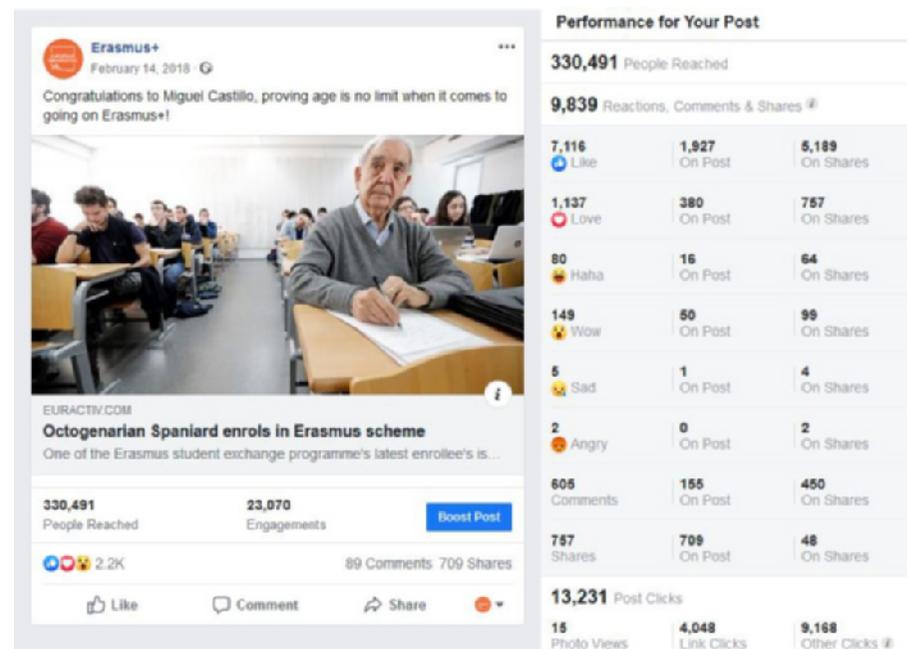
After an impressive growth in 2017, which can be ascribed to the social media campaign for the Erasmus 30th anniversary, in 2018 the Erasmus+ social media platforms continued to grow at a lower but steady rate, proving their relevance and good performance.

With 71,600 new fans in 2018, an increase of 16,5% compared to the previous year, Erasmus+ continued to be the biggest individual **Facebook** page of the European Commission, besides the corporate account. By the end of the year, the page had achieved a total fan base of 504,790 and had an average daily reach of 262,000 people, which is 54,7% more than in the previous year.

Erasmus+ Twitter also saw a positive development, gaining 14,900 followers in the course of the year, which is twice as many as in the previous year. By the end of 2018 Erasmus+ Twitter had reached 76,570 followers. Interactions per 1,000 followers also went up, from 638 to

1,040, meaning that on average each follower engaged with a piece of content at least once.

In addition, the hashtag **#ErasmusPlus** was used 128,000 times by 25,000 unique authors.



The best performing Facebook Post of 2018:

Reach: 330,500

Engagements: 23,070

Reactions, Comments and Shares: 9,839

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1. The 2018 priorities

Political context

In December 2017, the EU leaders identified priority work strands towards achieving a **European Education Area by 2025**, where learning mobility is the norm, where universities can work seamlessly across borders, where it is normal to speak two languages in addition to the mother tongue, where school and higher education diplomas are automatically and mutually recognised, where everyone feels they belong, irrespective of their background and where Europe would become a continent of excellence in education and research.

More specifically, following the call of EU leaders to encourage the emergence of 'European Universities', the first call for proposals was launched in October 2018 for the emergence of the first 17 European Universities. These ambitious transnational alliances of European higher education institutions will develop long-term structural and strategic cooperation.

In 2018, Erasmus+ continued to support the implementation of the objectives of the [2015 Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education](#).

Erasmus+ also continued to support the priorities of the [Strategic framework for European cooperation in education and training \(ET2020\)](#) and to reflect the objectives of:

- [The Strategic Agenda of the European Union for Jobs, Growth, Fairness and Democratic Change \(2014-2019\)](#)
- [The Europe 2020 strategy \(EU2020\)](#)

- [The EU Youth Strategy \(2010-2018\)](#)
- [The EU Work Plan for Sport \(2017-2020\)](#)

Legislative progress

In 2018, the Commission adopted the following key documents:

- a proposal for an updated [Council Recommendation on Key Competences for lifelong learning](#), which sets out the knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.
- a proposal for a [Council Recommendation on promoting common values, inclusive education and the European dimension of teaching](#). The Recommendation aims to promote common values at all levels of education; foster more inclusive education; encourage a European dimension of teaching and support teachers. It seeks to create the conditions for greater commitment by Member States and to help build education systems that are more inclusive and value-based.
- a [Communication on the Digital Education Action Plan](#). This action plan identifies three key priorities: making better use of digital technology for teaching and learning, developing the relevant digital skills and competences of all citizens, and improving education systems through better data analysis and foresight.
- a [Communication on Building a stronger Europe](#): the role of youth, education and culture policies, which included how work on European Universities and the European Student Card

Initiative would be carried forward within the Erasmus+ programme.

- a proposal for a [Council Recommendation on promoting the automatic mutual recognition of higher education and upper secondary school education diplomas and the outcomes of learning periods abroad](#). This represents a new approach, which will support Member States in ensuring that upper secondary and higher education qualification gained in a Member State are automatically recognised in the others, for the purpose of granting access to further study. This includes reinforcing the commitment of Erasmus+ beneficiaries to fully and automatically recognise The ECTS (European Credit Transfer and Accumulation System) Credits earned abroad by their students as agreed in the Learning Agreement.
- a proposal for a [Council Recommendation on a comprehensive approach to the teaching and learning of languages](#), which aims at increasing language competences of young people by addressing the need to invest in language learning and increasing language-awareness in compulsory education.
- a proposal for a [Council Recommendation on high quality early childhood education and care systems](#), to support Member States in their efforts to improve access to and quality of their early childhood education and care systems, and promote the use of the Quality Framework for Early Childhood Education and Care.

Looking forward

In January 2018, the European Commission published the **mid-term evaluation of the current Erasmus+ programme**. This evaluation found that the programme is being identified as one of the three most positive results of the EU and that it provides **strong EU added value**. Its sectoral coverage, programme architecture and management structure enable the programme to deliver **unique results**.

Furthermore, the evaluation found that Erasmus+ is **successful in reaching out to disadvantaged young people** (11.5% of the total number of participants) and has a **good geographical balance**. This evaluation, the recommendations of a wide-ranging impact assessment, the feedback from the open public consultation on EU funds in the area of values and mobility, and various contributions from relevant stakeholders, informed the Commission's proposal for the next generation of the Erasmus programme for 2021-2027.

The Commission adopted its proposal for the [future Erasmus programme](#) on 30 May 2018, still to be adopted by the Council and the European Parliament in 2020. The proposal for the future programme aims to **ensure stability and continuity with the current programme**, while introducing a number of improvements and novelties such as virtual and blended mobility, more focus on the development of forward-looking skills, and enhanced efforts to become a more inclusive and accessible programme. In addition, the Commission proposed to strengthen the **international dimension of the programme beyond higher education and youth**, and opening to areas such as vocational education and sport. The programme will also focus on raising awareness and **better understanding of the European Union and its values**, as well as on fostering **engagement in democratic life**.

The Council adopted a [new EU 'Youth Strategy' for 2019-2027](#) that sets the long-term frame, priorities and tools for European cooperation in the youth field. The EU 'Youth Strategy' goal is to engage, empower, and connect young people, to foster their participation in democratic life and to support their personal development. The EU Youth Strategy also endorsed 11 European Youth Goals, which young people themselves put forward through the Youth Dialogue process, and calls for the mobilisation of youth policy instruments to achieve these goals. The Strategy also builds on the potential of the Youth programmes, such as Erasmus+ youth and the European Solidarity Corps.

2. Programme implementation

In 2018, there was **significant continuity in the programme priorities**. As in previous years, emphasis was placed on activities of the programme which **promoted and fostered social inclusion, equity and active citizenship** in formal and non-formal education, training, youth and sport. Integrated and innovative approaches aimed at fostering inclusion, diversity, equality, gender-balance and non-discrimination in education, training and youth activities.

The programme also focused on actions supporting the **professional development of educators and youth workers**, particularly in dealing with early school leaving, learners with disadvantaged backgrounds and diversity in classrooms. Further priority areas included supporting **open education and innovative teaching practices**, fostering transparency and recognition of skills and qualifications as well as promoting sustainable investment, performance and efficiency.

The Erasmus+ programme continued to focus on actions which helped learners **develop skills for employability and professional**

development. The programme also evolved to integrate the EU strategic priorities of **increasing digital skills** across the areas of education, training and youth.

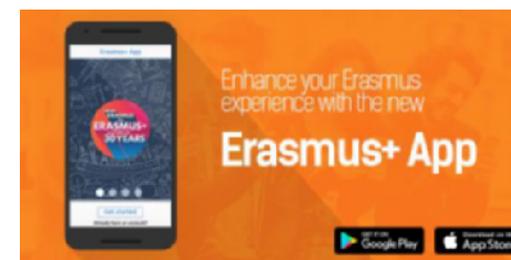
In the context of the **European Year of Cultural Heritage 2018**, priority was given to actions contributing to raising awareness of the importance of Europe's cultural heritage through education, life-long learning, informal and non-formal learning, youth as well as sport, and included actions to support skills development, social inclusion, critical thinking and youth engagement.

Digitalisation

Work on the **digitalisation and simplification** of administrative processes associated with Erasmus+, and in particular regarding Higher Education, continued throughout 2018.

Erasmus+ Mobile App

The **Erasmus+ Mobile App** continued to serve as a **digital one-stop-shop for students and other young people**, providing them with information, tips, notifications and other



services to help make organising their periods of mobility easier. The app was downloaded and installed more than 73,000 times since its launch in mid-2017.

The app enables participants to have all of the necessary and relevant information on their **Erasmus+ mobility at their fingertips**, including

a step-by-step checklist of the mobility cycle, practical information from former participants, a direct link to the Erasmus+ Online Linguistic Support, and the ability to sign Learning Agreements online. Users can add their own content as well, such as tips about the city or the country of exchange.

It also enables **higher education institutions** to send important notifications to their mobility participants throughout the mobility cycle, facilitating the flow of information. By further optimising the use of technology and the IT tools available to project coordinators in higher education institutions, programme management will become more efficient with higher quality services for participants.

Online Linguistic Support

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 five years, around 1.3 million Erasmus+ participants have benefitted from the OLS assessment tool.

Erasmus+ OLS is continuously improving its courses and expanding on the number of languages on offer. With a **total of 24 languages**, all official EU languages are represented in the language assessment. The most frequently accessed language courses are English, French, German, Spanish and Italian.

The number of participants that enjoy Online Linguistic Support to improve their language abilities continues to grow in numbers. In 2018,



150,000 participants have used OLS courses, representing an increase of around 15% as compared to the previous year. In total, more than 530,000 participants have benefitted from online language training courses since the launch of OLS in 2014. Among them over 8,000 newly arrived refugees in society acquired new languages skills through the 'OLS for Refugees' initiative.

Erasmus+ virtual exchange

Erasmus+ Virtual Exchange

is a ground breaking project enabling youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education. The hub on the European Youth Portal centralises all information related to the Erasmus Virtual Exchanges initiative in one place. In doing so, it further strengthens **people-to-people contacts and intercultural dialogue** between Erasmus+ Programme Countries in Europe and our EU neighbours in the south.



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Budget and financial commitments

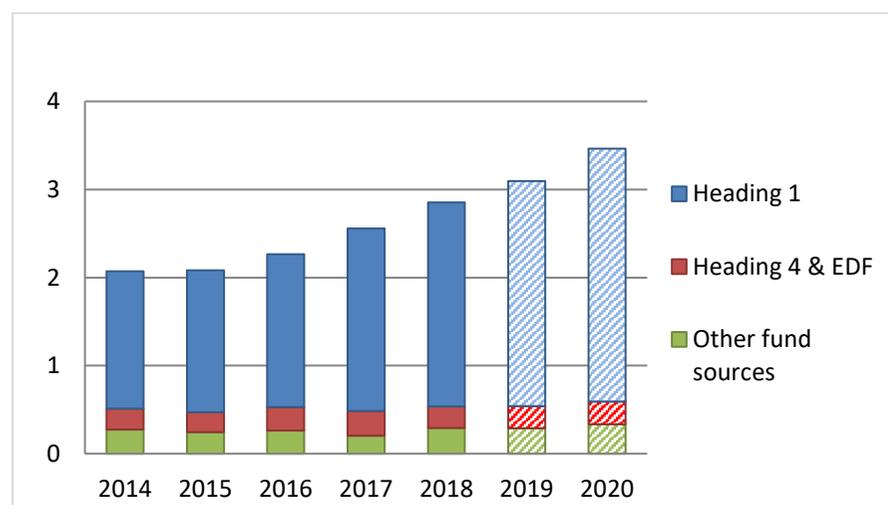


Figure 1 - Erasmus+ financial envelope 2014-2020 (in billion EUR)

Budget 2014-2020

The Erasmus+ indicative financial envelope is **€16.4 billion for the period 2014-2020**: €14.5 billion under EU budget heading 1a (Competitiveness for growth and jobs) and €1.9 billion under Heading 4 (Global Europe) to address the international dimension of the programme.

Budgetary Execution 2018

The total budget of the Erasmus+ programme increased year on year including additional budget voted by the budget authority. The **final budgetary execution (EU Budget Commitments)** for 2018 amounts to €2.82 billion, being €263 million more compared to 2017 (10.3% increase).

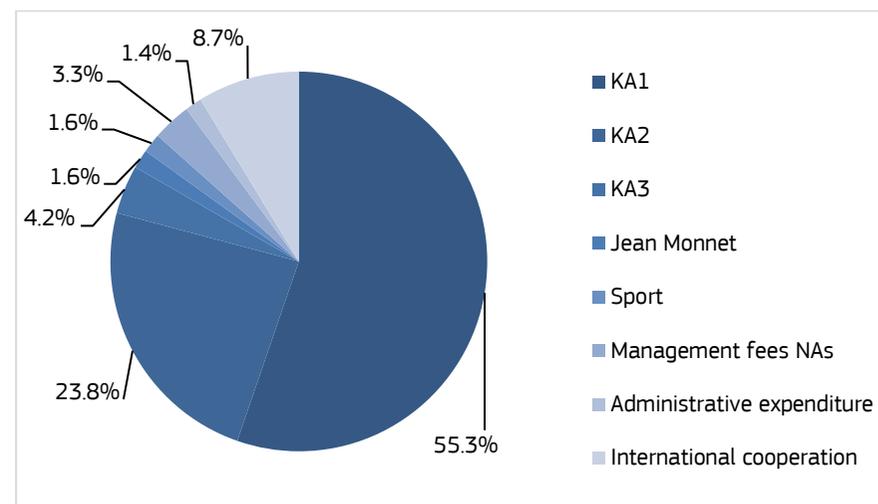


Figure 2 - Erasmus+ Budget Commitments 2018 per Key Action

Compared to the previous years, there is a slight increase in the combined allocation to Key Action 1 and Key action 2 from 76% in 2017 to 79% in 2018, while the budget share for International cooperation has slightly decreased from 11% in 2017 to 9% in 2018.

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 74% of the commitments in 2018; the youth sector received around 9% for the same period. The remaining budget was distributed between Jean Monnet, sport, international cooperation, administrative expenditure and management fees for the National Agencies.

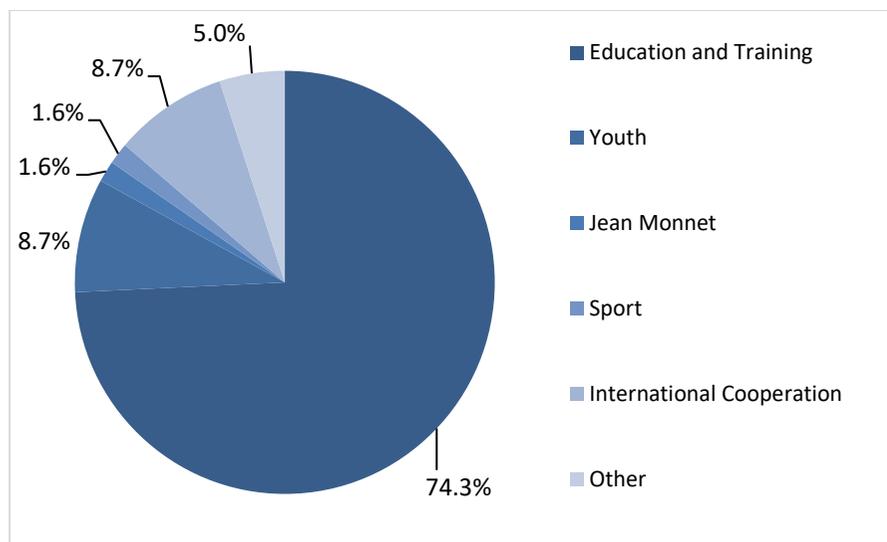


Figure 3 – Erasmus+ Budget Commitments 2018 per Sector

The Erasmus+ programme implementation in Programme Countries is mainly entrusted to the **National Agencies** (indirect management), appointed and supervised by National Authorities of the participation countries to the Erasmus+ programme, but is also carried out in direct management mode via the Education, Audio-visual and Culture Executive Agency (**EACEA**) and to a lesser extent by the **Directorate-General for Education, Youth, Sport and Culture of the European Commission**.

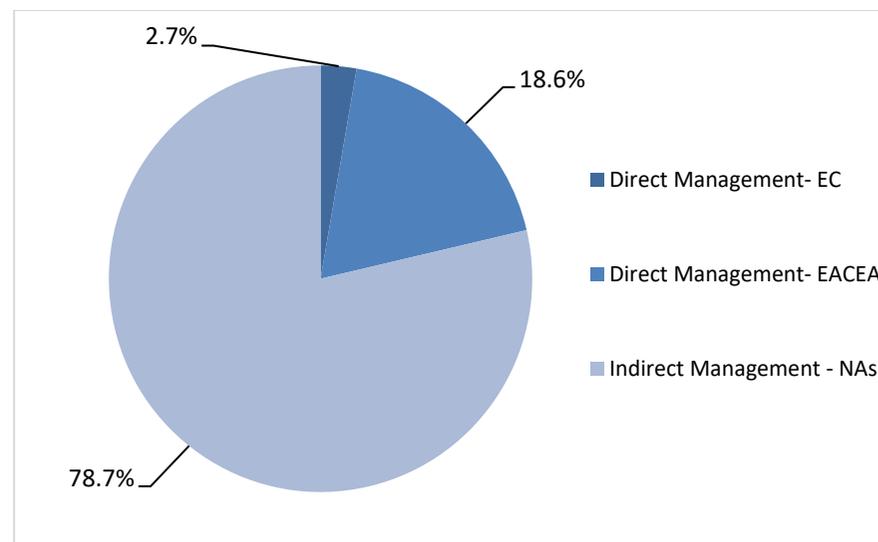


Figure 4 – Erasmus+ Budget Commitments 2018 by Management mode (in million EUR)

In 2018 the actions implemented through National Agencies represented 79% of the Erasmus+ commitments. The National Agencies managed to commit entirely the Heading 1 and Heading 4 budgets allocated to them.

Cooperation with National Agencies and programme stakeholders

Since 2014, a number of **consultative working groups** set up for a co-creation process between the European Commission and National Agencies continue to provide input to improve the overall programme implementation:

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

activities such as Strategic Partnerships, reporting, monitoring and evaluation.

- The sector-specific working groups in the higher education, vocational education and training, school education and youth fields continued their cooperation to progress in several domains such International Credit Mobility, Erasmus+ Higher Education Charter, and the Youthpass.
- In view of the preparation of the future Erasmus programme, new horizontal and field-specific working groups on mobility and cooperation actions were established in the second half of 2018. In Higher Education, this process has been facilitated through three dedicated Working Groups discussing future mobility activities, the future of cooperation projects and the future Erasmus Charter for Higher Education.

The **Youthpass Advisory Group** discussed the implementation of Youthpass and engaged in reflections on a revised Key Competences framework and on the development of a monitoring strategy. The Group explored and analysed some of the ideas for future renewal of the instrument to continue supporting the quality and recognition of non-formal and informal learning in Erasmus+ youth projects in the years to come.



KEY ACTION 1

Learning mobility
of individuals

3. Key Action 1 - Learning mobility of individuals

In 2018, Key Action 1, the **largest action in Erasmus+**, received 55% of the Erasmus+ total budget and was mainly implemented by the National Agencies. The EU committed €1.56 billion under Heading 1 for KA1, 12% more than in 2017.

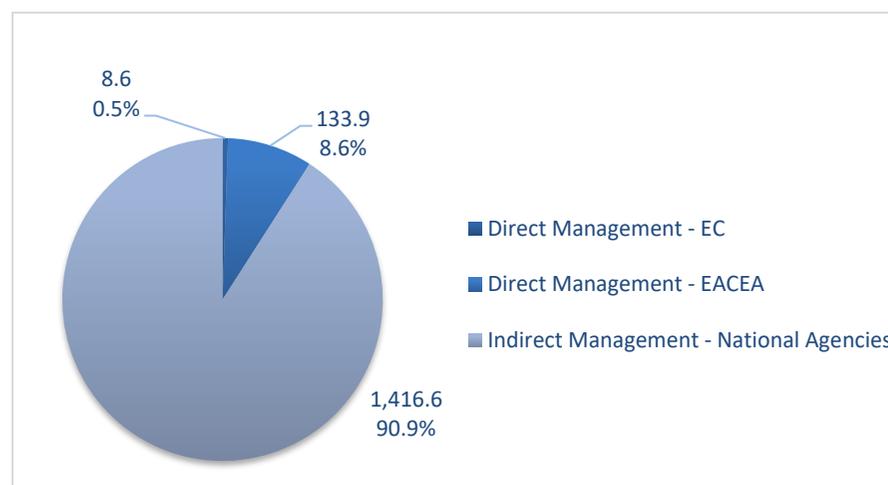


Figure 5 - KA1 - Erasmus+ Budget Commitments by Management mode (in million EUR)

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**, 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, recent graduates, 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.
- **Erasmus Mundus Joint Master 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 Loan scheme** provides increased access to EU-guaranteed 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**, 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: Vocational Education and Training (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
- KA111: Erasmus Mundus Joint Master Degrees
- KA104: Adult education staff mobility
- KA105: Mobility of young people and youth workers
- KA125: Mobility projects for young people: Volunteering projects

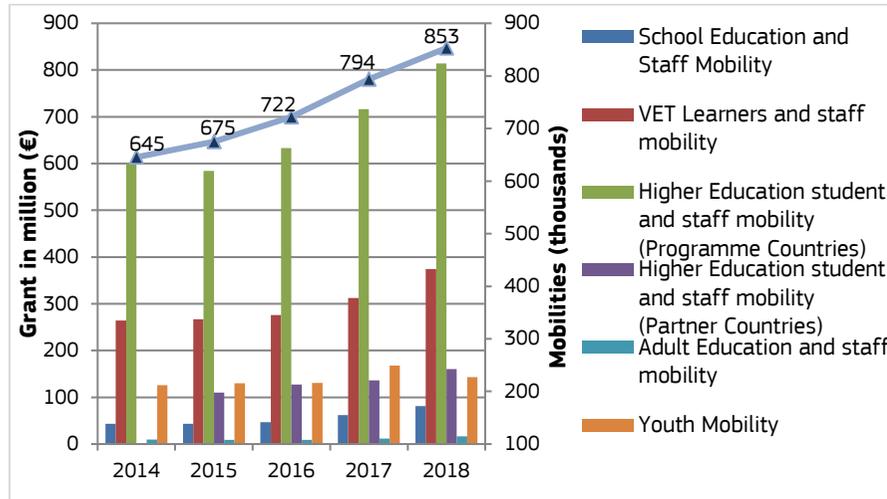


Figure 6 - KA1 Mobility Trends 2014-2017 for indirect management

Since 2014, overall Key Action 1 activity has increased steadily, with a total of more than 18,000 projects contracted in 2018, 853,000 individual mobilities and close to 70,000 organisations have reaped benefits from Key Action 1 funding in 2018.

This Key Action has a **strong impact at both individual and organisational levels.**

3.1 Mobility for Education and Training

KA101 - School education staff mobility

2018 was a **successful year for Erasmus+ in schools.** The budget for school education staff mobility reached €81.1 million, an increase of 31% compared to 2017. The number of contracted projects increased by 21% compared to 2017, with 3,527 projects funded in 2018. Consequently, the number of staff mobility periods abroad in contracted projects expanded by 25%, and the average funding per participant also slightly increased to €1,708.

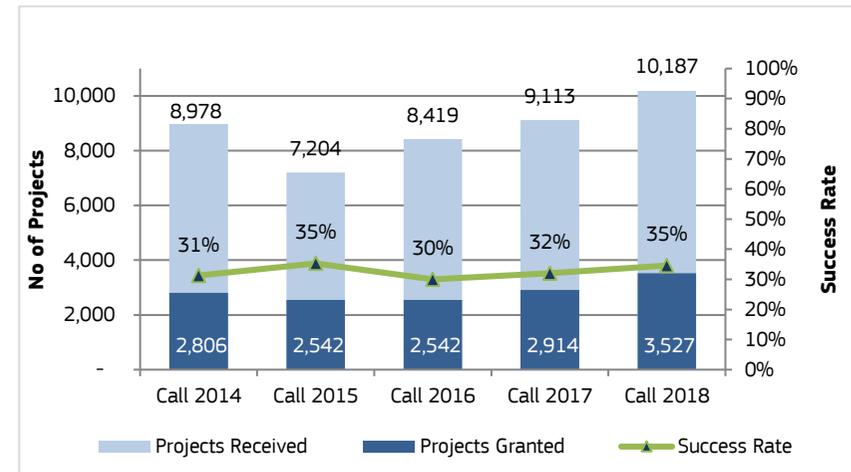


Figure 7 - KA101 School Education projects trend 2014-2018

The top five topics covered by the selected projects was similar to the previous years: teaching and learning foreign languages; new innovative curricula and training courses; digital competences; pedagogy and didactics; and schools' quality development.

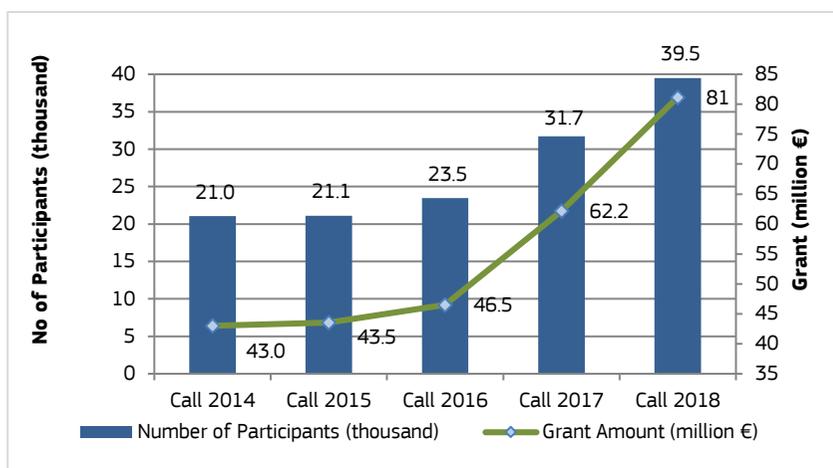


Figure 8 - KA101 School Education: contracted grants and forecasted participants per call year



Our School for The Future

Coordinating organisation

Kozgazdasagi Politechnikum Alternativ Gimnazium

EU Grant

€36,223

The project supported training and job-shadowing of school leaders and teachers of an independent school with the aim of discovering and adapting innovative educational methods and strategies. The results were the renewal of teaching and management practices and the enhancement of the European dimension of the school.

Project ID: [2016-1-HU01-KA101-022800](#)

Local and regional school authorities as well as other school coordinating bodies applying as consortium leaders contributed to provide easier access to the programme to small and less experienced schools. The number of projects using this opportunity continued to increase steadily in 2018 reaching 285, 57% more than in 2017

KA102/KA116 - Vocational Education and Training (VET) learners and staff mobility

After a stagnation in 2017, **more VET learners and staff benefit from Erasmus+ in 2018**. The number of received applications in VET for learners and staff mobility increased by over 750, to reach 7,854 in 2018.

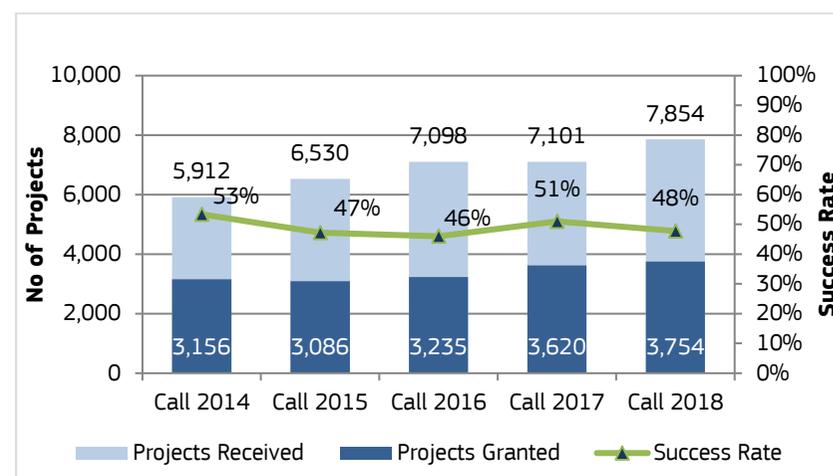


Figure 9 - KA102/KA116 VET projects trend 2014-2018

In 2018, 3,754 projects were contracted for a total grant of €374.2 million. 148,000 VET learners and more than 22,000 VET staff will carry out a mobility period abroad before June 2020.

The selected projects in 2018 mainly covered teaching and learning foreign languages; intercultural/intergenerational education and lifelong learning; labour market issues including career guidance/youth unemployment; new innovative curricula/educational method; EU awareness and democracy; and international cooperation and EU citizenship.

347 projects used the opportunity of applying as national consortia. This cooperation format supports the development of internationalisation and improves the quality and management of the mobility activities.

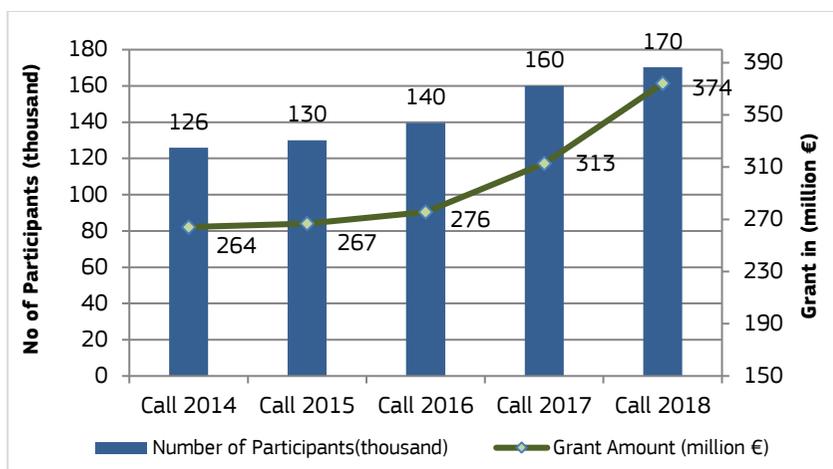


Figure 10 - KA102/KA116 VET: contracted grants and forecasted participants per call year

Erasmus+ offers organisations with proven capacity for organizing high-quality learning mobilities some possibilities to further develop their European internationalisation strategies through **VET mobility Charters**. This accreditation gives them the opportunity to apply for mobility grants through a fast-lane procedure (KA116) while reducing the administrative workload of the Charter holders. 18% of the projects

contracted in 2018 were submitted by VET Charter holders. These projects represented 25% of the forecasted participants.

Enhancing long-term mobilities

In 2018, **ErasmusPRO** was introduced. It aims at increasing long-term mobility abroad (3 to 12 months), for VET learners or recent graduates. It responds to calls from the European Parliament, as well as companies, and other VET stakeholders, to increase the quality, the attractiveness, and the employability of VET learners through long-duration workplacements abroad. 604 projects were contracted in 2018, representing over 12,000 ErasmusPro mobilities. This specific support contributed to an increase of 31% of VET learner mobilities lasting more than 3 months.

Positive impact on participants

The very first feedback from participants demonstrates the positive impact mobility has in terms of personal and professional development in the VET sector:

- 95% are satisfied or rather satisfied with their Erasmus+ experience,
- 91% declared to have become more motivated to carry on developing their professional skills,
- 80% gained practical skills relevant for their current job and professional development.



Go Global

Coordinating organisation

Aarhus Tech

EU Grant

€84,473

Go Global focused on the important intersection of vocational training and international mobility in today's labour market. VET students and teachers within the partner organizations engaged in job shadowing, teaching assignments, network meetings and conferences focused on the development of European VET professionalism. This cultural collaboration resulted in better quality assurance of future Educational Credit System for Vocational Education and training (ECVET) modules and best practices. Go Global advocated the benefits of international mobility through vocational training, exposing students to valuable knowledge and practices within the VET field.

Project ID: [2016-1-DK01-KA116-022193](#)

KA103 - Higher education student and staff mobility

After celebrating the 30th anniversary of Erasmus+ in 2017, in 2018 the Commission launched several ambitious new initiatives that will **pave the way to making mobility a reality for all** as set forward in the work towards a **European Education Area** by 2025. This includes removing any barriers to learning, teaching and training mobility for students and staff in higher education, promoting social inclusion, innovation, cross-disciplinary cooperation and enhancing the competitiveness of European higher education institutions.

In December 2018, the **Erasmus Without Paper Network** was officially launched. The network enables higher education institutions to connect their information systems to exchange student data in a streamlined way to facilitate digital management of student mobility. The Erasmus Without Paper project is also developing a solution for higher education institutions without their own information system to manage student mobility and to connect to the Erasmus Without Paper Network. Over 1,300 higher education institutions across Europe are already involved in the testing phase. The goal is to fully replace paperwork for a smooth and interoperable digital workflow for all higher education institutions in the next programme.

The launch of the Network is also the first big step in delivering the **European Student Card Initiative**. The European Student Card Initiative will develop a digital one-stop shop for students, via the Erasmus+ Mobile App, to have easy access to all the services they will need before, during and after their mobility and enable the 'European Student' hologram to be added onto existing student cards to establish a strong visible European student identity.

Boosting digital and forward looking skills

Funded through Horizon 2020 and implemented through Erasmus+, the **Digital Opportunity Traineeship Initiative** was launched to better support students to acquire the skills necessary for their future. It has boosted specific digital skills of students in all disciplines, with the first trainees going abroad in June 2018. During the academic year 2018/2019, around 5,000 students have enhanced their digital skills in areas such as programming, cybersecurity, data analytics, digital marketing, development of apps, software and websites, and training of robots and artificial intelligence applications.

Reaching out to more higher education institutions and mobility participants

Intra-European mobility activities in higher education increased again in 2018. Over 4,000 higher education institutions and mobility consortia were awarded with mobility grants. With a total of 325,000 student and 69,700 staff mobilities between Programme Countries in 2017/2018, Erasmus+ supported a higher number of students and staff as compared to the previous year.

There is a strong trend with students increasingly opting to do Erasmus+ traineeships abroad, showing the great interest among young people to get practical experiences abroad to improve their career prospects. In 2017/2018, 95,800 students as well as recent graduates undertook training abroad compared to 76,000 participants in 2014, bringing the total number of student and recent graduate traineeships under Erasmus+ to 343,600. At the same time, 229,700 students went abroad for one or two semesters to study. In terms of staff mobility, 36,000 academic staff went abroad to teach at a partner institution while 33,700 teaching and administrative staff developed specific skills through undertaking a training period abroad. **Staff mobility to develop innovative pedagogical and curriculum design skills** was a key priority in 2018.

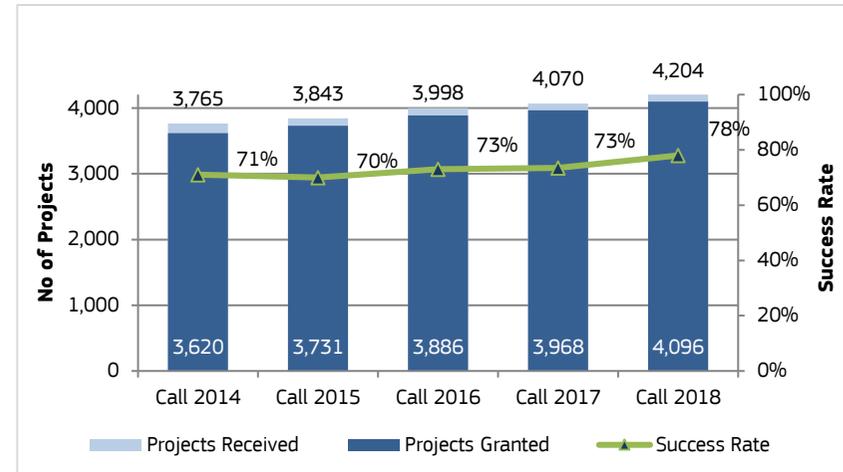


Figure 11 - KA103 Higher Education projects trend 2014-2017

NB: Success rate for Higher Education KA103 is calculated based on participants in contracted projects over participants in submitted projects

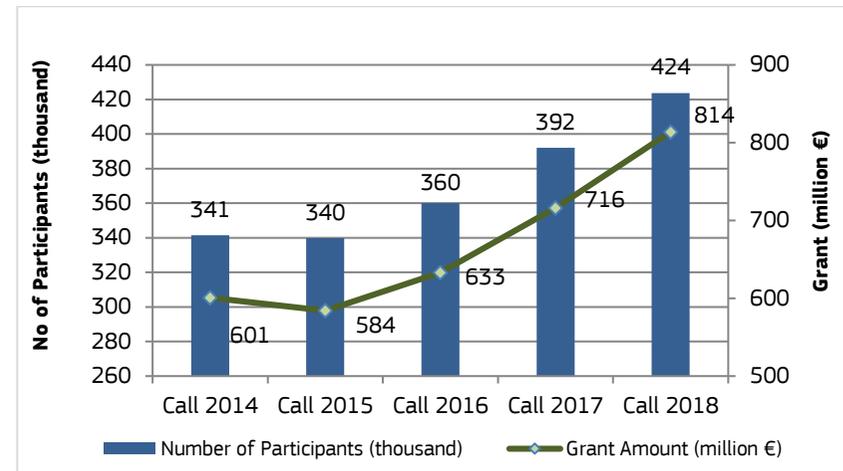


Figure 12 - KA103 Higher Education: contracted grants and forecasted participants per call year

Positive impact on participants, social cohesion and sense of a shared European identity

Analysis of participant surveys shows that satisfaction rates remain very high with over 95% of students and 99% of staff being satisfied or very satisfied with their Erasmus+ experience abroad. The participant reports demonstrate how the programme greatly contributes to a sense of a shared European identity and being open minded to working abroad. These reports show how the Erasmus+ programme fosters social cohesion and tolerance.

- 95% of mobile students learned to better get along with people from different cultures and 93% improved their ability to take cultural differences into account.
- 95% of mobile staff and 90% of mobile students agreed that the European Union is necessary and saw an added value in being European.
- 97% of mobile students improved their language skills during their mobility.
- 91% of mobile staff improved their intercultural competencies and are better able to get along with people from different backgrounds and to consider different cultural backgrounds.
- 88% of mobile students became more open towards working abroad sometime in their future career.
- 84% of mobile students improved their problem solving skills, meaning they are better able to find solutions in difficult or challenging circumstances.

Improving quality of services for participants in higher education

The number of **Erasmus+ Higher Education Charters (ECHE)** awarded to higher education institutions grew again in 2018. There were 199 new institutions that received a charter, reaching a total of 5,703 ECHE accredited higher education institutions participating in Erasmus+. The ECHE provisions are being implemented with increasing success and their fulfilment is consistently being monitored in order to ensure the smooth and successful implementation of the programme.

Staff: training and mobility

In 2018, the programme emphasised the need to **train academic staff** in innovative pedagogies and curriculum design, and required higher education institutions to set institutional targets in terms of the number of staff to support to take part in such training activities abroad. As a result, in 2018, higher education institutions started to substantially support their teaching staff by dedicating more than a third of their Erasmus+ funded staff training mobility to this purpose.

KA107 - Higher education student and staff mobility between Programme and Partner Countries

The fourth call for higher education student and staff mobility between Programme and Partner Countries, or **international credit mobility**, continued the action's popularity among higher education institutions (HEIs) in programme and Partner Countries alike.

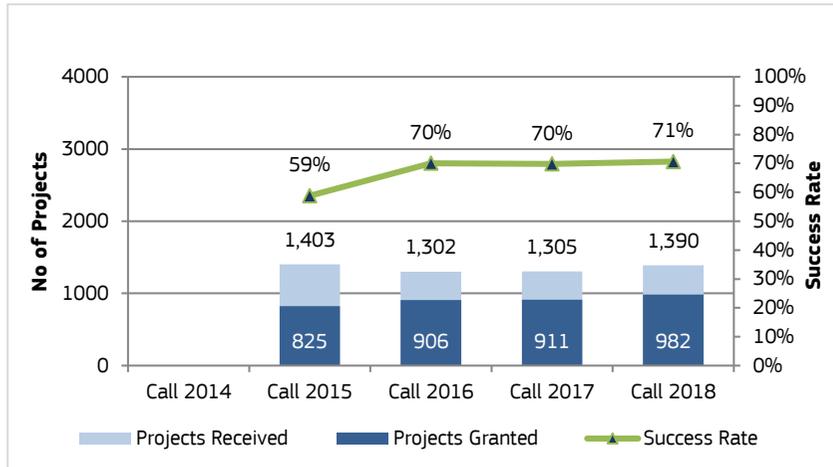


Figure 13 - KA107 Higher Education grants trend 2014-2018

Projects selected in 2018 will award over 46,000 individual grants to students and staff over the next two years, up by 12% compared to the 2017 call. Staff mobility will account for around 58% of grants awarded, which reflects the Commission’s advice to stakeholders that staff mobility has systemic impacts for participating HEIs and that this activity is a good place to start with new partners.

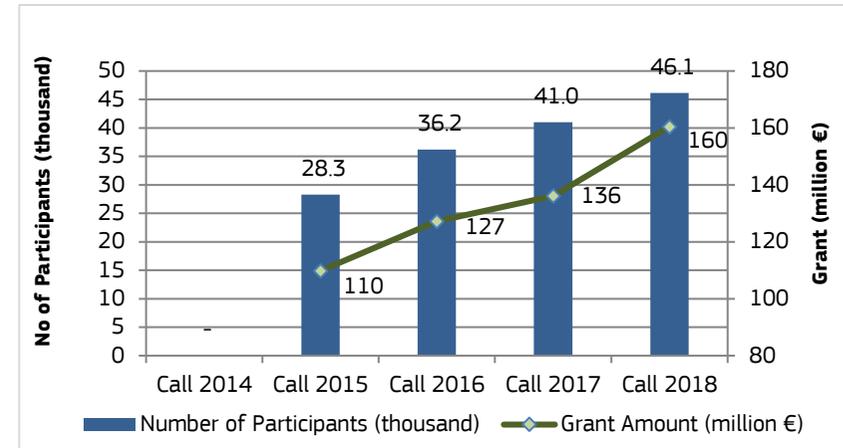


Figure 14 - KA107 Higher Education: contracted grants and forecasted participants per call year

Just over 28,000 mobilities will be incoming to the 33 European Programme Countries, compared to 25,000 in 2017. About 18,000 will be outgoing to Partner Countries around the world, up from 15,800 in 2017. The share of outgoing mobility (39%) in relation to incoming mobility has remained steady compared to the 2017 call, but compares favourably with the first call in 2015, where three-quarters of all mobility was incoming. In general, **greater parity** between incoming and outgoing mobility (within the limits of the programme rules) is welcomed by HEIs in both Programme and Partner Countries.

In 2018, budget consumption has improved in every budget envelope. The new ‘window’ of funding for twelve countries in West Africa also benefitted from the EU Trust Fund for 1,000 mobilities, therefore greatly increasing the 174 mobilities funded from the European Development Fund. The twelve countries are: Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Gambia, Ghana, Guinea, Mali, Mauritania, Niger, Nigeria and Senegal.

As in 2017, the 2018 call demonstrates **better inclusion of least-developed and low-income countries**. In **Latin America**, funding for projects with low and middle-income countries including Bolivia, Guatemala and Paraguay has increased (17% of the total grant awarded to Latin America, up from 13.5% in 2017). Similarly in **Asia**, the least developed countries were awarded 19% of the available budget, up from 14% in 2017.

The results compared to the previous call indicate a continuous improvement: **promoting diversity** of Partner Country choice among their HEIs and balancing the geographic distribution of funding remain key priorities for the National Agencies, and the Commission is working closely with them to meet the Erasmus+ geographic targets.

To support the political transition in **Tunisia**, the European Commission has allocated additional funding for Erasmus+ projects with Tunisia, over the 2017 and 2018 calls for proposals. The €3 million budget was shared between the European Programme Countries on an opt-in basis, and allocated to 10 National Agencies, ensuring full budget take-up. More than 700 additional mobilities are funded through this window, doubling the number of those allocated through the regular South Med envelope.



Project for higher education student and staff mobility between Programme Countries and Partner Countries

Coordinating organisation

Universidad de las Palmas de Gran Canarias

EU Grant

€ 133,090

The Universidad de las Palmas de Gran Canarias (Spain) is going the extra mile to facilitate mobility of students from all backgrounds, including those with few economic resources. One of the obstacles for students from disadvantaged backgrounds is buying their travel tickets and facing all the costs of installation before receiving their grant. Therefore, the University books the return trips for students and, in some cases, uses the organisational support funds to cover health insurance costs. The Universidad de las Palmas de Gran Canarias received funding to send out 2 PhD candidates and 7 staff members and receive 15 students and 9 staff members from African countries, including Benin, Cape Verde, Côte d'Ivoire, Cameroon, Gambia, Equatorial Guinea, Mali, Mauritania, Mozambique, Santo Tome and Principe, Senegal, Tanzania, Uganda and Morocco.

Project ID: [2018-1-ES01-KA107-047640](#)

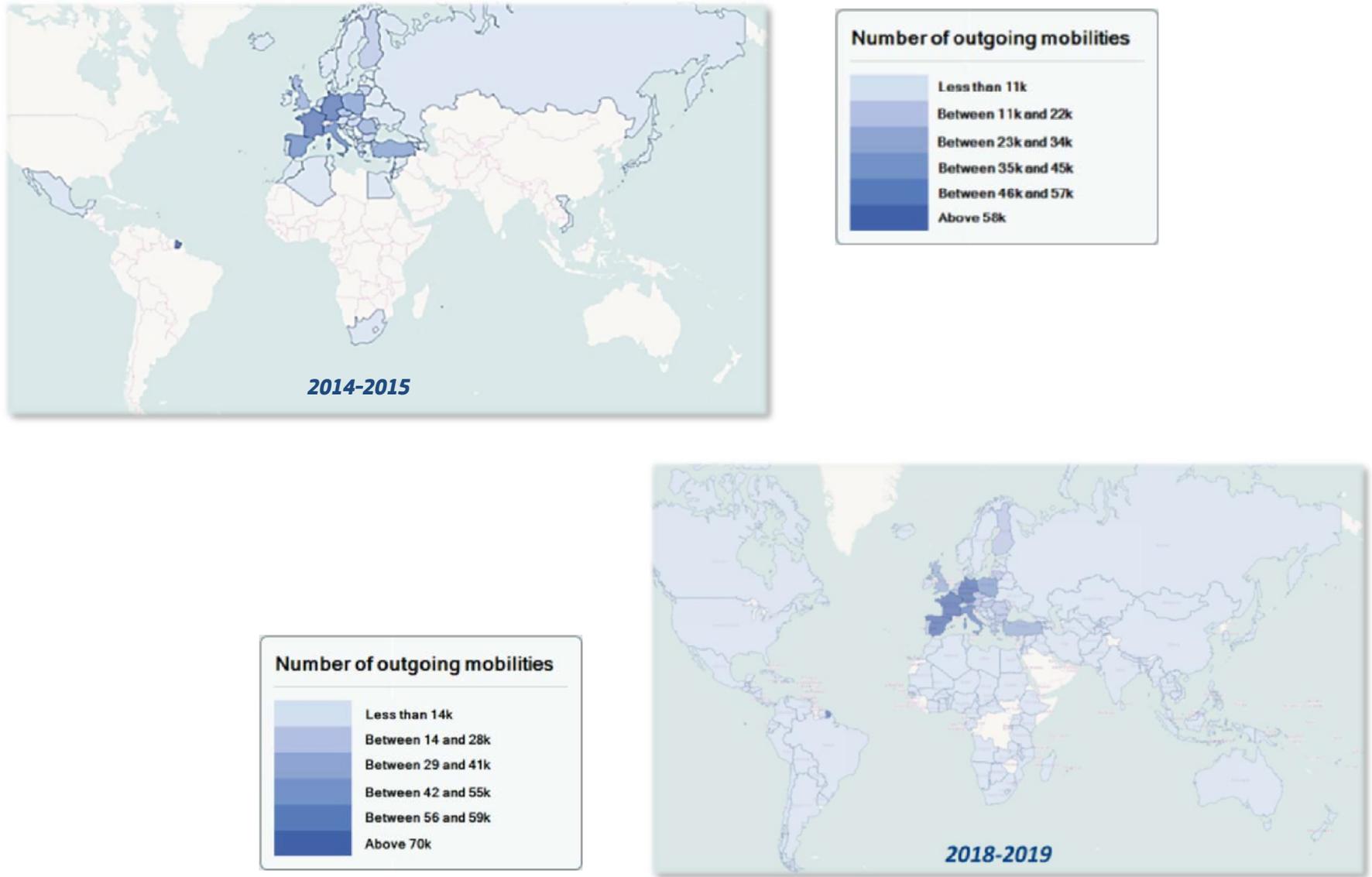


Figure 15 - Erasmus+ increasing world coverage between academic years 2014/15 and 2017/18 (in thousands)

KA104 - Adult education staff mobility

With a total grant amount of €16.2 million for 2018, **Adult education staff mobility** increased by 40% in comparison with last year to reach 544 contracted projects. National consortia represented 14% of the contracted projects.

Even with such an increase in the budget available, the number of submitted applications remained stable compared to the level of 2017. There might be a challenge in some countries to adapt quickly to the steep increase in budget.

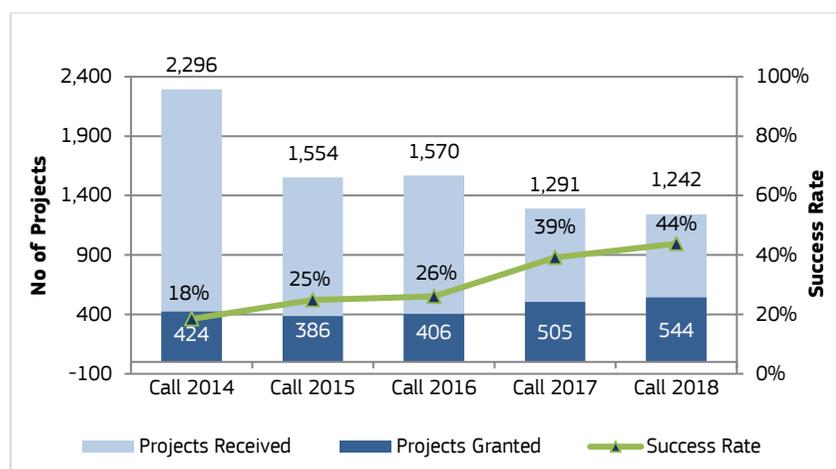


Figure 16 - KA104 Adult Education projects trend 2014-2018

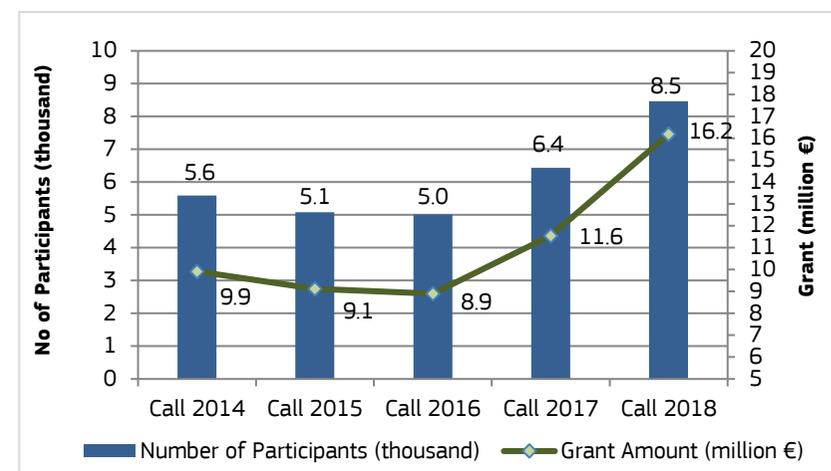


Figure 17 - KA104 Adult Education: contracted grants and forecasted participants per call year

As in 2017, the main topics covered by the projects in 2018 are: innovative curricula/ educational methods/ training courses; intercultural/ intergenerational education and (lifelong) learning; ICT/ new technologies and digital competences; teaching and learning of foreign language; and inclusion and equity.

In 2018, **8,467 adult education staff** were granted to participate in project activities. The average funding was €1,572 per participant. As the last years, the majority of participants (71%) took part in training courses and, at a rate of €1,749 per participant, this type of mobility was more expensive than mobility periods focused on teaching assignments (€1,297) or job shadowing (€1,120). 25% of participants took part in job shadowing activities. The share of participants that planned teaching and training at partner organisations, though increased in 2018, remain relatively low at 4%.



Training in Innovative Technologies and Implementation in Adult Education (Virtual Reality-Augmented Reality)

Coordinating organisation
SSM Global training services LTD

EU Grant
€7,354

Partner organizations in Cyprus and Greece collaborated to conduct an adult education seminar in basic functions of augmented reality (A.R.) technology. Over the course of two weeks, participants were educated on A.R. concepts and methodologies as a way to enhance useful knowledge, which can be used advantageously in today's labour market. Teachers from different disciplines offered course material concerning A.R. technology and their respective field, giving students a more comprehensive understanding of how A.R. technology functions in different contexts. The project's focus on innovative skills and training for labour success is a strong theme and promotes adaptive methods in adult education.

Project ID: [2018-1-CY01-KA104-046793](#)

3.2 Mobility in the field of youth

Mobility of young people and youth workers until 2018 could comprise three types of activities: Youth Exchanges, Youth Workers mobility and Volunteering activities. In 2018, to prepare for the up-coming European Solidarity Corps, a separate action focusing on Volunteering was created.

Mobility projects in the field of youth were thus supported, through two Actions – KA105, composed solely of Youth Exchanges and Youth Worker activities and KA125, Volunteering projects.

Through the adapted activity formats, specific additional measures foreseen such as top-up-funding and the activities and support provided by the National Agencies and SALTO Inclusion and Diversity, mobility projects in the field of youth have a **strong inclusion dimension**.

More than 45,000 young people with fewer opportunities are involved in youth mobility projects granted in 2018. In addition to involving young people with fewer opportunities, the Erasmus+ Youth Programme supports projects addressing topics of inclusion (access for disadvantaged, integration of refugees and migrants, Roma and other minorities, etc.). 2,300 projects in 2018 targeted inclusion topics. Among those, almost 540 projects aim to equip 16,000 youth workers across Europe and in neighbouring regions with competences to work for inclusion of young people.

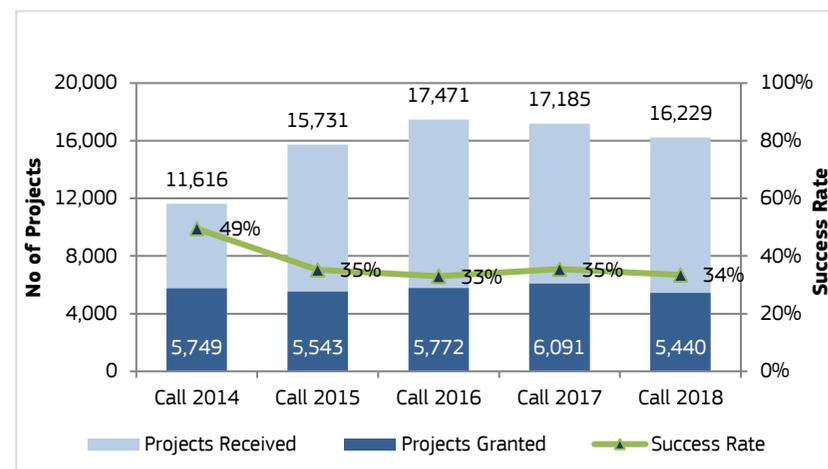


Figure 18 - KA105 Youth Mobility projects and KA125 Volunteering projects trend 2014-2017

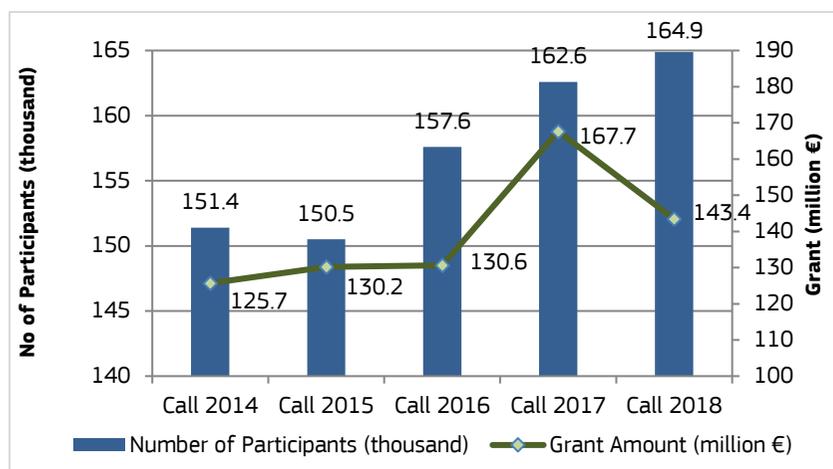


Figure 19 - KA105 Youth Mobility projects and KA125 Volunteering projects contracted grants and forecasted participants per call year

KA105 - Mobility projects for young people and youth workers

The budget allocated for mobility projects for young people and youth workers in 2018 reached the total value of €93.9 million

The number of contracted projects involving Youth Exchanges and Youth Workers activities increased by 7% in 2018 compared with 2017, and the number of participants funded has continued to rise to reach 147,700. Despite this, the level of unmet demand remains high with only one quarter of the projects being granted interest in the Action.

With an average project grant of €25,000, this Action demonstrates its capacity to reach out and impact a large number of young participants through grassroots projects. Out of the over 22,000 organisations involved in 2018 granted projects, the large majority submitted only one

or two funding requests, showcasing a high level of newcomer organisations.

The international dimension of KA105 remains strong, contributing to mutual understanding and exchanges of good practices. The Erasmus+ National Agencies used € 26.6 million of the funds for activities fostering international youth cooperation and involving more than 13,000 participants from Neighbouring Partner Countries.

Youth Exchanges

Youth Exchanges offered opportunities for more than half a million young people since the beginning of the Erasmus + programme in 2014, proving the success of this mobility opportunity and the important and stable interest of youth organisations, and young people. The overall increased budget enabled to fund a higher number of projects and to reach out to a very large number of participants in 2018: there were more than 110,000 young participants, showcasing a constantly increasing trend over time. Among those, more than 45,000 were young people with fewer opportunities.

Youth Worker Mobility

Since the start of Erasmus+, Youth Worker Mobility has offered opportunities for close to 200,000 youth workers to develop their key competences through transnational training courses and seminars, contact-making events, study visits and job shadowing. Over 6,000 projects have been funded addressing topics of relevance for youth work and youth policy, including active citizenship, democracy and youth participation, inclusion and equity, new pedagogical methods, etc.

The demand remained high in 2018, and the number of granted activities and participants continued to increase (more than 1,400

activities, involving 37,500 participants in 2018, up from 1,200 activities and 35,700 participants in 2017). The success of the action is also shown in the very high satisfaction rate among participants and 95% declaring an improvement in their competences.



The peacebuilders

Coordinating organisation

Narviksenteret

EU Grant

€24,670

The project focused on conflict management, in particular in response to the current challenges in Europe, such as immigration, isolationism and anti-EU sentiments. The project consisted of a training course, hosted in Ballangen and Narvik, North Norway for 6 days in November 2018. A total of 26 participants from 9 countries gathered together to browse and share good practices of peacebuilding at local and regional level, to analyse and discuss the role of media in situation of conflict, tension, and 'otherness', to learn to develop a campaign-based action. Youth workers participating in the project had the opportunity to test and develop their skills in alternative dispute resolution, nonviolent communication and empathy, key skills for a peacebuilder.

Project ID: [2018-1-NO02-KA105-001192](#)

KA125 - Volunteering

In order to strengthen the cohesion and foster the solidarity in European society, based on a Commission proposal, the Council adopted a new Regulation for a European Solidarity Corps to create a community of young people willing to engage in a wide range of solidarity activities, either by volunteering or gaining occupational experience in helping to resolve challenging situations across the European Union and beyond.

In its initial phase, the European Solidarity Corps built on existing EU Programmes. Until the adoption of the dedicated [Regulation](#) in October 2018, Erasmus+, through its volunteering projects contributed most of the funds to the European Solidarity Corps. After the adoption of the Regulation, Erasmus+ no longer funded volunteering activities in EU member states. Hence the third round of Erasmus+ KA125, in October 2018, was solely open for non-EU Programme Countries.

Similarly, in 2018, the two first rounds for volunteering projects under Erasmus+ witnessed a stable level of interest and a high success rate (72%). Even if the Commission transferred part of the Erasmus+ budget for volunteering opportunities to the European Solidarity Corps, Erasmus+ still funded more than 9,500 volunteers in 2018.



Začni svojo pustolovščino v MCT

Coordinating organisation

Mladinski center Trbovlje

EU Grant

€42,161

The project conducted three sets of complementary activities in Zasavje region, in order to meet its objective of creating a strong culture of volunteering in the local community. It proposed activities for the long-term unemployed youth, dissemination (volunteering market, promotion of positive stories of volunteers and informing of counsellors at the Employment office about volunteering possibilities) and the development of volunteer's coordination system. 50 long-term unemployed young people were involved in the activities of the project.

Project ID: [2017-2-SI02-KA135-014228](#)

3.3 Mobilities from the Outermost regions

Participants from EU outermost regions (ORs) have **steadily increased** since 2014, with around 16,100 learners' and staff mobilities. Under the International Credit Mobility scheme, 62 students from the ORs benefited from the mobilities to third Countries since 2014, including 38 students in 2018.

The majority of participants comes from the field of Higher Education (52%) followed by these of Youth (25%), Vocational Education and Training (14%), School Education (7%) and Adult Education (1%). The

distribution of participants among the ORs is as follows: Canary Islands (59%), Réunion (14%), Martinique (8%), Madeira (7%) and Azores (7%), Guadeloupe (3%), Mayotte (1%) and French Guiana (1%).

3.4 Erasmus Mundus Joint Master 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 2017. A total of €153.1 million was allocated to the 44 granted projects. The newly-selected EMJMDs will provide 3,183 student scholarships over **four annual intakes**, starting in 2018. The planned numbers of student scholarships include 493 scholarships committed under Heading 4 budget lines, and 107 scholarships under the European Development Fund (EDF) budget. The 44 projects will also invite 704 guest academics over the four annual editions of their programmes.

Overall, the 44 EMJMD projects selected represent a **good mix of academic disciplines** in the broader areas of hard sciences (11), humanities (20) and life sciences (13). There is a **wide geographical distribution of projects**: with 198 instances of participation from 26 different Programme Countries as coordinators or full partners, and 9 full partners from 7 different Partner Countries are also involved.

In the academic year 2018/2019, there were 86 ongoing **Erasmus Mundus Joint Master Degrees** courses offering scholarships to master students from all over the world. In total 1,674 scholarships were awarded, of which 274 to Programme Country students and 1,400 to Partner Country students (including 314 scholarships funded by the Heading 4 and EDF budgets).



Excellence in Analytical Chemistry

Coordinating organisation

Tartu Ulikool

EU Grant

€1,955,000

This Master's degree programme combines fundamental chemistry analysis knowledge and practical experience in the field. Over the course of two years, students become familiar with the diverse strands and applications of analytical chemistry in the modern world. Each semester offers a new opportunity to learn in one of the highly ranked partner universities that make up the consortium. Close cooperation with major companies involved with Research & Development as well as international training placements create a unique learning experience for future graduates.

Project ID: [553660-EPP-1-2014-1-EE-EPPKA1-JMD-MOB](#)

3.5 Erasmus+ Master Loans

Erasmus+ Master Loans provide partial guarantees to financial intermediaries who **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, the scheme is now established in **5 countries**: Spain, Italy, Romania, Croatia and Turkey.

In addition, the University of Luxembourg and the University of Cyprus are providing deferred payment on tuition and housing costs (equivalent to loans) for incoming students from all other Programme Countries to study for a Master course at these universities. Thus the EU guarantee allows universities to support their internationalisation policies.

25 Programme Countries have been involved as sending or receiving country. By the end of 2018, 537 students had obtained an EU-guaranteed master loan for a total loan volume of €6.35 million. Initial feedback from students, consistent throughout the years, has been positive [with satisfaction rates **over 70%**] in terms of policy objectives, implementation and **social inclusion**.

Over the three years of evaluation a majority of respondents indicated that their family experienced some level of **difficulty in making ends meet** and the interviews confirmed that the availability of the loan **diminished the financial pressure** on families.

A follow-up survey among graduated beneficiaries confirmed **employability as a main benefit**, as they had all found good jobs or traineeships, thanks the master/loan they had taken. A Student Beneficiary Survey is ongoing among the beneficiaries from 2018, with results expected to come out by the end of 2019.



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 supporting the modernisation and internationalisation of their higher education institutions and systems 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**: identification of 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.

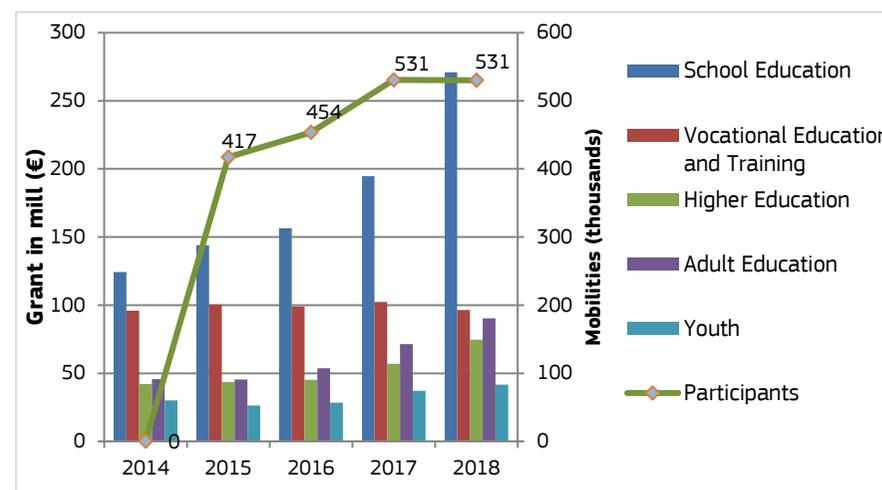


Figure 20 - Key Action 2 Trends 2014-2018 for indirect management

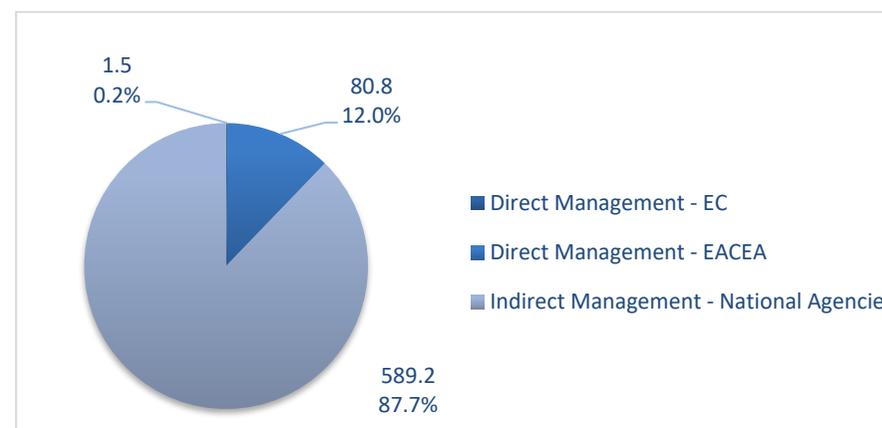


Figure 21 - KA2 - Erasmus+ Budget Commitments by Management mode (in million EUR)

In 2018, a total amount of EUR 672 million was committed under Key Action 2, representing 2 % of the total commitments for the Erasmus+ Programme and an increase of around EUR 112.5 million (+20%) compared to the previous year.

Close to 87 % 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.

4.1 Strategic Partnerships

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of **joint initiatives** promoting cooperation, peer learning and exchanges of experience at European level.

Depending on the objectives and the composition of the Strategic Partnership, projects may support **innovation** or the **exchange of good practices**.

KA201/229 - School education projects

A total of 4,837 applications were submitted in school education in 2018. About a third of them were applications for **projects of schools with mixed consortia of organisations** (KA201) focusing on exchanges of good practices or dedicated to innovation. 390 projects were selected and contracted representing €82.4 million.

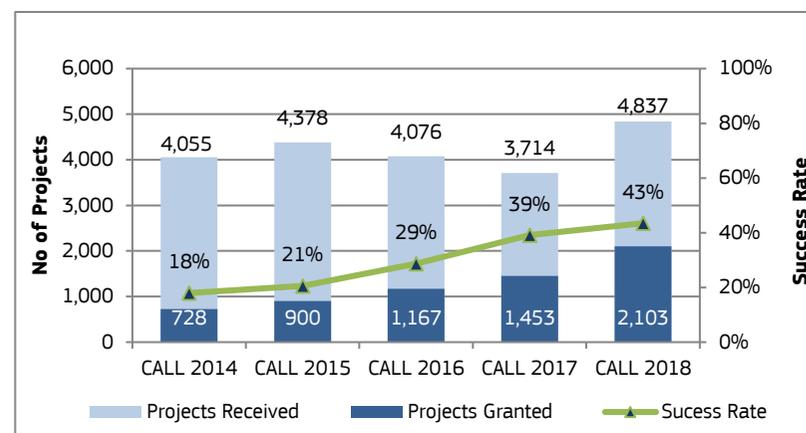


Figure 22 - KA201/KA219 School Education Trend 2014-2018

The remaining applications were submitted under **an attractive new type of partnerships for school exchanges** called School Exchange Partnerships (KA229), introduced in 2018 to replace the former Schools-only Strategic Partnerships (KA219). The aim was to increase participation of schools in the Erasmus+ programme and support more pupil mobility activities. The new format facilitated schools' access to the Programme by simplifying applications and reporting. Partnerships of two to six schools could apply to organise projects focusing on exchanges of teachers and pupils. This new format succeeded in reversing the trend of dropping interest for school partnerships which had been observed since 2015. The 2018 Call attracted 3,584 applications for **School Exchange Partnerships**, a 42% more than the number of applications for School only Strategic Partnerships under the 2017 Call. About 1,700 Schools Exchange Partnerships were contracted, involving over 7,200 participating schools and supporting mobility for more than 128,000 pupils and 25,000 teachers.



Uniting Future Online

Coordinating organisation

Höhere Lehranstalt für Informationstechnologie
der Stadtgemeinde Ybbs a. d. Donau

EU Grant

€68,680

Five schools cooperated within the framework of Erasmus+ Strategic Partnership for Schools Only. They edited an online magazine dealing with challenges within education, immigration and inclusion as well as European values. The magazine was run by and targeted pupils. The schools benefited from improved teaching activities thanks to the project's practical learning approach and the exposure to other schools' teaching methods. The participating students developed an understanding for journalistic work, the importance of facts and democratic ideas.

Project ID: [2016-1-AT01-KA219-016741](#)

The partnership projects combined horizontal priorities and field specific priorities. For the field school education, priority was given to **strengthening the profiles of the teaching professions**, promoting the acquisition of key competences, supporting schools to tackle early school leaving, and increasing access to affordable and high quality early childhood education and care.

The following topics were among the top five projects priorities in both types of partnerships: **ICT, new technologies, digital competence, inclusion and equity**.

The other main topics in School exchange partnerships were **cultural heritage**, in the context of 2018, European Year of Cultural Heritage, creativity and culture, and teaching and learning of languages.

Strategic partnerships with mixed consortia of organisations in the school sector addressed the following topics: new innovative curricula, educational methods and development of training courses, early school leaving and combating failure in education, and key competences and basic skills.

Priority and topics reflected the political context of 2018 with the adoption of the Council recommendations on key competences for lifelong learning, on promoting common values, inclusive education and the European dimension of teaching, on high quality in early childhood education and care systems, and on a comprehensive approach to the teaching and learning of languages as well as the communication on the Digital Education Action plan.

KA202 - 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 to the programme and for their future participation in larger Strategic Partnerships more focused on innovation. 75% of the selected projects focused on innovation.

The budget granted for this action was €96.4 million. However, the number of applications in VET decreased by 10% compared to the 2017 call. This trend could be explained by a quite low success rate of applications in the past years, which in turn may have mitigated the motivation of some potential beneficiaries. The number of contracted projects also slightly decreased by 3,4%.

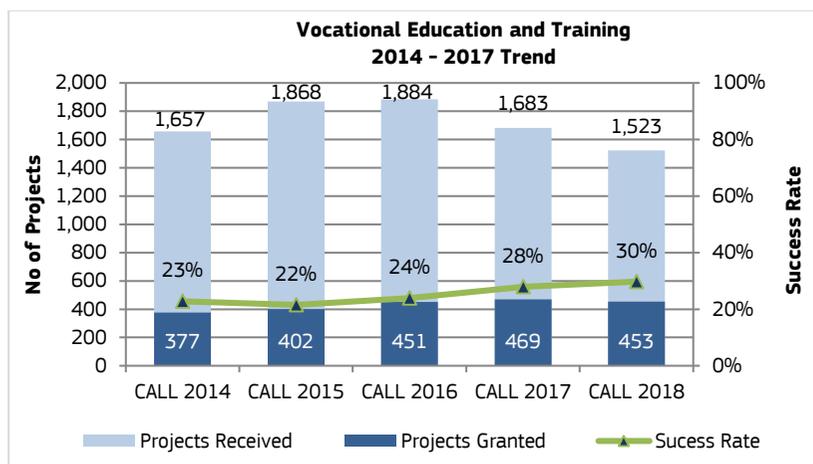


Figure 23 - KA202 Vocational Education and Training Trend 2014

The main priorities addressed by the 2018 projects were: strengthening key competences in VET, development of relevant high-quality skills and competences, open education and **innovative practices in a digital area**, and developing **VET business partnerships** aimed at promoting work-based learning in all its forms.



A simulated training framework for skills development addressing students with intellectual and developmental disabilities and their trainers (PLAY2Do)

Coordinating organisation

University of the West of Scotland

EU Grant

€186,307

The Play2Do project aimed at developing an immersive 3D virtual environment, built on gaming architecture and driven by emotional Artificial Intelligence (AI), to provide a safe and readily accessible environment where VET/school students with intellectual disabilities can learn by interacting with NPCs (Non-Player Characters) in a simulation of a real world service.

Project ID: [2016-1-UK01-KA202-024613](https://ec.europa.eu/erasmus-plus/projects/2016-1-UK01-KA202-024613)

The VET Strategic Partnerships focused on topics that were consistent with achieving the priorities above

- new innovative curricula, educational methods and development of training courses (51% of the projects),
- ICT, new technologies and digital competence (25% of the projects),

- cooperation between educational institutions and business (17,9% of the projects),
- entrepreneurial learning and entrepreneurship education (14% of the projects).

VET projects contributed to the European Year of Cultural Heritage with relevant projects on skills in relation to cultural heritage preservation and traditional professions.

KA203 - Higher Education

Strategic Partnerships contribute to increasing the quality, relevance, innovativeness and accessibility of European higher education by funding **ambitious transnational cooperation** projects between Higher Education Institutions in the programme countries. In 2018, a total of 255 higher education projects were funded under the Strategic Partnerships action. A 27% increase compared to 2017.

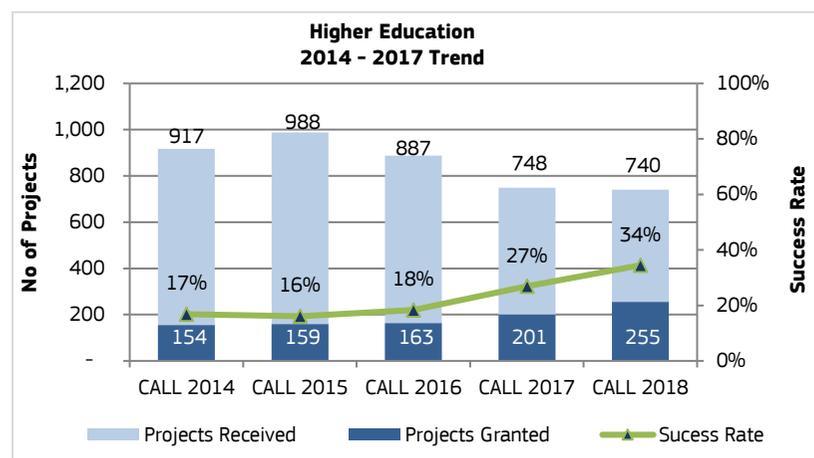


Figure 24 - KA203 Higher Education

While nine countries (UK, DE, ES, PL, FR, IT, SE, TR and NL) selected ten projects or more for funding, the majority of the countries funded between one and three projects. The average EU funds for the selected projects was around €293,000, a slight increase compared to the previous year. Project partnership size varies with an average of around six partners per project.

Out of 1,509 participating organisations, more than two thirds 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 2018, such mobility activities were included in 68% of the projects, such as blended student mobility, an innovative mobility format, which combines virtual and physical mobility.

The main priorities addressed by the projects were mainly higher education specific priorities (60%), reflecting the 2017 [Renewed EU Agenda for Higher Education](#) for the first time. Horizontal programme-wide priorities (40%) were also addressed. Adult and school education priorities also played a part as secondary priorities by the projects (3% and 2%, respectively).

The distribution of topics covered also reflected the priorities of the Renewed EU Agenda for Higher Education, addressing the following topics: innovative curricula and educational methods (164 projects), new technologies, digital competences and open and distance learning (116 projects) and, employability and labour market relevance (98 projects). All projects included 'Intellectual Outputs' and the vast majority of projects as well as 'Multiplier Events' for the dissemination of their results.



Greening the skills of architecture students via STEAM Education (ArchiSTEAM)

Coordinating organisation
Middle East Technical University

EU Grant
€176,876

The ArchiSTEAM project by the Middle East Technical University (TR), in partnership with Aalborg University (DK) and Bologna University (IT), aims to define and embed necessary survival skills enabling learners to work in collaborative and interdisciplinary ways into architecture curricula by means of STEAM approach. The proposed structure of the curriculum helps architecture students to have the necessary knowledge and skills to become proactive members of the knowledge economy and be able to cope with future challenges and sustain their professions.

Project ID: [2016-1-TR01-KA203-034962](#)

The European Universities Initiative

Following the 2017 European Council mandate, in 2018, the Commission co-created the European Universities Initiative with relevant stakeholders such as national authorities, higher education institutions and student associations. This process was facilitated by several dedicated consultation meetings with an ad hoc expert group consisting of Member States' representatives and a stakeholder group.

The launch of the first pilot call took place in October 2018, alongside a successful stakeholder information session. Around 1,000 participants

demonstrated the huge interest the European Universities initiative has generated in the higher education stakeholder community in Europe.

As a key contribution to the European Education Area, European Universities - ambitious transnational alliances of higher education institutions - will be **game-changers for the universities of the future**, and they will increase the international competitiveness and attractiveness of higher education.

European Universities will share a **joint long-term strategy for education**, with, where possible, links to research and innovation, to drive systemic, structural and sustainable impact at all levels of their institutions. They will create a European higher education **inter-university 'campus'** where students, academics, cities and businesses cooperate in transdisciplinary and transnational teams to tackle big societal challenges; where students, staff and researchers enjoy seamless and embedded mobility; where students can design their own flexible curricula and enjoy innovative and student-centred pedagogies; and where practical and work-based experience is provided to foster an entrepreneurial mind-set and develop civic engagement. They will also make best use of innovative pedagogies.

KA204 - Adult education

A good year for cooperation in adult education

After a slight decrease in 2017, the number of applications received under the **Strategic Partnerships action for Adult Education** started rising again to reach 1,195 in 2018. A €90.3 million budget, with a 26% rise compared to 2017, allowed to increase significantly the number of contracted projects from 401 to 498. This improved also drastically the success rate from 35% in 2017 to 42% in 2018.

The projects contracted included the involvement of a total of 2,838 organisations and more than 96,000 participants in European cooperation in the field of adult education, which represents an increase of 25% and 23% respectively.

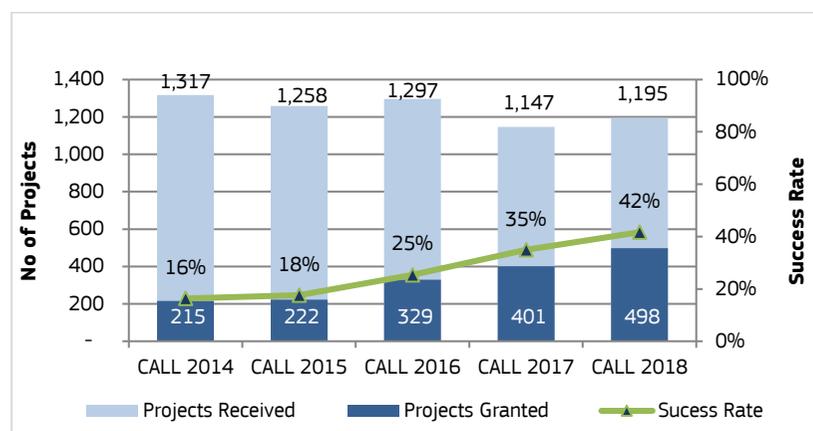


Figure 25 - KA204 Adult Education Trend 2014-2018

The projects targeted a mix of field-specific (49.8%) and horizontal priorities (48.4%), with the most commonly addressed being social inclusion, and extending and developing educators' competences.

These priorities were clearly reflected in the main topics addressed by the projects: new innovative curricula, educational methods and development of training courses, ICT – new technologies and digital competences, inclusion, equity and intercultural intergenerational education, and (lifelong) learning.



Growing Together: Immigrants' Empowerment as Local Citizens and as Educators

Coordinating organisation
Município de Odemira

EU Grant
€119,340

'Growing Together' tackled the issue of immigrant integration in three countries with the help of local municipalities and schools. Non-formal education workshops enabled migrant adults to learn more about available opportunities for social integration through language learning and local services and support. This series of workshops advanced by encouraging participants to undertake civic/public projects with the help of local support networks. In total, 27 projects involving more than 1,000 participants and local institutions were created. This project also produced a book describing its activities (strategies, resources, etc.) as a reference tool for project partners and other schools and municipalities.

Project ID: [2016-1-PT01-KA204-022867](#)

KA205 - Youth

Strategic Partnerships for Youth continue to show **high demand** with close to 2,000 applications and over 350 projects granted in 2018. The 1,600 organisations involved in granted projects are mostly non-governmental and youth organisations, but there are also private enterprises and public bodies at different levels taking part.

The objectives of youth-specific projects include supporting both quality youth work and empowerment, and active citizenship of young people.

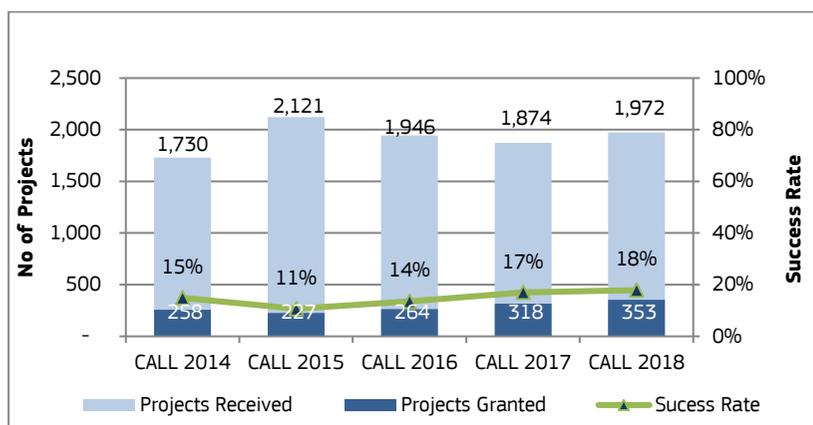


Figure 26 - KA205 Youth Trend 2014-2018



Competence for Inclusion in International Youth Work

Coordinating organisation

Asociatia Central Pentru Dezvoltare
Comunitara Durabila

EU Grant

€117,785

The partner organizations of this project promoted youth inclusiveness through exploring different marginalized groups and their experiences. Each organization focused on one marginalized group which included women/ girls, LGBTIQ+, rural and Roma youth, young people with disabilities and young people from minority religious groups. 5 study visits and an online platform encouraged best practices of enhancing inclusiveness for these groups in a sustainable way. Drawing on the 8 key competences prescribed by the EU as well as local knowledge of marginalized cultures, this project promoted local and global access for disadvantaged groups as well as produced reference tools for similar projects.

Project ID: [2017-1-RO01-KA205-036593](#)

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 and contribute to the strategic impact of the programme.

The National Agencies continued to use the TCAs for training and support activities tailored to the needs of the different youth actions and longer-

term thematic cooperation activities supporting the linkages between the programme and the EU Youth Strategy.

TCA's were also successfully organised in the Education and Training fields. In particular for the School, VET and Adult sectors, these had either a policy or a programme orientation. Either way, they create a dialogue between beneficiaries and National Agencies and contribute greatly to a better understanding of the horizontal or sectoral policy priorities underpinning the Actions of the programme, as well as of what constitutes qualitative project implementation and how it can be achieved.

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: European Neighbourhood Instrument, the Development Cooperation Instrument and the Instrument for Pre-accession Assistance.

Action	Projects			Grants contracted	Organisations
	Received	Contracted	Success Rate	in million EUR	Total
Capacity Building for Higher Education	887	147	17%	132.9	1,686
Capacity Building for Youth	467	170	36%	19.0	1,176
	1,354	317	23%	151.9	2,862

Figure 27 - Capacity building projects – call 2018

Capacity building for higher education

Capacity building in higher education (CBHE) projects are **multilateral partnerships** between higher education institutions (HEIs) from Programme and Partner Countries. They also involve non-academic institutions (NGOs, enterprises, associations). The objective is to modernise higher education institutions (new curricula, governance, etc.) in the Partner Countries or to contribute to the development of the educational systems in the Partner Countries.

In 2018, 436 on-going CBHE projects selected under the first three calls in 2015, 2016 and 2017 were **closely monitored** by the European Commission with the support of the National Erasmus+ Offices in the ex-Tempus Partner Countries. In addition to desk and field monitoring of individual projects, cluster meetings between ongoing projects were organised, onsite institutional monitoring visits undertaken and modern online tools used to ensure a good implementation and a close follow-up of projects.

The monitoring activities revealed in particular that multi-country and multi-regional projects are typically more ambitious, and are challenged by differences between national education systems and regulatory frameworks.

Capacity building in the field of youth

These 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.

The action targets youth organisations active in Erasmus+ Programme Countries and other Partner Countries from other regions of the world. Through cooperation projects these organisations exchange good practices, address in innovative ways the needs of young people and equip them with skills and knowledge to face challenges and build resilience. This action also contributes to the EU's external action objectives with the implementation of three specific strands: the **Western Balkans strand, the Eastern Partnership strand and the Tunisia strand.**

In 2018, a total of €19 million was allocated to 171 projects of which 76 selected proposals for Africa, Caribbean, Pacific, Asia, Latin America (ACPALA) countries. The projects allowed participants to elaborate and to exchange good practices in non-formal learning methods, volunteering and youth work. They encouraged policy dialogue, cooperation, networking and development of youth work methods, tools and materials.



TrainVol: Capacity Building of Civil Society to Strengthen Volunteerism Management and Promote Volunteerism among Youth

Coordinating organisation

Udruzenje Gradana Omladinska
Romskainicijativa Budi Mi Prijatelj

EU Grant
€109,466

The aim of this project was to develop an alternative mechanism promoting skills development and labour market inclusion for young people (especially vulnerable groups) through volunteerism, following a sustainable and replicable cascading model. This was accomplished by building the capacities (through workshops, mobility, networking, opportunities to build international cooperation and synergies, etc.) primarily of key civil society actors (youth workers); and secondarily, of young people (mostly people who are Not in Education, Employment or Training, NEETs) to take up an active role in volunteerism.

Project ID: [581574-EPP-1-2016-2-BA-EPPKA2-CBY-WB](#)

4.3 Knowledge Alliances

Knowledge Alliances are structured partnerships bringing together companies and higher education institutions 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.

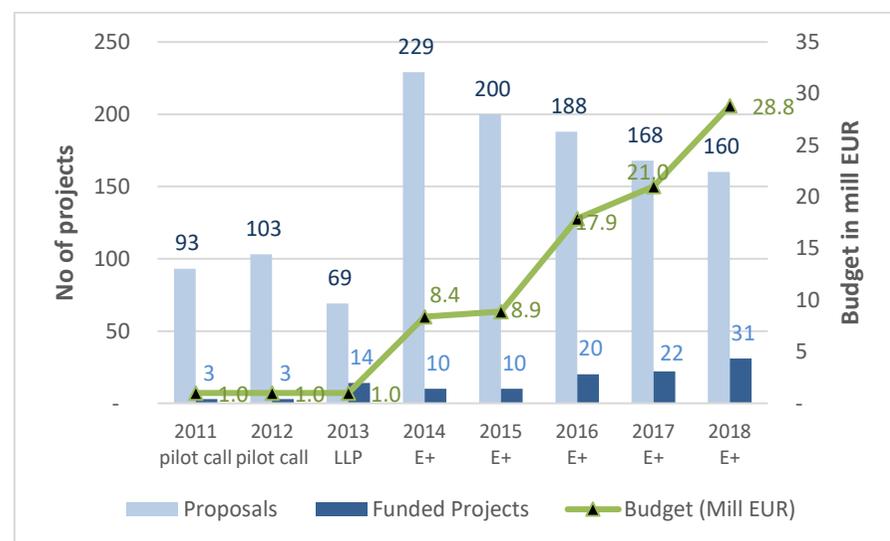


Figure 28 - Knowledge Alliances Trend 2014-2018

In 2018, following a strong competition for funding, a total budget of over €28.8 million was granted to 31 projects involving 319 organisations from 29 programme and 5 Partner Countries.

The 2018 projects have a good potential to achieve sound university - business cooperation and innovative results in various fields such as in health, agriculture, urbanism and as a novelty for this particular selection, cultural industries, social innovation and green entrepreneurship are addressed. As a common challenge, it is worth mentioning that a series of projects will develop a number of innovative concepts in response to the challenges that Europe faces from digitalization, disruptive innovation and globalization.

The 31 projects selected integrate various forms of innovations either in teaching and learning methods, lab for innovation using creative technologies, new teaching approaches in the field of sustainable entrepreneurship, companies' trainers, etc.



Dynamic – Towards responsive engineering curricula through Europeanisation of dual higher education

Coordinating organisation

Hochschule Wismar

EU Grant

€697,989

Engineering graduates often face lack of industry related skills and knowledges, in order to enhance the employability. Dynamic project aim on practice-integrated dual study education program to strength the supply-demand feedback chain between business and academia setting the ground for the dual education system in the new member states Bulgaria, Romania and Croatia.

Dynamic project brought sixteen partners from five countries together to develop, implement, test and validate 3 dual programmes in the field of Engineering. The relevance of ongoing Engineering programmes will be improved through integration of regular practical phases in enterprises, where current industry-related skills will be acquired by students. Dynamic developed a set of tools and reports including the methodological guidelines, process flowchart and working procedures, toolkit for implementation and documentation of practical phases, train the trainer course for industrial supervisors in dual higher education programmes, pilot implementation of 3 practice-integrated dual study programmes and consolidated report on course design and implementation.

The project is innovative since it introduces practice-integrated dual study education in engineering programs in the 'new' member states. Overall, the finalized outputs hold good quality.

Project ID: [588378-EPP-1-2017-1-DE-EPPKA2-KA](#)

4.4 Sector Skills Alliances

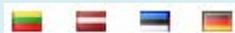
Sector Skills Alliances aim to **tackling skills gaps** with regard to one or more occupational profiles in a specific sector. They do so by identifying existing or emerging sector specific labour market needs (demand side), and by enhancing the responsiveness of initial and continuing VET systems, at all levels, to the labour market needs (supply side). Drawing on evidence regarding skills needs, Sector Skills Alliances support the design and delivery of **transnational vocational training content**, as well as teaching and training methodologies for European professional core profiles. Sector Skills Alliances are also the funding instrument for phase 2 ('European partnerships') of the Blueprint for sectoral cooperation on skills, an initiative of the [Skills Agenda for Europe 2016](#).

In 2018, 17 Sector Skills Alliances were selected for a grant amount of €26.2 million:

- 2 projects address skills needs identification,
- 11 projects design and deliver vocational education and training responding to identified sector-specific skills gaps and needs,
- 4 projects implement the Blueprint for sectoral cooperation on skills by developing skills strategies and also responding to identified skills needs and shortages through the design and delivery of VET in specific economic sectors: additive manufacturing, construction industry, maritime shipping and steel industry.

234 organisations are actively involved as partners in the selected projects. Higher education institutions, social partners, representatives of working life (chambers of commerce, trade unions, trade associations), VET educational centres at secondary level and non-governmental organisations are very well represented, as well as small and medium

enterprises, research centres, large enterprises, VET educational centres at tertiary level, and educational centres for adult education.



Industry 4.0 CHALLENGE: Empowering Metalworkers for Smart Factories of the Future

Coordinating organisation

Viesoji Istaiga Vilniaus Jeruzales Darbo Rinkos
Mokymo Centras (VJDRMC)

EU Grant
€1,176,258

Metalworking makes up a substantial amount of the EU manufacturing sector and therefore depends on skilled workers in the field. This project sought to develop the competitive position of EU metalworkers by designing and delivering a new, targeted VET programme based on skills demand in the metalworking sector. Additionally, partner organizations planned to develop a self-adaptive word-based learning system to use in tandem with coaching for motivation and innovation. Use of best practices and close collaboration with business stakeholders encourage comprehensive approaches to bridging the gaps between abilities needed for metalworking today and the competitive skills needed for the future of metalworking.

Project ID: [575813-EPP-1-2016-1-LT-EPPKA2-SSA](#)

4.5 Collaborative Platforms

eTwinning, the **School Education Gateway**, the **Electronic Platform for Adult Learning in Europe (EPALE)**, and the **European Youth Portal** offer 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](#) offers a platform for teachers and school staff across Europe to communicate, collaborate and develop projects. The platform aims to encourage European schools and teachers to collaborate by providing the necessary infrastructure and support services in 42 countries. The eTwinning community continues to grow with more than 100,000 new users in 2018, close to 640,000 users registered, in more than 218,000 schools since its launch in 2005 and further expansion into the EU Southern Neighbourhood.



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Over 14,000 new projects were launched in 2018. Nearly 17,000 teachers took part to online international professional development events and over 1,000 to onsite ones. The community life was also animated with over 30,000 users taking part to online events, such as promotional activities, project presentations, and partner finding events.

Over 600 participants took part to the annual Conference in Warsaw, **'Learning from the past, designing our future'** dedicated to the annual theme, the European Year of Cultural Heritage. In addition to the

annual eTwinning European prize, a special prize rewarded outstanding eTwinning projects promoting cultural heritage, and awarded at its closing conference in Vienna (see project “Monumental Europe” in the box below).

eTwinning award for Cultural Heritage in age category 6-12

Monumental Europe

The ‘Monumental Europe’ project, carried out by 8 classes from Spain, Germany, Greece, Italy, France, won the eTwinning award for Cultural Heritage in age category 6-12. Teachers and students spent time in the ‘Twinspace’ together to learn about Europe through its monuments, landscapes, traditions and cultures. They explored various European cultural identities, and exchanged about history, values and the sense of European identity. By being involved in activities such as ‘Monumental Europe Quizzes’ or ‘European Monument Contest’, students also improved their communicative and ICT skills. Throughout the project activities, students also developed their creativity, motivation, social and critical thinking

School Education Gateway

The [School Education Gateway](#) is **Europe's online platform for school education**, available in 23 EU languages. It offers a wide array of completely free content, including news and events, best practice articles, expert blogs, user surveys, latest research reports, European and national policy insights, online resources, tutorials and teaching materials. It also features blended training opportunities for teachers through the **Teacher**



© School Education Gateway

Academy’, with online professional development course completion rates far above global averages, and an extensive listing of Erasmus+ opportunities (mobility offers for / by school staff and strategic partnership requests) accompanied by specialised partner-search tools.

During 2018, the **‘European Toolkit for Schools - Promoting inclusive education and tackling early school leaving’** was further developed and enriched with 50 more resources and good practices which were translated in 23 EU languages.

During the year, the School Education Gateway attracted almost 19,000 new users, bringing the total to more than 60,000 registered users. In addition, the website had more than one million site visits, the course catalogue being the most popular section of the platform.

Teacher Academy – Surviving your first years of teaching



© School Education Gateway

In evaluations, 96% of online course participants report that courses are of a high quality and 94% report a change in their teaching practice after a course. This is evidence that the platform is helping to empower an increasing number of teachers in dealing with today’s more diverse classrooms and challenges, such as promoting inclusion and fundamental values, and developing a broad range of competences in learners for their lives beyond school.

In 2018 a new course for beginning teachers was offered to support this particular group of stakeholders and building on the success of the European Parliament funded pilot project on online support to beginning teachers and their mentors, which was supervised by the European Commission and concluded in the first half of 2018.

Electronic Platform for Adult Learning in Europe



The [Electronic Platform for Adult Learning in Europe \(EPALE\)](#) is an interactive and multilingual platform launched in 2014, available in 24 languages and managed by a Central Support Service with the help of 36 National Support Services across Europe. 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 information, ideas and practices related to adult learning.

EPALE content is organised in **29 thematic areas**, and the platform has a variety of tools supporting Erasmus+ existing and potential beneficiaries to prepare, implement and disseminate the results of relevant Erasmus+ projects. In 2018, a new section about EU adult learning policy was introduced. It is a one-stop shop for finding information about funding opportunities, activities and projects in adult learning, complemented with a policy analysis tool, good practices as well as research and evidence.

As in 2017, in 2018 the focus was on increasing traffic to EPALe and to engage the users in various activities available on the platform. At the end of the year, EPALe was close to 47,000 registered users; and attracted an average of almost 65,000 unique visitors per month. There was a big increase of users from Turkey, Italy, Poland and Serbia.

EPALE Conference 2018: 'Growing together: fostering an inspiring adult learning community'

EPALe held its first conference on 15 and 16 October 2018 in Budapest. It constituted past year's flagship event for adult learning professionals. Some 240 stakeholders gave their views on what they want from EPALe but also from future EU policies and programmes in the field of adult learning more broadly. EPALe is definitively on its way to become a really big and vibrant community, driven by its members and with lively interactions amongst them. It was felt that EPALe had great potential to support adult learning and that creativity and content should be supported by technical improvements to improve usability. The conference was judged a success with over 90% of participants rating the event as good or excellent. The main added value of the conference for participants was the opportunity to network, and exchange best practice and ideas. The conference was also an example for linking the virtual with the real world.

European Youth Portal

The [European Youth Portal](#) 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 9 main themes, covers 35 countries and is available in 28 languages.



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Throughout 2018, the **European Youth Portal**, with the help of the network of **Eurodesks**, continued to provide young people with information about opportunities for mobility and exchange projects, for democratic participation activities and for other forms of cooperation on a European scale. The portal covers 35 countries and is available in 28 languages. In April 2018, the design of the portal and of the volunteering database was improved to be fully responsive also for users with **mobile devices**.



KEY ACTION 3

Support for
policy reform

5. Key Action 3 - Support for policy reform

With committed budget of €117.2 million in 2018, 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.

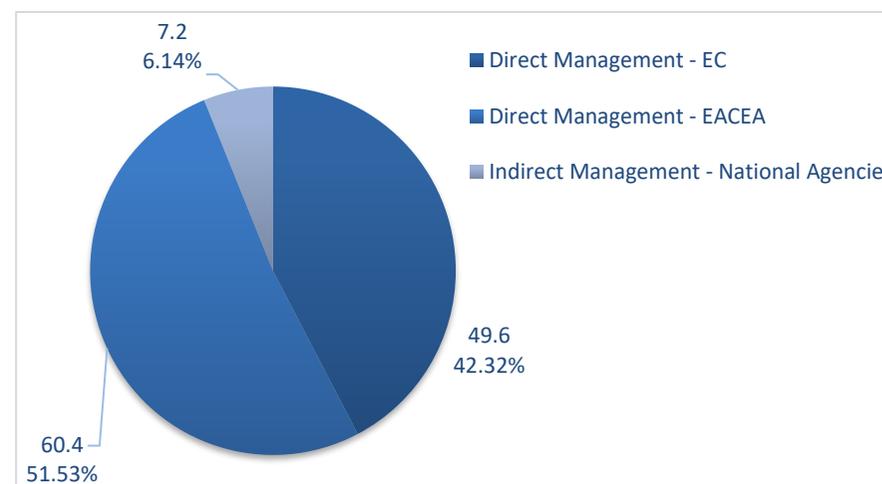


Figure 29 - KA3 - Erasmus+ Budget Commitments by Management mode (in million EUR)

5.1 Knowledge in the fields of education, training and youth

The [Eurydice network](#) supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 38 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. The network consists of 41 national units which were granted a total amount of €2.6 million in 2018.

As in previous years, the [Network of Experts on the Social dimension of Education and Training](#) (NESET II) and [European Expert Network on Economics of Education](#) (EENEE) acted as knowledge brokers in economic and social aspects of education. These

two academic networks contributed to bridging the gap between researchers and policy makers at EU and national levels.

Financial support to better knowledge in the youth policy: a total grant of close to €1 million was given to 33 designated bodies to improve 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.

5.2 Initiatives for policy innovation

The initiatives for policy innovation are implemented via centrally managed calls for applications and target multilateral cooperation activities aiming at **developing and testing new policies**. Direct and active involvement of public authorities in charge of the policymaking is a formal requirement for policy experimentations. However, in the case of the call for social inclusion through education and training, the mobilisation of grassroots level actors allowed to reach out to target groups not often exposed to this kind of exercise.

European policy experimentations

European policy experimentations aim at supporting policy-making by assessing the **potential for promising measures to be scaled up**. These transnational cooperation projects involve testing innovative measures through field trials based on (semi-)experimental methods under the leadership of high-level public authorities responsible for education, training or youth. It is expected that the experimentation projects will lead to significant results such as: improve knowledge and evidence for reforms with potentially high systemic impact, identify best

practice and lessons on 'what works' and 'what does not work', and improve scalability and transferability of innovative measures.

In 2018, an amount of €11.6 million was granted to 7 projects in Education and Training. The projects involve 78 organisations and address issues such as: promoting social inclusion, mainstreaming multilingual pedagogies in school education, identifying and upscaling best practices in digital assessment, supporting VET teachers and trainers in work-based learning, implementation of upskilling pathways for adults without upper secondary qualification, supporting innovative teaching and training in higher education, and creation of a European-wide hub for online learning.

Social Inclusion through Education, Training and Youth

Education, training and youth policies are key for **fostering social inclusion, mutual understanding and respect** among young people and communities. In 2018, as a follow-up to the Paris Declaration and in line with the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching, attention has been maintained on all subjects aimed at **promoting citizenship and common values through education** as well as **fostering inclusive education and supporting teachers and teaching**.

A call for proposals on 'Social Inclusion through education, training and youth' was published in March 2018 with a budget of €14.4 million to support the dissemination and upscaling of good practice at grassroots level in inclusive education, equality, equity, non-discrimination and the promotion of civic competences. An amount of €11.6 million for education and training and €2.8 million for youth was granted to 26 education and training projects and to 7 youth projects respectively, involving 227 organisations from 28 different countries in total.



inEDU inclusive education model for children with migrant background in pre-schools

Coordinating organisation

Fundacja Rozwoju Demokracji Lokalnej

EU Grant

€494,019

Inclusive education was the main theme of the inEDU project, particularly in EU early (pre-school) education systems. The project's three phases began by researching the inclusion of children with migrant experience in adapted school systems. Study visits to partner organizations composed part of this research to utilize a practical approach. Handbooks to better inform teachers and policymakers about inclusive education were then created to spread this knowledge and hopefully build upon it. These activities strived to improve early access to high quality, inclusive and democratic learning environments.

Project ID: [580452-EPP-1-2016-1-PL-EPPKA3-IPI-SOC-IN](#)

Projects were encouraged to actively involve **role models** as well as activities related to the European Year of Cultural Heritage 2018. The year aimed to encourage the **sharing and appreciation of Europe's cultural heritage as a shared resource**, to raise awareness of common history and values, and to reinforce a sense of belonging to a common European space.

European Youth Together

European Youth Together aims at supporting initiatives from at least five youth organisations from different regions spread across the EU's and Programme Countries' territory to share their ideas about **EU values**, encourage wider **civic participation** and help foster a sense of **European citizenship**.

The initiative builds on experience with the debates held within the **New Narrative for Europe** and other youth policy and programme initiatives that include gathering of different young people. The action aims to create **networks promoting regional partnerships**, and to be run in close cooperation with young people from across Europe.

The initiative supports:

- the promotion and development of more structured cooperation between different youth organisations to build or strengthen their partnership,
- youth organisations, youth workers and the young people involved in the partnership in their initiatives to hold trainings, showcase commonalities among different young Europeans and to encourage discussion and debate with young people on their connection to the EU its values and democratic foundations.

Eligible applicants were Youth NGOs who have the capacity to mobilise young people in partnerships covering different regions within the EU and non-EU Programme Countries territory (East-West-North-South).

The initiative favour projects with a **wide geographic spread** and the implication of a **diverse youth population** that also includes those from remote/rural areas, with a migrant background and from disadvantaged social backgrounds.

The first call for proposals was published in the spring of 2018 with a budget of €5 million and resulted in the selection of 14 projects with an EU contribution ranging from €132,000 to €500,000.

5.3 Cooperation with International Organisations

Cooperation with Council of Europe

The goal of the partnership with the Council of Europe in the field of youth is to foster synergies between the activities of the two institutions in the youth field. In 2018, the cooperation focused on **participation/ citizenship, social inclusion** and **quality development of youth work**. A symposium, held in Tallinn, focussed on the subject of digitalisation and was at the same time a celebration of the 20th anniversary of the partnership.

Cooperation with the Council of Europe in the field of education is done through the **‘Democratic and Inclusive School Culture in Operation’** (DISCO) programme co-funded under Erasmus+ with a total budget of €1.15 million. The programme supports projects designed to contribute to building democratic and inclusive societies by promoting education for democratic citizenship and human rights education in the 50 states party to the European Cultural Convention. Its 5th cycle, implementation from January 2018 to December 2019, focuses on two thematic priorities: **digital citizenship education** and building **democratic and inclusive school culture** by embedding the learning environment in the local community.

Two flagship projects of the last calls are [‘Digital resistance’](#) and [‘coLAB - a laboratory for new forms of collaboration’](#). The main objective of ‘Digital resistance’ is to promote digital citizenship of pupils by supporting the **development of digital skills and competences**

through inquiry-based learning methods and by using peer-education, while the focus of ‘coLAB’ is to support the integration of refugees in the academic environment, by promoting opportunities to teach their own skills.

Roma inclusion through education

The European Commission and the Council of Europe also cooperate on **inclusion of Roma through education**. For that purpose, Erasmus+ and the Council of Europe co-funded the 20-month **‘INSCHOOL’** programme in May 2017 with a 50%-50% share, for a total budget of over €1.4 million. The joint programme objective is to build more inclusive schools, which cater better for the needs of all learners, foster a culture of mutual respect and support Roma children in achieving their full potential. The programme aims to **pilot a model for inclusive schools** to provide further evidence on what works on the ground. The ultimate objective is to **define a flexible model for inclusive schools**, which is adaptable to local needs and could be scaled up, taking into account national specificities.

The programme was implemented in **26 schools** in 20 localities in five EU Member States with a significant Roma population (Czechia, Hungary, Romania, Slovakia, United Kingdom), focusing on four to five primary and secondary schools per country. At school level, support mechanisms for inclusive schools were set up and assistance to teachers to promote inclusion was provided. At the policy level, support was provided to remove concrete barriers to learning for vulnerable groups and a dialogue with national stakeholders was established in three implementing countries (Hungary, Slovakia and Romania).

Cooperation with OECD

The cooperation between the Commission and OECD offers better **knowledge on education systems** and provides **scientific support to education policies** through the results of large international studies and major 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). In 2018, the European Commission financed activities with the OECD for a total amount of almost €2.8 million.

PISA data are the basis for the education and training 2020 indicator on early school leaving and a benchmark for low achievers in mathematics, science and reading, which are reported annually in the Education and Training Monitor.

In 2018, 19 Erasmus+ national authorities committed to take part in the PIAAC survey. Their international costs for the participation in the survey were cofinanced, for a total budget of €3.8 million. The **PIAAC survey** is 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, to meet the challenges of today's changing labour markets, and to support inclusive societies.

The **increased participation** of Erasmus+ countries in the second cycle of PIAAC will enable to reinforce the measurement of the impact of EU skills policies and ensure feedback for policy improvement.

Another major highlight of the cooperation with OECD is the **TALIS survey** that captures the voice of teachers and school leaders on qualification and motivations, lifelong learning, career structure, school

environment and classroom practices. About 4,400 schools and more than 77,000 teachers in lower secondary school responded to the TALIS 2018 questionnaire.

Cooperation also took place in the area of country analysis and both co-drafted and co-financed the **Education Policy Outlook Country Profiles**. The Country Profiles provide an independent, synthetic and comparable overview of countries' education systems. They combine country-specific information with quantitative and qualitative knowledge from both OECD (PISA, TALIS) and EU sources (European Semester Country Report, Monitor), focusing on challenges and reforms in: equity and quality, preparing students for the future, improving schools, evaluation and assessment, and governance and funding.

In addition, the Commission has co-financed the preparation of the **National Skills Strategies** in 7 EU Member States, supporting a whole-of-government approach to skills policy and helping to drive the necessary reforms in the future, that could also be supported by the European Social Fund.

The European Commission continued the cooperation with OECD's Centre for Entrepreneurship, SMEs, Local Development and Tourism Directorate (OECD-CfE) for the further development and promotion of [HEInnovate](#), the common initiative to support higher education institutions and higher education systems to assess and develop their innovative and entrepreneurial potential. The first round of HEInnovate country reviews was completed with Bulgaria, Ireland, Hungary, The Netherlands and Poland.

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.

HEInnovate

Work to support the use of [HEInnovate](#) by higher education institutions continued including, among others, the organisation of a number of workshops in different EU Member States and train the trainer events. The on-line self-assessment tool has been further improved, including the addition of a new dimension on **'Digital Transformation and Capability'**.

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.

In 2018, the three-year framework partnership agreements (2018-2020) selected 19 civil society organisations active in the field of Education and Training for an amount of €2.4 million, and 87 beneficiaries for an amount of €4 million in the field of Youth.

Support to the European Youth Forum

The 2018 €2.6 million operating grant awarded to the European Youth Forum supported activities in the areas of advocacy, 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. The grant also contributed indirectly to the EU Dialogue cycle in the field of youth.

Support to the European Youth Event 2018

The third edition of the European Youth Event took place on 1 and 2 June 2018 in Strasbourg. This youth-targeted initiative, organised by the European Parliament every second year, gathered around 9,000 young people to debate European topics and learn about a number of opportunities that EU policies and programmes can offer them. The event provided a valuable opportunity to discuss and get feedback about the initiatives in the field of education, youth and culture.

Structured Dialogue for youth

By adopting the EU Youth Strategy in 2018, the Council of Youth Ministers and the Commission committed to contributing to the 11 European Youth Goals proposed by over 50,000 young people. These goals are the result of the 6th cycle of EU Structured Dialogue that ran from mid-2017 to 2018 on the topic **'Youth in Europe: What's next?'** collecting voices of young people all over Europe and contributing to the new EU Youth Strategy 2019-2027.



We grow together dialogue for inclusion

Coordinating organisation:

ONE WORLD citizens

EU Grant:

€26,370

By organizing the 'We Grow Together Dialogue for Inclusion' project, the organizations involved brought together 100 youngsters and young migrants from 7 countries, policymakers and stakeholders together to share vision, ideas, examples and find commitment for the next steps towards action on the dialogue topics.

During the interactive 3-day dialogue conference, which took place in Eindhoven, the Netherlands, the participants worked out a joint activity plan and timeline 2018-2019 to be carried out until the next 'Dialogue for Inclusion' conference in 2019.

Project ID: [2018-2-NL02-KA347-002163](#)

International Dialogue Platforms

The Commission undertakes a number of policy dialogue activities with individual Partner Countries or regional groups of countries 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. In 2018, dialogues were undertaken with the government of Japan, and governments and stakeholders of two regional groupings: the Western Balkans, and the South Mediterranean.

Presidency events

In 2018, Erasmus+ co-funded recurrent Presidency events, in partnership with the **Bulgarian presidency** for the first semester and with the **Austrian Presidency** for the second:

- A flagship conference '**Educate to Create. From Digital Consumers to Digital Creators**' was held in Sofia in April 2018. The conference placed particular focus on the development of digital skills and competences of learners and educators and the digital transformation of schools.
- The **EU Youth Conference** (EYC) was organized in Sofia in April 2018 and in Vienna in September 2018. Both events contributed to the preparations of young people's input to the EU Youth Strategy under the topic of 'Youth in Europe: What's next?' and provided essential steps towards the endorsement of the 11 European Youth Goals.
- The **HEInnovate conference** on 'HEInnovate: Making innovation work in higher education', was organised in Brussels in February 2018, and on 'Supporting institutional change in higher education' in Ruse, Bulgaria in June 2018. Both events supported the dialogue on innovation and entrepreneurship with, but also between relevant stakeholders
- A thematic University Business Forum took place in Sofia in February 2018: '**University-Business Cooperation - A Partnership for Modernisation and Growth**'. Organized in partnership with the Bulgarian Ministry of Education and Science and the Bulgarian Industrial Association, the forum invited policy leaders, higher education and business representatives to debate the challenges and opportunities presented by university-business cooperation.

5.5 Support to European Policy tools and networks

Erasmus+ provides funding for a number of European policy tools and for 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 (Support, Advanced Learning and Training opportunities)

SALTOs, a **network of resource centres**, support the National Agencies, and the Commission, as well as organisations and partners involved in the Erasmus+ Youth programme and youth work development through expertise, non-formal learning resources, information and training for specific thematic and regional areas.

Regional SALTOs (Eastern Europe and Caucasus, EuroMed, South East Europe) continued to promote Erasmus+ as a unique opportunity for further strengthening the international youth cooperation and capacity building of youth organisations in the Neighbouring Partner Countries. In 2018, SALTOs were key to the success of several events and activities such as the 2018 events for former volunteers organised in Armenia, Russia and Ukraine, to name a few.

Thematic SALTOs were restructured from five to three - inclusion and diversity, participation and information, and training and cooperation, followed by the process to align their common role and mandates in relation to the new EU Youth Strategy and youth programmes cycle of synergies.

The **Youthpass** – the EU level instrument to identify and document non-formal and informal learning outcomes gained by participants in Erasmus+ youth projects – was further developed to also serve European Solidarity Corps projects. Reflections on how the instrument could evolve in the future youth programmes were initiated.

Eurodesk Network

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

In 2018, they managed and contributed to the further development of the **European Youth Portal** and served as its first-level helpdesk. Eurodesk federates around 1,000 local youth information providers, so-called 'multipliers', that are regional or local organisations working with young people and delivering youth information (e.g. youth centres, youth information centres, associations and municipalities).

Euroguidance, Europass, European Qualifications Framework

For the funding period 2018-2020, €18.9 million was earmarked. These three networks are dealing with different but closely-related issues on skills and qualifications:

- **European network of National Euroguidance Centres:** lifelong guidance and mobility for learning purposes,
- **European network of National Europass Centres:** communication and understanding of skills and qualifications,

- **European Qualification Framework - National Coordination Points (EQF-NCP):** support to national authorities to make qualifications more transparent, understandable and comparable and linking qualifications frameworks to the European Qualifications Framework.

Centres pursued a 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 media and online.

In 2018, 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.

ECVET - European Credit system for Vocational Education and Training

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 €1.33 million in 2018, 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.

EQAVET - European Quality Assurance in Vocational education and Training

In 2018, Erasmus+ continued to provide support to the activities of the EQAVET National Reference Points (NRPs). 19 projects were selected in 2017 for a budget of €2.29 million, for a two-year period. They are 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.

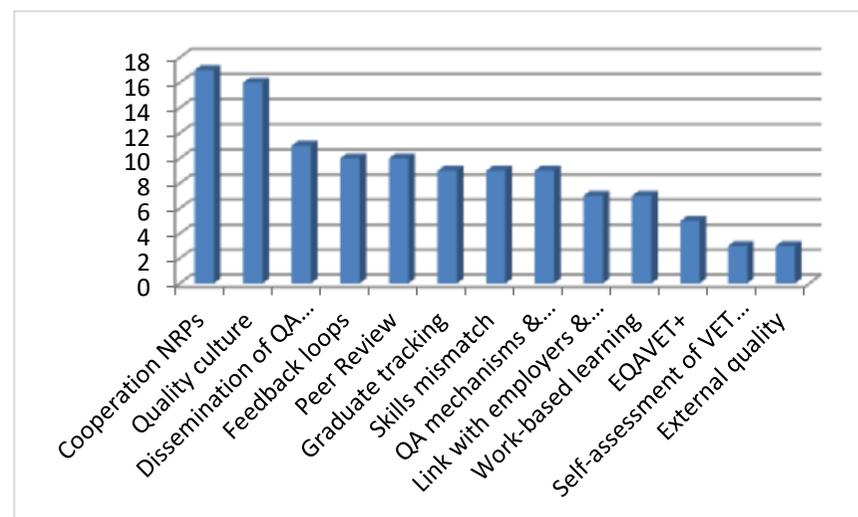


Figure 30 - Main topics tackled in the 19 EQAVET projects 2017-2018

ECVET and EQAVET Networks support

The Recommendation establishing the European Credit System for Vocational Education and Training (ECVET) was adopted in 2009 and asked the European Commission to set up the related implementation network and support Member States through actions such as providing guidance material and best practice examples for stakeholders, organising peer learning events and information seminars, and disseminating information on-line. During these years, the ECVET was also used to **ground VET system reforms**, help skills validation processes or support quality delivery services and frame credit systems.

Joint Qualifications in Vocational Education and Training

Under the successful call 'Joint Qualifications in Vocational Education and Training', 19 projects were selected, for a budget of €7.2 million.

The selected projects foster strong work-based learning and mobility components, address learning outcomes, quality assurance and proper recognition while making use of relevant European tools and instruments. The projects have the potential to **increase the employability** of young people and to contribute to the development of a highly skilled and qualified workforce from which companies should also benefit.



Winemaker Specialist

Coordinating organisation:

Aris Formazione E Ricerca Societa Cooperativa

EU Grant:
€427,292

EU is world-leading wine producer, with over 3 million of workers (about 20% of employment in EU agriculture). In North Macedonia and Umbria (both with high unemployment rates, especially for youths), wine production is a key economic and labour intensive activity, but lacks vocational education and training (VET) opportunities to get skills required by the market.

VET providers from both regions, qualification authorities, sectoral companies and organisations cooperate to set up the joint VET qualification Winemaker Specialist and:

- *design a detailed qualification profile, outlining expected learning outcomes in clearly identified units;*
- *establish joint qualification profile and cooperation structure to ensure transparency, comparability, quality;*
- *design a joint curriculum to reach learning outcomes with strong work-based learning and mobility components;*
- *define a joint guideline for learning outcomes assessment.*

Project ID: [597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ](#)
<https://winevet.eu/>

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 33 National Coordinators selected in 2017, with two-year contracts, continued in 2018 to engage with stakeholders, establish structures for better coordination of national adult learning policies, undertake 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 levels of basic skills.

NARIC- National Academic Recognition Information Centres

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

In 2018, 13 NARIC projects have been selected for the period of 2018-2020. The projects covered activities such as the annual ENIC-NARIC meetings, a database collecting diplomas and certificates of the participating countries, recognition of new forms of learning, and recognition of refugee's qualifications.

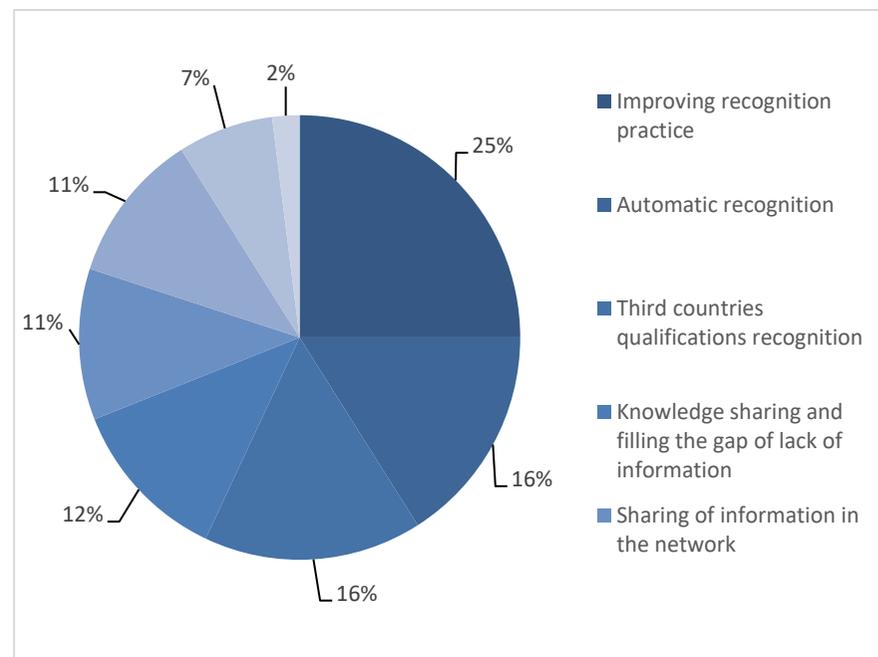


Figure 31 - Main topics tackled in NARIC projects 2007-2018

Digital and Entrepreneurial Competence Frameworks

The **Digital Competence Framework for Educators** published in 2017, sets out the digital skills and competences educators need in contemporary teaching environments. It is designed for educators at all levels, from pre-primary to vocational, higher and adult education. A total of 22 educator-specific competences for teaching are set out in six competence areas. In 2018 work began to create self-assessment tools for teachers based on the framework.

SELFIE

As part of the Digital Education Action Plan and with the support of the ET2020 Working Group on digital education, **a self-assessment tool on the digital capacity of schools** (SELFIE) was developed and tested in 14 countries. The free online tool helps school leaders, teachers and students reflect on how they use digital technologies for teaching and learning. The tool was launched in 24 languages on 25 October 2018. Within six weeks it was already used by over 150,000 teachers, schools leaders and students across Europe.

'I think SELFIE is a very important tool as it invites the school communities to start a discussion on how they can improve the use of technologies. In this process it is very important to hear also the viewpoints of students. Because someone can think that they use technologies effectively in a school, but maybe students have a totally different opinion. The fact that SELFIE invites schools to start a dialogue with students is fantastic.'

—Maeve Galvin, Student, 16 years old, Ireland

Bologna Process

The [Paris Communiqué](#), adopted at the Ministerial Conference of the European Higher Education Area in May 2018, encourages the use of the Erasmus+ programme to increase cooperation, beyond mobility, to tackle the challenges and achieve progress on the key commitments of the

2018 Bologna Process. The Ministers also expressed their will to intensify cross-disciplinary and cross-border cooperation, and to develop inclusive and innovative approaches to learning and teaching, in line with the European Union's vision for the creation of a European Education Area by 2025.

In August 2018, the European Commission launched a call to National Authorities for Higher Education in Erasmus+ Programme Countries, with the aim to **support policy reforms in the European Higher Education Area**. National Authorities were invited to establish partnerships with other programme countries and stakeholders, and implement self-identified and demand-driven activities to address the gaps identified in the implementation of the Bologna Process.

Out of 18 eligible applications, 13 projects were selected: 7 for Bologna peer group activities and 6 for activities to foster the implementation of priorities identified in the Paris Communiqué. The main topics covered are recognition, inclusive mobility and social inclusion, quality assurance and innovation in learning and teaching.

There was a good geographical balance in the coverage of countries, with 34 out of the 48 Bologna countries covered as beneficiaries.

The Erasmus+ Programme supported the Bologna Secretariat by a grant to the Italian organisation **Information Centre on Academic Mobility and Equivalence**, which ensures the administrative support to the Bologna Process until the next Ministerial Conference that will take place in Rome in June 2020.

Eurostudent VII - Social Dimension of European Higher Education

In 2018 Erasmus+ continued to co-finance the seventh cycle of EUROSTUDENT, which dates back to the 1990s. 26 contracts were awarded for an overall budget of €1.3 million. The project strives to **provide data comparison on the social dimension of European higher education** as a basis to review and improve the social dimension of their higher education, as well as to establish robust structures for its national monitoring.

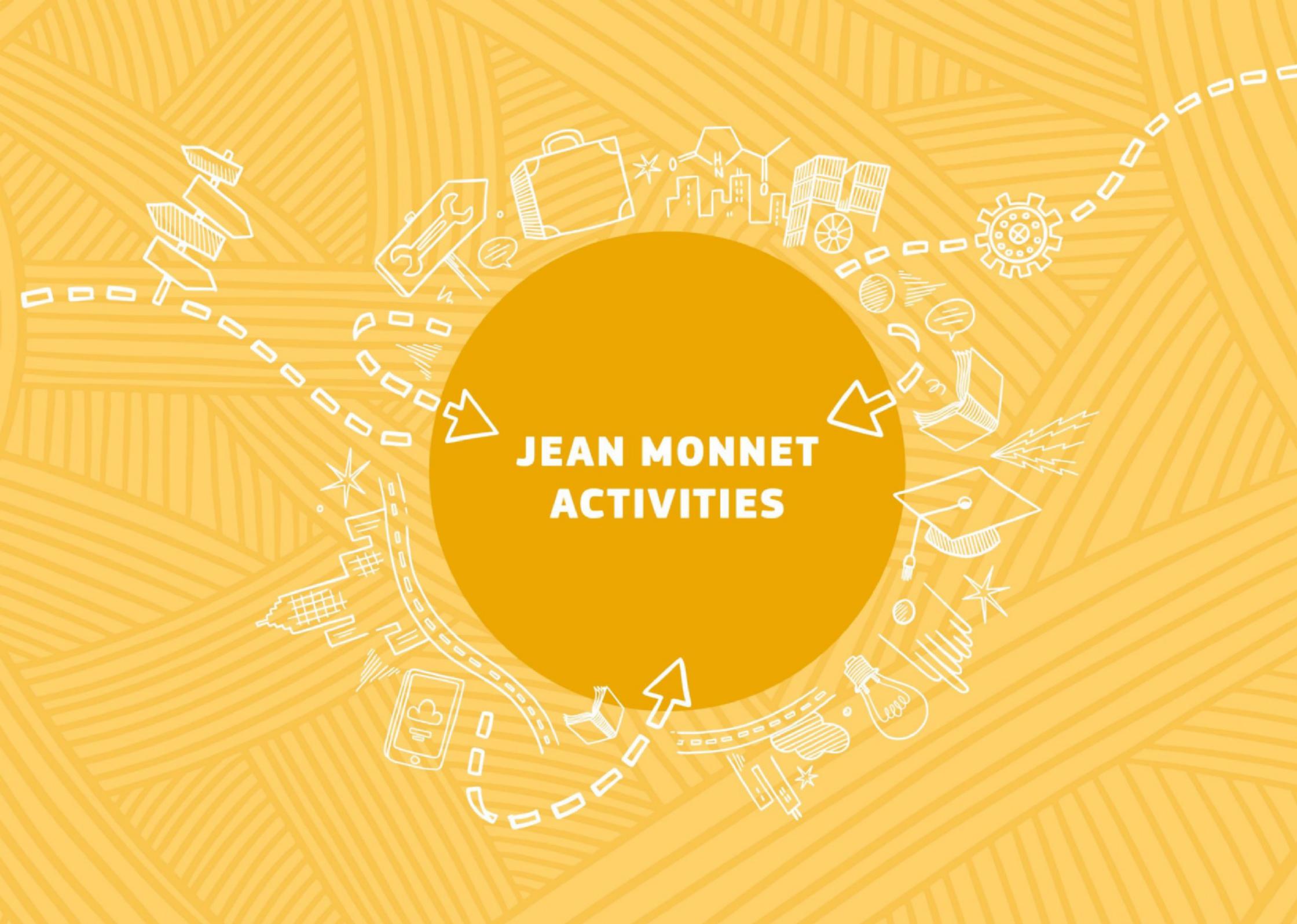
The EUROSTUDENT data set covers **all aspects of student life**. It focuses on students' socio-economic background, their living conditions but also investigates temporary international mobility and students' assessment of studies and their future plans.

Erasmus Charter for Higher Education (ECHE)

Since 2014, higher education institutions must hold 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 **Charter's** objective is to reinforce the programme's overall quality and impact through clear commitments before, during and after mobility, as well as during cooperation projects. Most ECHE holders were accredited following the 2014 call, which is valid for the entire duration of the Erasmus+ programme. The number of higher education institutions holding an ECHE has continued to grow with the successive calls, including **more and smaller higher education institutions**. The total number of institutions holding an ECHE reached 5,703 in 2018, meaning a record number of institutions can apply for the Erasmus+ calls.

Higher Education and Smart Specialisation (HESS)

As highlighted in the Renewed EU agenda for Higher Education, many higher education institutions do not sufficiently contribute to the innovation potential of the regions where they are located. The European Commission has launched a project to better understand **how higher education institutions and regional authorities work together** in the framework of the **smart specialisation agenda**, which is based on the involvement of relevant stakeholders, in particular the higher education institutions. The second phase of the project finished end of June 2018 with the publication of a number of policy briefs and a handbook targeted at regional authorities. The third phase of the project started on 1 July 2018 lasting until 30 June 2020.



**JEAN MONNET
ACTIVITIES**

6. Jean Monnet Activities

The Jean Monnet Activities are an integral part of the Erasmus+ Programme. They consist of Jean Monnet **actions** and **operating grants** to specified institutions.

Jean Monnet Actions

The Jean Monnet actions **support teaching and research about the European Union worldwide**, so far primarily in higher education. At a time that the European integration idea is challenged by populism and mistrust, they help generate and **spread knowledge about the EU**, within as well as outside the EU. They also promote policy-relevant debate about the EU between policy makers and the academic world. Beyond academia, they help improve the citizens' understanding of the European Union through support to outreach and education projects.

Since 2001, the Jean Monnet actions have a global scope and are open to any officially recognised higher education institution anywhere in the world, including in countries where the knowledge about the EU is very limited. Today the Jean Monnet actions are present in more than 90 countries and they are a prime EU public diplomacy tool around the world.

Through an annual Call for Proposals, the Jean Monnet actions support **three main types of work**:

- Teaching and research about the processes of EU integration
- Policy-relevant debate with the academic world
- Support to collaborative projects and outreach to society

Through **six different instruments**:

- Jean Monnet **Teaching Modules**: teaching programmes or courses on EU matters, with a minimum of 40 teaching hours per academic year.
- Jean Monnet **Chairs**: 3-year teaching posts in European Union studies for specialist university professors who provide a minimum of 90 teaching hours per year.
- Jean Monnet **Centres of Excellence**: hubs of knowledge, research and cross-disciplinary expertise on EU matters based in higher education institutions, each with several high-level specialist scholars.
- Jean Monnet **Support to Associations of academic teachers and researchers**: to contribute to the interdisciplinary study of the European integration process and to spread knowledge about the EU.
- Jean Monnet **Networks**: to support the creation of consortia of international actors working in the field of European Union studies.
- Jean Monnet **Projects**: to enhance knowledge about European Union issues and for spreading and valorisation of this knowledge.

Since their launch in 1989, the Jean Monnet Actions have supported 300,000 students each year, more than 5,000 projects on European integration studies and more than 1,000 universities around the world to offer courses on European studies as part of their curricula.

The hundreds of active Jean Monnet academics constitute a pool of expertise available to the EU Institutions, EU Delegations, and national authorities.

The original Erasmus+ budget available for the 2018 Jean Monnet Activities call for proposals was €12.7 million. An additional €3 million became available from the Partnership Instrument for proposals

submitted by applicants from thirteen countries identified as priority targets for the EU external action: Australia, China, Hong Kong, India, Indonesia, Iran, Macao, Mexico, New Zealand, Russia, South Africa, Taiwan, United States of America.

The interest in Jean Monnet actions continued in 2018 with 1,255 applications received in 2018. 747 (60%) of these are coming from non-EU countries, which shows a high international interest. 235 projects were funded in total, 115 for activities in non-EU countries. The success rate for these actions remains low at 19%.

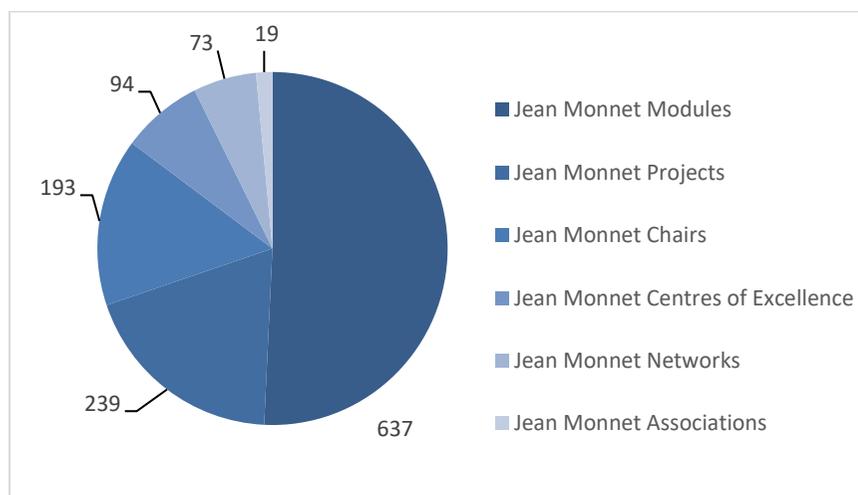


Figure 32- Jean Monnet actions: applications received to the 2018 Call

Promoting excellence in EU studies remains central to the Jean Monnet actions. The selection of 33 new Centres of Excellence and 47 new Jean Monnet Chairs in 2018 ensures the consolidation of EU teaching and research in countries across the world.

The trend of expanding the range of subject areas addressed by the Jean Monnet Activities continued in the applications selected in 2018. In

addition to covering traditional subjects closely associated with the EU integration process, such as history, law and economics, the 2018 successful applications introduced EU studies in other disciplines, thus leading to a higher **Europeanisation of higher education curricula**.

The beneficiaries of Jean Monnet actions engage with a **broad range of EU-related topics** of current interest that include: migration and the refugee crisis; the economic crisis and austerity; misinformation and the rise of populism; the role of citizens and their current disengagement from the EU construction process; employment; defence; healthcare; energy; transport and climate action. A number of the successful proposals examine the future of the EU, looking in particular into the issue of the uninformed citizen and the importance of communicating Europe effectively both in higher education and in schools.

Jean Monnet Operating grants

Approximately 2/3 of the total 2018 Jean Monnet budget, €32.4 million, went to the operating grants of the six institutions, designated in the Erasmus+ Regulation and based over seven sites:

- the College of Europe, Bruges and Natolin campuses
- the European University Institute, Florence
- the Academy of European Law, Trier
- the Institute of Public Administration, Maastricht
- the European Agency for Special Needs and Inclusive Education, Odense
- the Centre international de formation européenne (CIFE), Nice

Their 2018 activities included master programmes, summer courses, workshops, conferences, thematic working groups, research activities, data collection and analysis, and support to public authorities for enhancing reforms.

In 2018, the European University Institute continued to work for the establishment of the **Florence School of European and Transnational Governance**, for which a detailed business plan and progress report was submitted in May 2018.



Jean Monnet Chair in European Integration

Coordinating organisation

National University of Ireland Maynooth

EU Grant

€50,000

This Chair aims to extend teaching, research and public engagement on the European Union at Maynooth University and in Ireland, by introducing new pedagogic elements to the curriculum, including a new module for non-social science students. A Schools Forum will connect Maynooth with Irish secondary schools to facilitate reflection on debate about the EU. Other pedagogic elements include an intensive fieldtrip to the EU institutions in Brussels and EU Negotiation Simulation games. Students will be provided with deeper knowledge of key EU subjects and a range of transversal skills to improve their employment prospects. The project proceeds from a perceived need to produce critical, informed and constructive research, teaching, and engagement on the EU in Ireland. Knowledge and information deficits encourage misunderstanding and misconceptions about European integration and its significance for Member States and citizens. This project tackles this problem through a new annual Irish Public Forum on the 'Future of Europe' debate and by deepening cooperation with government and civil society partners. The research dimension of the project engages with EU Enlargement policy and Rule of Law challenges in both accession and post-accession contexts.

Project ID: [600105-EPP-1-2018-1-IE-EPPJMO-CHAIR](#)

SPORT



7. Sport Activities

Since 2014, the Erasmus+ Sport chapter **promotes the European dimension in sport**, allowing 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.

A total budget of **€46.5 million** was earmarked for the whole sport chapter in 2018. The simplification of funding with a unit cost system for collaborative partnerships and small collaborative partnerships introduced in 2016 further encouraged sport clubs applying for the small collaborative partnerships. As a result, the number of applications has increased in 2018, and a total of 199 projects were selected out of the 548 applications received.

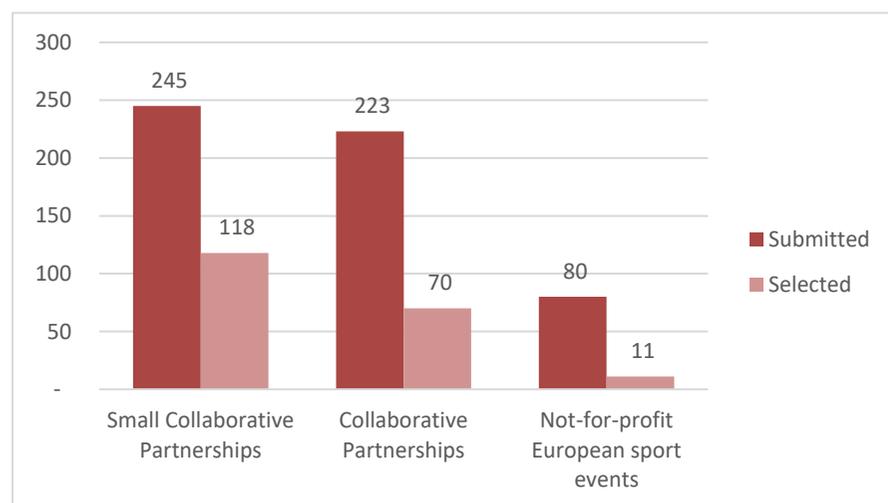


Figure 33 - Outcome of the 2018 Sport Call

As in 2017, in 2018 the Sport Chapter focused on more **grassroots sport** with increased support to **small collaborative partnerships**, and in general on all sport projects aimed at **increasing the level of participation in sport and physical activity**.

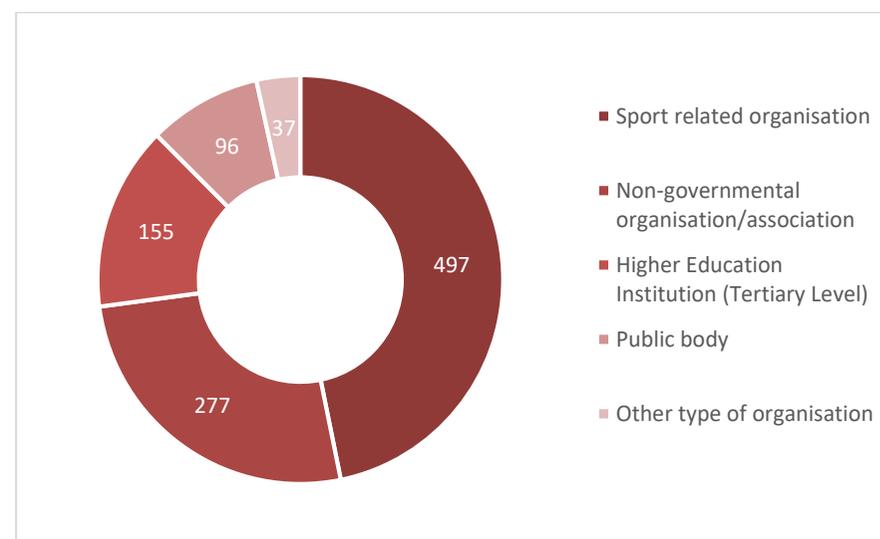


Figure 34 - Type of organisations of all partners in selected applications

Small Collaborative partnerships

Supported since 2016, the small collaborative partnerships should involve **at least one sport club** - a measure that considerably promotes grassroots sport.

The top 3 topics covered by **118 projects selected** were:

- 43%: Encouraging **social inclusion and equal opportunities** in sport
- 35%: Promoting **education** in and through sport with special focus on **skills development**

- 9%: Supporting the **mobility** of volunteers, coaches, managers and staff of non-profit sport organisations

Collaborative partnerships

Erasmus+ supports 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.

The budget earmarked for the collaborative partnerships and not related to the European Week of Sport is **balanced** across the **four thematic areas**:

- Participation in sport and physical activity,
- Education in and through sport, dual careers and voluntary activity in sport,
- Integrity of sport such as the good governance, anti-doping and fight against match-fixing,
- Combat against violence, racism, discrimination and intolerance in sport and encouraging social inclusion and equal opportunities in sport.

Similarly to the previous years, the number of projects selected was lower than anticipated in 2018, as a high number of applicants requested the maximum grant amount of €400,000. The **70 selected projects** covered a **variety of sport organisations and stakeholders**; involving 534 organisations from 32 Programme Countries.



Girls on Track European Young Women Programme

Coordinating organisation	EU Grant
Fédération Internationale de L'automobile (FIA)	€310,755

This is an on-going 2 year project where the FIA, together with 9 partners, organises a new karting competition model to attract new talents and raise gender equality in motor sport. Thanks to this programme more than 1,200 girls between 13-18 years old were selected and took also part in a European FIA European Young Women Challenge. In March, final race was held in Le Mans with 27 finalists: 6 girls are now part of a 'European karting team'. Ongoing training is taking place (See at: <https://www.fia.com/thegirlsontrack>).

Project ID: [590568-EPP-1-2017-1-FR-SPO-SCP](#)

Not-for-profit European sport events

The sport action of not-for-profit European sport events proved to be the most competitive action over the years. A total of **11 events** out of 80 received applications were selected in 2018. The majority of submitted not-for-profit European sport events covered the topic of **encouraging social inclusion and equal opportunities** in sport followed by encouraging **participation in sport and physical activity** especially by supporting Council Recommendation on Health-Enhancing Physical Activities (HEPA) and EU Physical Activity Guidelines.



Minifootball for increased HEPA

Coordinating organisation
Evropska Federace Male Kopane

EU Grant
€474,620

This project's twin goals of promoting health enhancing physical activity and social inclusion culminated in an international tournament in Hungary, Mini4EU, made up of over 1,300 participants from 18 different European countries. Training sessions covering the urgent need for social inclusion in sport informed the project coordinators' planning of the tournament. In line with this, teams of often-excluded groups, including mentally challenged persons, children and women, participated in the tournament and took advantage of opportunities to connect with other teams. Extensive dissemination and marketing techniques proved to be very effective in attracting participants as well as interest across many platforms. The Mini4EU tournament was successful in creating an inclusive, participatory space for different groups and nationalities to come together in the name of health and sport.

Project ID: [590487-EPP-1-2017-1-CZ-SPO-SNCESE](#)

The European Week of Sport

The annual **European Week of Sport** was implemented for the fourth time in 2018, in cooperation with participating countries and regions and partners of the Week, in order to encourage participation in



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to encourage participation in sport and physical activity and raise awareness about the numerous benefits of both. The initiative was further enhanced and strengthened as an important tool for **promoting sport and physical activity amongst citizens** and for raising awareness about their importance and benefits, as well as for developing cooperation with various European and international partners and sport organisations. In 2018 it **was extended to the Western Balkans and Eastern Partnership countries and regions**. In total around 13 million people participated in about **50,000 events across Europe**. One of the main novelties was the #BeActive night. It was organised on 29 September 2019 in all participating countries and regions.

A total of **41 National Coordinating Bodies** were selected representing all 28 EU Member States, the Programme Countries and the Western Balkans and Neighbourhood countries and regions.

The financial support mainly covers activities organised at a national level. These typically include:

- awareness raising and communication activities on the **value of sport and physical activity** in relation to the personal, social and professional development of individuals;

- activities to **promote synergies** between the field of sport and the fields of health, education, training and youth conferences, seminars, meetings and events;
- support to the organisation of an **EU wide** (symbolic) simultaneous **activity** in the capitals of all Participating countries.

The **2018 #Beactive Awards** recognised 9 nominees across Europe based on their commitment to promote sport and wellbeing in their communities and organisations. Sofia, 2018 European Capital of Sport, hosted the Awards Gala.

An **external evaluation** drew lessons from the implementation of the European Week of Sports carried out in 2015, 2016 and 2017. The evaluation elaborates on best practices and examples which could be used for future initiatives both at the EU level and in the EU Member States and provides suggestions on how to improve the organisational and communication aspects, as well as the collaboration with at national and local levels.

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.

A **New Eurobarometer on sport and physical activity** published in March 2019 shows that levels of participation in sport and physical activities have not changed substantially since the previous Eurobarometer survey in 2014. In fact, the proportion of those who say they never exercise or play sport has slightly increased from 42% to 46% Europe-wide, and this is a continuation of a gradual trend since 2009.



Promoting social inclusion through sport

The ability of sport to break down barriers is increasingly being used as a powerful tool to bring together people from all kinds of backgrounds, and in particular from **disadvantaged groups and the**

promotion of European values. Across the European Union, at Member States' level or within European Union programmes, a wide range of initiatives have been taken and innovative projects are already being implemented. Through 3 specific calls a total of 35 local sport projects were supported:

- 24 projects devoted to the integration of refugees,
- 4 projects related to the promotion of European values through sport initiatives at the municipal level,
- 7 proposals on exchanges and mobility in sport.

Exchanges of people, ideas and good practices can be beneficial for the individuals, for their organisations and for sport and society as a whole. In addition a mapping on access to sport of people with disability was published on 20 December 2018.

The second ceremony of the **#BeInclusive EU sport** award took place on 27 November 2018. The #BeInclusive EU Sport Awards recognise sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at-risk, or any other group that faces challenging social circumstances.

The three winners, [Judo club for people with disabilities Fuji](#), Croatia; [Fit4Life](#), Finland; and [Sport & Refugees](#), Germany, were awarded with a €10,000 prize. The other 6 finalists received a €2,500 prize each.



2018 #BeInclusive EU sport awards winner Judo club for people with disabilities Fuji

Judo club for people with disabilities “Fuji” was founded in August of 2012 and is the first of its kind in Croatia. The club gathers around 35 children and young people whose diagnoses include, but are not limited to cerebral palsy, Down syndrome, intellectual disabilities (special needs), motor impairments and autistic spectre disorders. The primary goal of this project is to include children with different kinds of disabilities into a sporting activity that will enable them to develop their motor skills to the highest possible level, but also to integrate into a sporting environment where they can reach self-actualisation in spite of the limitations they face in their day-to-day life.

Dialogue with relevant European stakeholders

The **EU Sport Forum** took place in March 2018 in Sofia, Bulgaria. The European Commission continued to use the EU Sport Forum as a unique opportunity for sport organisations to meet and discuss key topics in the field of sport with policy makers and representatives of the EU institutions and the Member States.



The **role of sport in international relations was at the core of the discussion**, together with regional development, innovation and concrete sessions on the transfer of players or the consequences of the International Skating Union case. The latest policy developments from the [EU Work Plan for Sport](#) to the [Tartu call for a healthy lifestyle](#) were also widely discussed. Different sessions and workshops addressed other key questions such as the impact of the Olympic Games on the environment, the role of sport in fighting climate change and the Paris agreement, and the role of sport in promoting European values and promoting gender equality in sport.

Priority was also given to a continued promotion of good governance in sport, including the further **development of the pledge board**, initiated in September 2016, signed by 47 organisations so far, at European and national level.

The **cooperation with other international organisations** active in the field of sport was further strengthened. In particular, the Commission developed partnerships with three international organisations through Erasmus+: the Council of Europe, the United Nations Office for Drugs and Crime, and the World Health Organization.

Cluster meeting

The **third thematic cluster meeting** in the field of sport integrity - took place in Brussels on 4 and 5 December 2018. Around 120 experts and Erasmus+ projects representatives and Member States gathered in Brussels to discuss integrity and good governance. The study on [‘Mapping and corruption in sport in the EU’](#) was also presented.

Policy dialogue: Presidency events

In 2018, the fifth year of the implementation of this action, the Presidencies of the Council organised several events on the various contemporary challenges in sport.

The **Bulgarian Presidency** organised:

- the Seminar 'Preventing doping in professional and grassroots sport through education and investigation'
- the Conference 'Grassroots sports as a tool for integration and bridge between tradition and innovation'

The **Austrian Presidency** organised:

- a Conference on sport and economy
- a Round Table on Mobility in Sport
- a Seminar on promotion of physical activity at the work place

Glossary of terms

CBHE	Capacity building projects in higher education	SALTO	Support, Advanced Learning and Training Opportunities
CfE	Centre for Entrepreneurship	SEG	School Education Gateway
DG EAC	Directorate-General for Education, Youth, Sport and Culture	SME	Small and medium-sized enterprises
EACEA	Education, Audiovisual and Culture Executive Agency	TALIS	Teaching and Learning International Survey
EC	European Commission	TCA	Transnational Cooperation Activities
ECHE	Erasmus Charter for Higher Education	VET	Vocational Education and Training
ECVET	European Credit System for Vocational Education and Training		
EDF	European Development Fund		
EEENE	European Expert Network on Economics of Education		
EFTA	European Free Trade Association		
EMJMD	Erasmus Mundus Joint Master Degree		
EPALE	Electronic Platform for Adult Learning in Europe		
EQAVET	European Quality Assurance in Vocational Education and Training		
EQF-NCPs	European Qualifications Framework - National Coordination Points		
EU	European Union		
EuroMed	Euro-Mediterranean		
EYC	European Youth Conference		
EYP	European Youth Portal		
HEPA	Health-Enhancing Physical Activity		
HEREs	Higher Education Reform Experts		
HESS	Higher Education and Smart Specialisation		
ICT	Information and Communication Technologies		
LGBTIQ+	Lesbian, gay, bisexual, transgender, intersex and questioning		
KA1	Erasmus+ Key Action 1		
KA2	Erasmus+ Key Action 2		
KA3	Erasmus+ Key Action 3		
NARIC	National Academic Recognition Information Centre		
NESET	Network of Experts on the Social dimension of Education and Training		
NGO	Non-governmental organisation		
OECD	Organisation for Economic Cooperation and Development		
OECD-CfE	OECD Centre for Entrepreneurship		
OLS	Online Linguistic Support		
PIAAC	Programme for International Assessment of Adult Competencies		

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