



ERASMUS+

ANNUAL REPORT

2020

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EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate R — Performance Management, Supervision and Resources

Contact: Arturo Caballero Bassedas
E-mail: Arturo.Caballero-Bassedas@ec.europa.eu
EAC-SPP@ec.europa.eu

European Commission
B-1049 Brussels

Erasmus+

Annual report 2020

Foreword by the Commissioner



Setting the foundations of a European Education Area will help Member States build more sustainable and forward-looking education systems, especially after these have been put to a severe test during the COVID-19 pandemic. This unprecedented circumstance made it clear to what extent the over 100 million Europeans who constitute the education and training community showed resilience and flexibility in setting out new ways of teaching and engaging with learners in order to respond to new challenging realities. Thus, the European Education Area, to be rolled out by 2025, ties in with Next Generation EU and the long-term budget of the European Union for 2021-2027.

With another 24 European Universities alliances emerging, bringing the total up to 41 European Universities selected under Erasmus+, more young people and staff are given the opportunity to meet, learn and create across borders, disciplines, languages and across interuniversity campuses.

I am looking back on the impressive achievements of Erasmus+ in 2020.

Although the pandemic posed an unprecedented challenge for physical learning mobility throughout 2020, it continues to remain the essence and the backbone of the Erasmus+ programme. Moving to another country to study is exactly what many learners are seeking and what makes

Erasmus+ experience unique. Nevertheless, the pandemic has also made it clear that Erasmus+ must play a vital part in preparing both individuals and organisations for the digital transition. In 2020 therefore, the Erasmus+ programme published two new calls for proposals in the area of Partnerships for Digital Education Readiness and Partnerships for Creativity, each providing €100 million to respond to the educational challenges resulting from the COVID-19 pandemic.

Simultaneously, Erasmus+ addressed new challenges in education, training, youth and sport; enhancing its inclusive dimension, supporting green and digital transitions and fostering innovation.

Following the successful implementation of the Erasmus+ programme in 2020, the new generation of the Erasmus+ programme has started in 2021, building on the success, the established networks and the popularity of its predecessor programmes.

Likewise, the adoption of the new Digital Education Action Plan (2021-2027) will continue to pave the way for the digital transformation of our education and training systems, as well as provide opportunities for young people to sharpen their digital skills and competences.

Finally, it will also, very importantly, contribute to the recovery efforts to mitigate the impacts of the pandemic, which hit young people particularly hard.

Mariya Gabriel

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

Foreword by the Director-General



The Erasmus+ flagship EU programme is one of the European Union's most successful and iconic programmes. Its well-known brand name projects a positive image of the Union, well beyond its borders.

2020 was the final year of the former generation of the programme. Due to the COVID-19 pandemic the Erasmus+ mobility activities have been strongly affected by the pandemic crisis.

Nevertheless, overall, despite the disruption caused by the Covid-19 pandemic, the crucial support for participants has been preserved. The European Commission has helped organisations and individuals participating in the Erasmus+ programme address the adverse effects of the pandemic, and has encouraged institutions and organisations to offer the possibility of online and blended activities to participants where possible. We listened to the views of participants (individuals and institutions) on how the COVID-19 outbreak has affected the ordinary course of their projects and activities. Erasmus+ remains true to its commitment of supporting learning mobility, including through more flexible, blended and virtual formats.

As in past years, the Erasmus+ programme can report efficient implementation and use of funds in 2020, demonstrating its high potential to scale up in the future. We would not have achieved these

impressive results without the efforts and dedication of Erasmus+ National Agencies, the Education, Audiovisual and Culture Executive Agency, our beneficiaries and participants.

Evidence and participants' testimonies both show that Erasmus+ enables young people to thrive in the modern labour market and in an increasingly diverse society. I am happy to see that people benefiting from Erasmus+ opportunities feel more ready to take on new challenges, have better career prospects and are more aware of the benefits the EU brings to their daily lives.

We must make every effort to ensure that, in the future, these opportunities are accessible to many more people, regardless of their background. This is a crucial goal of the new Erasmus+ generation, and I look ahead to an even more modern, greener and more inclusive programme, fully fit for the digital age. The 2021-2027 Erasmus+ will rely on an ambitious budget, with nearly a double increase compared to its predecessor.

Themis Christodou

*Director-General for Education,
Youth, Sport and Culture*

Highlights of the year

Impact of the COVID-19 pandemic

The COVID-19 pandemic has affected millions of learners and educators and has tested not only the resilience of education and training systems across Europe, but also the well-being of our young people and athletes. The cancellation of events and the closing of premises, has thrown numerous organisations into very difficult situations. In these challenging times, the Erasmus+ programme has proven its agility and resilience, adapting its actions, supporting stakeholders and reshaping priorities with the aims of:

- Protecting the beneficiaries and participants,
- Mitigating the impact of the pandemic on the ongoing and planned actions,
- Supporting Member States and third countries associated to the programme to communicate and exchange practices needed for an immediate response,
- Setting up new and innovative policies in education and training, youth and sport.

Despite the disruption caused by the pandemic, continued crucial support was provided to National Agencies and end beneficiaries.

To respond to the emergency and adapt to the extraordinary circumstances in the early days of the pandemic, maximum flexibility and support measures were provided to participants and beneficiary organisations within the applicable legal framework. For instance, the *force majeure* clause of grant agreements was triggered, application deadlines as well as on-going projects completion dates were extended, additional costs up to the maximum amount granted to projects under the applicable legal framework were covered, and further flexibility to facilitate blended activities provided (i.e. activities involving a combination of physical mobility and online learning which allowed educational activities to continue). Higher education students were

allowed to keep their Erasmus+ grants while completing their course remotely in case they still had expenses (e.g. accommodation) linked to their stay in the destination country.

As thousands of projects have been impacted by COVID-19, and considering the fact that Erasmus+ mobilities are implemented mainly under indirect management mode, the coordination and guidance to the National Agencies in dealing with this unprecedented situation has been a top priority. Allowing them to convey essential information and support the affected organisations and participants ensures the protection and safety of our beneficiaries.

In August 2020, the Erasmus+ programme published two new calls for proposals in the areas of Partnerships for Digital Education Readiness and Partnerships for Creativity. The two calls received a total of 4430 applications, out of which 1201 projects were contracted.

The European Education Area

Following a preparation period of two years, a communication on how to achieve the **European Education Area (EEA)** by 2025 was adopted on 30 September. It seeks to:

- Foster cooperation between Member States, in order to further enrich the quality and inclusiveness of national education and training systems.
- Prevent the health crisis from creating structural barriers to learning and competence development, and from reducing citizens' employment prospects and participation in society.

The European Education Area, therefore, fits into the goal of achieving a modern and more sustainable Europe, able to address the digital and green transitions.

Erasmus+ is instrumental in bringing about the European Education Area. The programme helps drive systemic impact in mainstreaming innovative policies and accelerating new practices that improve the quality and relevance of education and training, youth work and youth policy systems

throughout Europe. The EEA will thus contribute to make quality and borderless learning available for all, everywhere in Europe, to change the culture of education towards lifelong learning, and to modernise the EU on digital skills for young people and adults alike.

The **European Education Area Communication**¹ set means and milestones around six dimensions: Higher Education, Teachers & Trainers, Green and Digital transitions, Inclusion and Gender equality, Quality and Geopolitical dimension.

1. Higher Education

As part of the EEA, the **European Universities initiative** is paving the way for transformation of higher education by building the universities of the future. On 9 July 2020, the Commission announced that 24 additional European Universities were selected under Erasmus+. 41 European Universities gathering more than 280 higher education institutions across Europe are now part of this flagship initiative, with the ambition to enhance the quality and attractiveness of European higher education and boost cooperation between institutions, their students and staff.

2. Teachers & Trainers

The Erasmus+ programme contributed to promote and **support continuous professional development of teachers and trainers**. More than 126 000 mobility activities for teachers, trainers and other staff from the School Education and the Vocational Education and Training fields were contracted in Erasmus+ mobility projects and partnerships projects in 2020. In addition, it is worth noticing that 9100 activities were embedded in partnerships for Digital Education Readiness and partnerships for Creativity. These partnerships aimed at facing the

¹ COM(2020) 625 final.

challenges presented by the sudden shift to online and distance learning, and supporting skills development, digital competencies and social inclusion through creativity and arts in the aftermath of the Covid-19 pandemic.

3. Green & Digital transition

In 2020, DG EAC continued to work in close collaboration with UNESCO and its Institute for Statistics (UIS) on the implementation of the 2030 UN Sustainable Development Goal on education (SDG-4). The EU shared its experience of the use of strategic indicators for evidence-based policy making in education with the international community. The Erasmus+ programme contributed to SDG-4 by selecting European Universities to create ambitious transnational alliances between higher education institutions with a view to develop long-term structural and strategic cooperation. One example is the Capacity Building for Higher Education (CBHE) project [Enhancing Food Safety in the Mediterranean \(FoSaMED\)](#).

The [FoSaMed project](#) brings together different Moroccan Higher Education Institutions (HEI) that promote inclusive education through curriculum development and teacher education on food safety. Within the framework of a new Masters on food safety, the project aims to train teachers to enable students to develop and upgrade their knowledge and technical skills on food safety related issues. This will allow them to acquire new methodological and technical abilities to face the upcoming challenges of the food industry. The project is expected to train teachers in four Moroccan HEIs, which will have upgraded their food safety laboratories for hands-on training of teachers and students.

The COVID-19 crisis and the sudden switch to online learning demonstrated the importance of **digital remote solutions** for teaching and learning. It also became clear that there are challenges that need to be addressed related to existing disparities at institutional level between Member States in terms of infrastructure, digital equipment and digital readiness. These include issues related to teacher training and the lack of digital skills and literacy among young people and adults.

In 2020, the implementation of the first **Digital Education Action Plan** (2018-2020) continued. The **SELFIE** self-reflection tool, which is one of the main initiatives under this Action Plan, reached more than 832 000 users in 57 countries by December 2020. Another important action is the **Digital Education Hackathon**, which took place on 12 and 13 November 2020 in more than 54 locations across 33 countries globally, engaging more than 2 500 participants from education stakeholders.

4. Inclusion and Gender Equality

In 2020, social inclusion remained a cross-cutting priority. The Erasmus+ programme which focuses on removing barriers to learning continued to be a driving force in promoting inclusive practices, highlighting the key role of formal and non-formal education in the development of values and attitudes leading to active citizenship.

The strategic framework for European cooperation in education and training (ET2020) Working Group on Promoting Common Values and Inclusive Education facilitated peer to peer learning by encouraging Member States to share their best evidence-based inclusive practices. The 2018-2020 work of the working group contributed to the publication of several deliverables in 2020 on topics ranging from inclusion of migrants and refugees, through LGBTIQ diversity, to history education and the use of modern media. Exchanges also fed an online Compendium of inspiring practices on inclusive and citizenship education.²

Following a specific call for projects proposals on ‘social inclusion through education and training’ under Erasmus+, which included adult education, 51 projects out of 146 applications were selected for a total budget of nearly €22 million. Social inclusion is also a priority in the field of sport: with 46% of all small collaborative partnerships and 23% of

larger collaborative partnerships being devoted to promoting social inclusion and equal opportunities in sport. In addition, the third edition of the #Beinclusive EU sport awards recognised organisations that use the power of sport to increase social inclusion for disadvantaged groups.

Inclusion and gender equality are key cross-cutting dimensions of the Erasmus+ programme. To ensure that the education that everyone receives is of good quality, systemic and targeted support should be provided to learners who are at risk of falling behind, thereby enabling them to benefit from the best possible education that is inclusive and mainstream, from early childhood to and through adulthood.

Women participation is very high in Erasmus+, representing 58% of learners over the period 2014-2020.

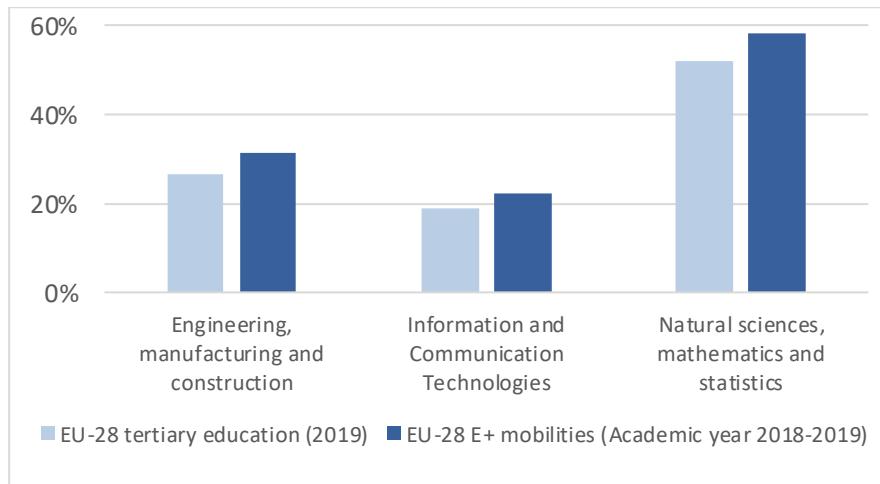
In 2019, women represented 54% of the learners in the tertiary level of education in the EU28 member states³, this percentages raises to 61% for the same population in Erasmus+ (KA103 and KA107).

In higher education, for the fields of study covering engineering, information technology, natural sciences and mathematics, women represent 32% in the EU28 Member States tertiary education⁴ and 36% for Erasmus+.

² Inclusion of young refugees and migrants through education (May 2020); Building bridges through inclusive and cross-border history education (June 2020); Uses and abuses of (modern) media (June 2020); Education and LGBTIQ Diversity (June 2020); Citizenship Compendium of inspiring practices on inclusive and citizenship education (March 2021).

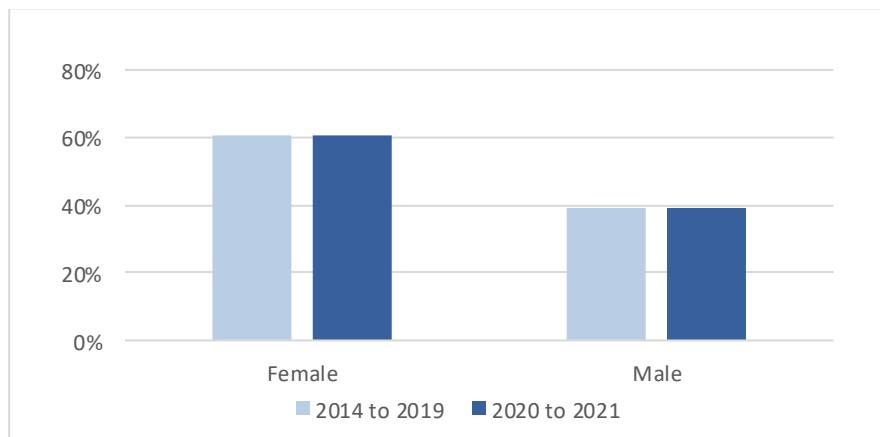
³ EU Member states in 2019, including United Kingdom

⁴ Based on 2019 [Eurostat statistics](#)



**Figure 1 – Erasmus+ higher education mobility
Women representation in Engineering, Information and Communication,
Natural sciences, Mathematics and Statistics.**

Despite the massive impact of Covid-19 on the world of education, it is positive to note that the pandemic did not have an impact on gender distribution of mobility periods within the Erasmus+ programme.



**Figure 2 – Erasmus+ COVID impact on Men and Women
in terms of mobility (KA1 Learners)**

5. Quality

The Erasmus+ Quality standards for mobility projects in School Education, Vocational Education and Training and Adult Education were published to ensure good mobility experiences and learning outcomes for all participants, and make sure that all organisations receiving the Erasmus+ programme (2021-2027) funding are contributing to its objectives.

Extensive work was carried out to strengthen the links between the Erasmus+ programme and the European Language Label, an established tool for quality recognition of projects in all sectors of education and training. In 2020, 38 European Language Labels supporting the priorities “Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity” and “Removing language barriers to create more dynamic border regions” were awarded. It was celebrated in the European Day of Languages online conference entitled “Education begins with language.” All Erasmus+ programming countries will implement the language label initiative in the new programming period (2021-2027).

Jean Monnet action for Schools and VETs is linked to the development of transversal skills in education and training. It contributes to the work of the new cycle of horizontal and sectoral Working Groups, especially the Working Group on Equality and Values. Through a new strand of the Jean Monnet actions, pupils in primary and secondary education as well as VET will receive insights on what the EU means in their daily life, enabling them to engage actively in shaping their societies. For the final annual call of 2020, Jean Monnet activities received a record number of applications. With a budget of €21.5 million, the Commission was able to select 362 applications out of 1 447 eligible proposals.

6. Geopolitical Dimension

Erasmus+ **international activities** continued to contribute to the Commission's overall geopolitical priorities with a focus on the Western Balkans, Eastern and South Neighbourhood and Africa.

In November 2020 the 'Expert Seminar on the European Week of Sport Beyond Borders' gathered participants from EU Member States, Erasmus+ Programme countries and eight countries and regions from the Western Balkans and Eastern Partnership to share good practices and initiate discussions regarding EU funding opportunities and ways to adapt the sport sector to the constraints of the COVID-19 pandemic measures.

On 3 December 2020, the joint education and training, culture and research and innovation ministerial meeting gave Ministries of the **Western Balkans** the opportunity to discuss the overall content of the cooperation Agenda.

Furthermore, the Eastern Partnership Platform 4 meeting on "Mobility and People-to-People contacts" and the Eastern Partnership Panel on Education, Culture and Youth, which took place this year, aimed to strengthen the EU's commitment to improve mobility and people-to-people contact in the Eastern Partnership, and discuss the post-2020 cooperation framework.

Another important event was the **5th EU-China High Level People-to-People Dialogue** (HPPD) in education, youth, culture and sport which was held virtually on 9 and 10 November 2020. The high level dialogue between Commissioner Gabriel and Vice Premier of the PRC, Ms Sun Chunlan, was an occasion to exchange views on different policy areas covered by the HPPD, take stock of HPPD cooperation to date, and discuss future opportunities for cooperation, on the basis of reciprocity and a level playing field.



Regarding the EU's cooperation with **Africa**, policy dialogues were held with the African Union including an EU-Africa High Level Policy Dialogue meeting on Research and innovation in June 2020, followed by an EU-AU Ministerial meeting for Research Ministers in July 2020.

The European Skills Agenda was adopted on 1st July 2020 and is a five-year plan that will help individuals and businesses further develop their skills in order to:

- Strengthen **sustainable competitiveness**
- Ensure social fairness,
- Build their resilience to react to crisis, based on the lessons learnt during the COVID-19 pandemic

The 2020 Council recommendation on Vocational Education and Training for sustainable competitiveness, social fairness and resilience established key principles for ensuring that vocational education and training is agile, adapts swiftly to labour market needs and provides quality learning opportunities for youngsters and adults alike. It increases the flexibility of vocational education and training and encourages modular and non-formal learning methods.

Other important features of the Erasmus + programme

European Semester and EU Recovery

In 2020 the European Semester process was adapted to reflect the new Commission priorities, the Green Deal, the UN Sustainable Development Goals and later to respond to the pandemic and to drive economic recovery, thanks to the **EU Recovery Plan** launched in May 2020.

As part of the **European Semester**, country reports published in February, identified education, research, innovation and skills as key drivers of a successful green and digital transition that leaves no one behind. The Commission services provided detailed analysis of the education and training landscape across the EU with a strong focus on

basic skills (as evidenced by PISA 2018) and the many challenges facing the teaching profession. The 23 country-specific recommendations focused on crisis response and recovery. These reconfirmed the role of education and training policies as drivers of a fair transition to a more digital and greener Europe. The country-specific recommendations serve as a key reference point for defining the scope of national reforms and investments supported by the European Union, such as reforms and investments planned by the national Recovery and Resilience Plans.

Centres for Vocational Excellence

Vocational Excellence ensures high quality skills and competences that lead to quality jobs and careers which meet the needs of an innovative, inclusive and sustainable economy. **Centres for Vocational Excellence (CoVEs)** bring together a wide range of local, regional and national partners from different countries. Together they co-create “skills ecosystems” that contribute to regional development, innovation, industrial clusters, and smart specialisation strategies, as well as to social inclusion. They also support the diffusion of innovation and applied research, especially among SMEs.

In the framework of the general 2020 Erasmus+ call (Key Action 3), the Commission published a specific call to establish the platforms of CoVEs with a budget of €28 million to support 7 fully-fledged networks running for 4 years, which closely resemble the future model that will be

Youth

In 2020 the EU **Youth** Strategy 2019–2027 was rolled out and adapted to take into account the major impact of COVID-19 on the youth sector. Dialogues with young stakeholders took place to find ways to mitigate the effects of the crisis. The adoption in November 2020 of the Council Resolution on the Framework for Establishing a European Youth Work Agenda, represented an enormous step forward to further develop youth employment policy in Europe. Youth work capacity-building and quality learning in non-formal settings are at the core of the youth strand in Erasmus+ and the European Youth Work Agenda, which promote quality,

innovation and recognition of youth work. By supporting quality youth work, the Agenda will play an important role as it will help young people cope with the effects of the pandemic in the years to come.

Sport

The number of participants in the European Week of Sport amounted to 15.6 million this year, a new record for the European Week of Sport. For the third time, we also celebrated a #BeActive lifestyle with the Western Balkans and Eastern Partnership countries and regions.

With 2020's extenuating circumstances, the European Commission also created the #BeActiveAtHome campaign to promote physical activity.

Dissemination and the exploitation of results



Activities and outcomes of all projects funded under Erasmus+ were shared on different communication channels (i.e. social media, Erasmus+ website).

The dissemination and exploitation of projects and their results was underpinned by the [Erasmus+ Project Results Platform](#).

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:, namely providing information about EU programmes, initiatives, policies and projects related to education, as well as building an interactive community of young people who are enthusiastic about Europe, Erasmus+ and the many opportunities that they EU can offer. Erasmus+

channels contribute to the overarching communication objective of the Commission which is to improve citizens', and especially younger generations', opinion of the EU.

During lockdown, as individual mobility was disrupted, we used Erasmus+ social media channels to engage with the community, and to offer support. We launched several social media campaigns including the #BeActiveAtHome and #OnlineLearning campaigns for which we published targeted social media content to engage our stakeholders and support them throughout the pandemic.

Legislative progress

The programme continued in 2020 to be instrumental in delivering on the ambitions set out in several policy agendas. These include: greater recognition of qualifications and learning periods abroad, promotion of a European approach to quality assurance of higher education, teaching and learning of languages, promotion of common values at all education levels, more inclusive education systems, higher-quality early-childhood education and care systems, enhancement of VET's supporting role in the acquisition of job-specific and transferable skills, enhancement of key competencies for adults, engagement, and empowerment of young people, greater integrity in sport, promotion of sport, wellbeing and healthy lifestyles within a broader societal context and the support sport diplomacy.

- Following the adoption of the Council Recommendation on key competences for lifelong learning in May 2018, and after the conference on 'learning approaches and environments in school education - supporting key competence development' which gathered over 200 participants in Brussels on 12/13 November 2019, a peer counselling on assessment was organised in Lithuania on 22-23-24 September 2020 and led to the development of a 'personal, social and learning to learn' competence framework in cooperation with Joint Research Centre (JRC).

- Following the adoption in November 2018 of the Council Recommendation on promoting automatic mutual recognition of higher

education and upper secondary education qualifications and the outcomes of learning periods abroad, the European Commission launched and supported the implementation of various activities, including meetings with Member States (in the context of the ET2020 Working Group on higher education, the meeting of the Directors General for higher education, and the annual meeting of the National Academic Recognition Information Centres network). The Preparatory Action 'Recognition of School Study Periods Abroad', called for by the European Parliament, has started with the creation of a network of 26 experts from 15 Member States. The network works on promoting cooperation and providing guidance to upper secondary institutions, as well as developing the basis for targeted support to Member States towards achieving the automatic recognition of outcomes of learning periods abroad in general secondary education.

- Following the adoption of the Council Recommendation on a comprehensive approach to the teaching and learning of languages in May 2019, the European Commission started to support Member States in implementing the concept of language aware schools and improving the literacy and language skills of young people. This has taken the form of exchanges and promotion of good practices via seminars and peer learning activities, and concluded with the publication of the thematic report "Education begins with language" by the Publications Office of the EU (europa.eu) in summer 2020⁵. Actions such as the European Language Label provide further opportunities for Member States to promote language teaching and learning at school level. The European Language Label awards recognize quality, support the sharing of results of excellent projects in the area of multilingualism, and promote public interest in language learning. In 2020, 31 European Language Labels were awarded in 11 programme countries.
- The European Commission has been supporting Member States through the Working Group on Early-Childhood Education and Care launched

⁵ https://ec.europa.eu/education/events/european-day-of-languages-2020_en

in 2018. It also welcomed their initiatives following the adoption of the Council Recommendation of 22 May 2019 on high quality in early-childhood education and care systems. In addition to working group meetings in Brussels, peer learning activities addressed how to promote inclusion in pre-school education and how to raise the attractiveness and further support the professionalization of staff working in early-childhood education and care.

- The European Commission continued to work on the coordination and implementation of the Digital Education Action Plan. The plan aims at supporting Member States and education institutions in fostering digital change and innovation within their education and training systems.
- A dedicated working group on Digital Education (DELTa), under the ET2020 framework on education and training, brought Member States and Partner Countries together to discuss digital change in education through a number of events. Face-to-face peer-learning activities took place in Zagreb and Copenhagen in February and March 2020. The work of the group continued with online meetings on the preparation and then presentation of the new Digital Education Action Plan as well as a discussion on the lessons learned from the shift to remote teaching and learning during the COVID-19 crisis.

Programme Implementation 2020 and the steps ahead

This report provides the quantitative and qualitative results of the Erasmus+ programme for 2020 as well as an overview of the implementation of the 2020 calls for expression of interest for the key actions of Erasmus+:

- Education, Training and Youth
 - 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 Action
- Sport



Project examples have been included to illustrate the activities funded under each action. The statistical annex provides detailed information on the budget and financial commitments, as well as on calls' results and outputs per sector and per country for each action.

The 34 Programme Countries in 2020 included the 28 EU Member States, Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey. All other countries were Partner Countries. See the 2020 [Erasmus+ Programme Guide](#) for the full list.

2020 marked the successful completion of the legislative negotiations with the European Parliament and the Council on the new Erasmus+ programme for the period 2021-2027.

After several years of intense preparation through a co-creation process with the National Agencies and in cooperation with the National Authorities, the new legal basis sets out guiding principles and provides the legal instruments that will allow the programme to become a major driver of change over the next seven years. It sets an ambitious budgetary structure and a clear framework for the programme in terms of inclusivity and accessibility, while allowing for flexibility in its implementation and fostering innovation.

The programme is fully equipped to address new challenges facing education and training, youth and sport, and build on the potential of digital and green opportunities.

Erasmus+ 2021-2027 will be more inclusive and accessible, more forward-looking and digital, greener and more international. It will play a key role in the implementation of the European Education Area, Digital Education Action Plan, European Skills Agenda, as well as of the EU Youth Strategy and the EU Work Plan for Sport.

As such, the new programme will continue to support lifelong learning as well as innovative education and training services within Europe and beyond. It will channel its support into strategic fields that promote knowledge creation, digital transformation and sustainable growth.

Transnational learning mobility and cooperation will increase, offering supplementary opportunities for school pupils, adult learners and sports staff. Through targeted outreach, enhanced financial mechanisms and greater flexibility, Erasmus+ will become more accessible to smaller organisations, disabled people and individuals from disadvantaged backgrounds.

Last but not least, all of the above will ensure that the education,

training, youth and sport sectors contribute to a rapid and innovative post-pandemic recovery.

Erasmus+ will benefit from an estimated budget of around €26.2 billion⁶ for the period 2021-2027, nearly doubling the funding compared to its predecessor programme (2014-2020), complemented by around €2.2 billion from EU external cooperation instruments⁷.

Out of this envelope, 70% will support lifelong learning and mobility opportunities. The remaining 30% will finance international cooperation projects and policy development activities which will enable organisations to gain experience in international cooperation, improve their capacity, develop innovative approaches, share good practice and grow their network.

Continuity remains the watchword. The new Erasmus+ builds on the success of its predecessor and so retains all of its strengths - the integration of all sectors (formal non-formal and informal education, youth and sport) into a single programme while providing opportunities for lifelong learning.

⁶ The Erasmus+ programme budget covers an envelope of €24 574 billion in current prices as part of the new MFF (2021-2027) and an additional top-up of €1.7 billion in 2018 prices stemming from fines under the EU Competition law.

⁷ Neighbourhood, Development and Cooperation Instrument (NDICI-Global Europe) and the Instrument for Pre-Accession (IPA III)

From 1987 to 2020: 33 years of European mobility

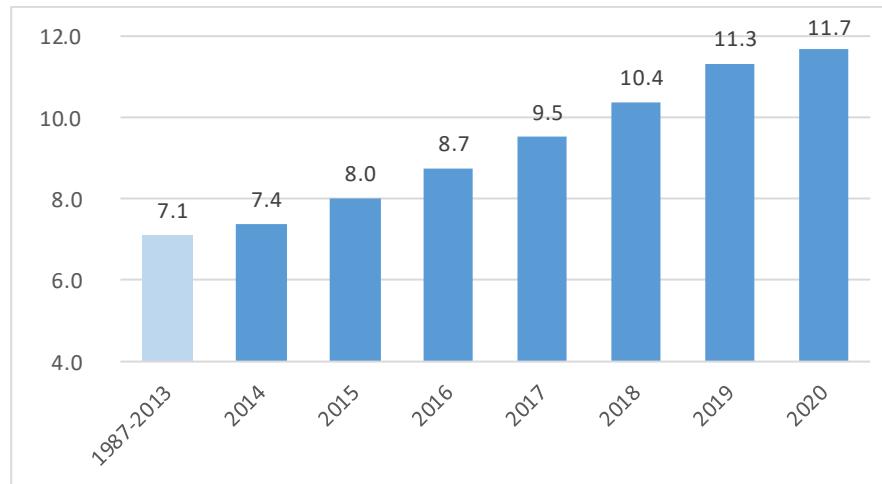


Figure 3 – Cumulative Erasmus+ mobility periods, all actions, learners and staff (total started per calendar year in millions since 1987)

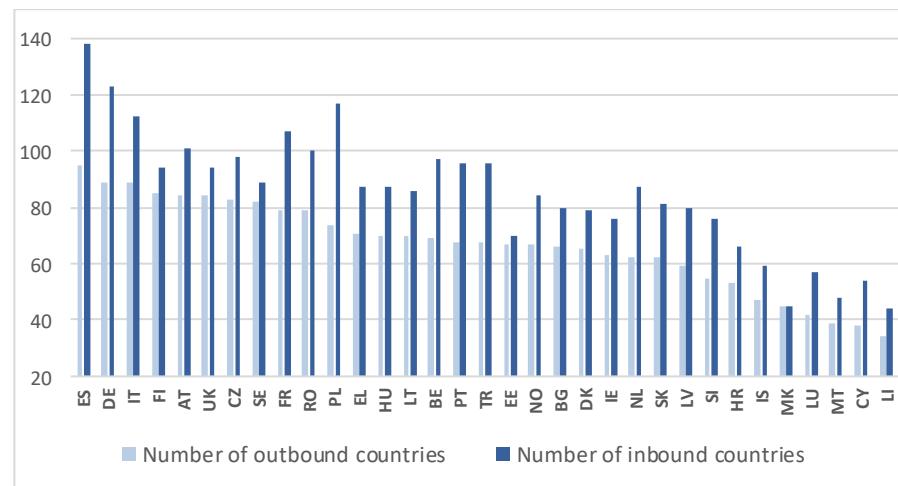
Since 1987, Erasmus+ remains one of the EU flagship programmes, reaching 10 million⁸ participants supported in their life changing learning experience in 2018.

After 33 years of implementation, Erasmus+ remains resilient, even in the 2020 challenging context, reaching 11.7 million participants supported at the end of the year.

The programme mobility part was nevertheless seriously impacted by the Covid-19 pandemic, with a drop from 950 000⁸ physical mobility periods started in 2019 to 350 000⁸ in 2020. Thanks to the flexibility of the

programme, consequent supporting measures were implemented (see other sections of this document).

Erasmus+ is a widely spread programme in terms of countries participation. Each programme country⁹ sent on average its participants to 67 countries and received from 85 during the 2014 to 2020 period.



**Figure 4 – Erasmus+ exchanges per programme country
Number of outbound/inbound countries (all actions, 2014-2020)**

Looking at mobilities within programme countries¹⁰, each region sent or received participants to/from 199 other regions (out of a total of 317 participating regions across programme countries).

⁸ The figures regarding participants mentioned in this section are calculated using the count of mobility periods started during each calendar year, including key action 1 (learners and staff for all actions) and key action 2 (Schools only).

⁹ Programme countries includes EU member states being part of the 2014-2020 programme, Republic of North Macedonia, Serbia, Iceland, Liechtenstein, Norway, Turkey.

¹⁰ Based on Eurostat NUTS2 level and programme countries

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1. Programme implementation

Erasmus+ is not only one of the EU flagship programmes, it is also one of the most widely known ones. Over its more than 33 year-existence, the programme has increased its scope, always involving a greater number of citizens. Despite the Covid-19 crisis, the interest in the programme remained high, reaching about **954 000 individual mobility opportunities** for the Key Action 1 projects contracted in 2020.

The general objective of the Erasmus+ Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport in Europe and beyond. This contributes to sustainable growth, the creation of quality jobs and social cohesion. Yet it also drives innovation, promotes active citizenship and helps develop a sense of European identity. As such, the Programme is key to building a European Education Area, developing a European dimension in sport, and supporting the development of a strategic European cooperation in education and training as well as in the field of youth policy under the Union Youth Strategy 2019–2027.

Within this context, the European added value of the programme is undeniable. The latest mid-term evaluation showed that without the programme, the mobility of learners and staff, as well as the European cooperation in education and sports would be substantially reduced.

The implementation of Erasmus+ in Programme Countries is mainly managed by National Agencies (indirect management) which are appointed and supervised by Participation Countries' National Authorities. In addition, the programme is also carried out under direct management mode via the Education, Audio-visual and Culture Executive Agency (EACEA), and to a lesser extent directly by the Directorate-General for Education, Youth, Sport and Culture of the European Commission.

The Programme will continue to promote innovation social and economic transformation by rolling out initiatives such as the European Universities, the Digital Education Hub, the Centres of Vocational Excellence and the Erasmus+ Teacher Academies as well as by increasing

investments in forward-looking subjects.

To help build Europe's digital economy, the programme will assist students, school pupils, young people, teachers, educators, youth workers and learners of all ages in adjusting their practices to new digital ways of teaching and learning.

To make Erasmus+ greener, the programme will offer more opportunities for learners and organisations that seek to develop their knowledge and skills in sustainability-related matters and to adopt an eco-friendly approach

The Programme has the following objectives:

1. Promoting learning mobility of individuals and groups, as well as cooperation, quality, excellence inclusion, equity, creativity and innovation at organisational and policy levels in the fields of education and training;
2. Promoting non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at organisational and policy levels in the field of youth;
3. Promoting learning mobility of sports staff, as well as cooperation, quality, inclusion, creativity and innovation in sport

These objectives will be pursued through three key actions:

- Key action 1: Learning mobility of individuals
- Key action 2: Cooperation among organisations and institutions
- Key action 3: Support to policy development and cooperation

The objectives shall also be pursued through Jean Monnet actions, which support teaching, learning, research and debates on European Integration matters e.g. on the Union's future challenges and opportunities.

Domain	Education & Training				Sport	Youth
	Higher Education	Vocational Education and Training	Schools	Adult Education		
Programme	Erasmus+					
Strands	<ul style="list-style-type: none"> - Key action 1: Learning mobility - Key action 2: Cooperation among organisations and institutions - Key action 3: Support to policy development and cooperation - Jean Monnet 					
Management Mode	<p>Direct: Education Audiovisual and Culture Executive Agency (EACEA), DG EAC, DG EMPL</p> <p>Indirect: National Agencies in programme countries</p>					

Erasmus+ has proven to play an important role in preparing future generations of Europeans to evolve in a changing work environment, to engage with the climate challenge, and to be ready for the digital transformation of our societies, using the power of solidarity.

The programme has already exceeded its target of supporting 4 million learning mobility periods in 2019.

With a capacity to **fully absorb funds** and an **error rate below 2%**, the programme is well-placed to grow further in the next Multiannual Financial Framework. Harmonised reporting tools, analytics and business intelligence help improve the programme, together with a tight collaboration with different stakeholders, in particular the Education and Culture Executive Agency and 60 National Agencies spread across the 28 Member States¹¹ and 6 non-EU Programme Countries.

¹¹ Despite Brexit, UK remained a programme country until the end of the Multiannual Financial Framework 2014-2020.

1.1 Impact of the COVID-19 pandemic

In 2020, in the difficult context of COVID-19, the programme proved its resilience and ability to adjust to unique and unprecedented circumstances.

The number of projects submitted showed a very small decrease, which meant that organisations' interest remained intact.

Individual mobility was, however, severely impacted, and so a full range of flexibility and support measures allowed within the relevant legal and administrative framework were made available to beneficiaries to ensure a smooth implementation of the programme.

Priorities were reshaped with the aim of protecting beneficiaries and participants, as well as of supporting Member States and third countries which needed to come up with an immediate response to the crisis. It was also an opportunity to develop new and innovative policies in education, training, youth and sport.

As most Erasmus+ mobilities are not directly managed by the Commission, providing National Agencies with clear guidance on how to deal with this unprecedented situation was a top priority. Actions to reinforce guidance given to stakeholders, ensure effective communication of essential information and assist affected organisations and participants included:

- The creation of online FAQs¹² for all participants to inform them on how the pandemic is affecting activities, what changes are taking place, and what support measures are available to them.

¹² https://ec.europa.eu/programmes/erasmus-plus/resources/coronavirus-faq-participants_en

- The creation of surveys¹³ collecting mobility participants' and higher education institutions' views on how the COVID-19 outbreak affected their projects and activities in the early stages of the crisis.
- The promotion of online platforms and the launch of new campaigns;
 - The **eTwinning** community immediately started exploring how the variety of eTwinning tools could be used which, for example, resulted in the publication of articles and stories on the public portal. Research showed that teachers who engaged with eTwinning were better prepared to transition to teaching online.
 - The **School Education Gateway** helped schools when they were forced to close by providing additional resources about online and distance learning.
- **International actions** involving Partner Countries were more severely affected by the pandemic than those happening within Europe. This can be explained by the closing of borders, the disruption of air routes, consulates restricting their operations and the difficulties to obtain visas.
- **Flexible arrangements** were put in place for participants and **higher education institutions**, allowing students to keep their Erasmus+ grants while completing their course remotely and covering expenses linked to their stay in destination countries such as rent.

¹³ https://ec.europa.eu/programmes/erasmus-plus/resources/documents/coronavirus-learning-mobilities-impact-survey-results_en

The Erasmus+ programme published two new calls for proposals in August 2020, thereby providing €100 million per call to respond to the educational challenges brought by COVID-19.

The first call on **digital education readiness** was designed to support projects in school and vocational education training and higher education. It aims to enhance online, distance and blended learning, support teachers and trainers, and ensure inclusivity in digital learning opportunities, in line with the strategic objective of shaping Europe's digital future. See the European Commission's 'A Europe fit for the digital age' and the Digital Education Action Plan for more information.

The second call on **partnerships for creativity** was created to support projects in the fields of youth, school education and adult education that promote creativity-based partnerships. This kind of projects aim to develop skills and competences that encourage creativity, boost quality and innovation and so connect education, training and youth organisations with the cultural and creative sectors.

1.2. Digitalisation

Work on the digitalisation and simplification of the Erasmus+ administrative processes, in particular regarding higher education, continued throughout 2020. This resulted in more than 98 000 downloads of the Erasmus+ mobile app.

Developing digital skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. is essential for Europe's future sustainable growth and cohesion. Since its launch in 2018, the **Digital Opportunity Traineeship** scheme has already supported a total of 19 600 higher education students and recent graduates, boosting their digital skills.

In 2020, the Commission continued the implementation of the first **Digital Education Action Plan (2018-2020)**. The Plan outlines key policy challenges within digital education and presents 11 actions to be addressed by 2020. It consolidates various ongoing initiatives related to the digitisation of education systems across the European Union and launches a number of new actions. One of the main initiatives is the

SELFIE self-reflection tool, which was further developed in the EU and Western Balkans and reached more than 830 000 users by December 2020. The development of the new SELFE for Work-Based Learning tool advanced and pilots were carried out in nine countries between September and December 2020, involving 127 VET schools and 280 companies. Another important action is the Digital Education Hackathon, which took place on 12 and 13 November 2020 in more than 50 locations across 33 countries globally, engaging more than 2 000 participants from education stakeholders (schools, higher education institutions, research centres, innovation labs, private sector).

1.3. Online Linguistic Support (OLS)

Language skills are at the heart of the ambitious vision to create a



European Education Area: "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".

The OLS platform assists Erasmus+ participants in improving their language skills ahead of their studies abroad, thereby promoting language learning and linguistic diversity. The platform consists of mandatory language tests which participants are required to take before their period abroad. After the test, they are offered optional language courses which are designed to help them make the most out of their experience abroad.

Between 2014 and 2020, over 2 million Erasmus+ participants benefited from OLS' assessment tools. All 24 official EU languages are represented in the language assessment.

The number of participants who benefit from Online Linguistic Support

continues to grow. In 2020, around 192 000 participants used OLS courses. This represents a decrease of over 21% as compared to the previous year, and is due to the impact of COVID-19. In total, more than 963 000 participants have benefited from online language training courses since the launch of OLS in 2014. The most popular language courses are English, French, German, Spanish and Italian ones.

Key Achievements

Since October 2014, approximately 2 million participants have tested their language skills with OLS, and almost 1 million have had the opportunity to enhance their language level through its tailored language courses.

On average, participants who started with low initial levels and followed courses actively improved their proficiency by at least one level based on the Common European Framework of Reference for Languages (CEFR). Up to December 2020, more than half of the participants achieved a CEFR level of B2 or higher.

1.4. Budget and financial commitments

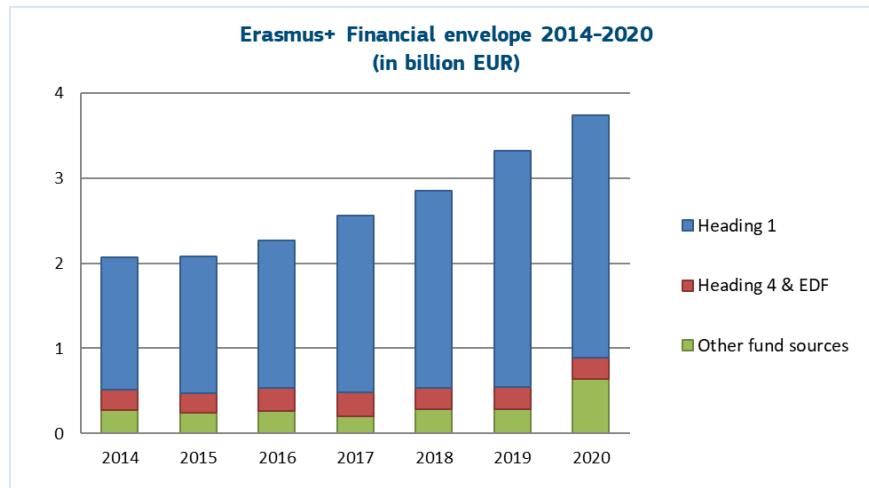


Figure 5 - Erasmus+ financial envelope 2014-2020 (in billion EUR)

Budget 2014-2020

With a financial envelope of around €14.94 billion under Heading 1 and €1.78 billion under Heading 4 and the aim to support its strong international dimension, the implementation of Erasmus+ successfully started in 2014.

The programme is implemented under indirect management (approximately 78.5% through National Agencies) and direct management modes (19.7% through the Executive Agency for Education, Audiovisual and Culture and 1.8% mainly through DG EAC). Despite Heading 4 funds being only available at the end of 2014, which delayed the launch of some international actions such as capacity building in higher education and international credit mobility, the programme was able to achieve a full budget absorption capacity.

100% of the commitments agreed under the 2014-2020 EU budget were implemented and 93% of related payments made.

Budgetary Execution 2020

The total budget of the Erasmus+ programme increased over the years with an additional budget voted by the budget authority. The final budgetary execution (EU budget commitments) for 2020 amounts to €3.78 billion i.e. €506 million more compared to 2019, representing an increase of 15%.

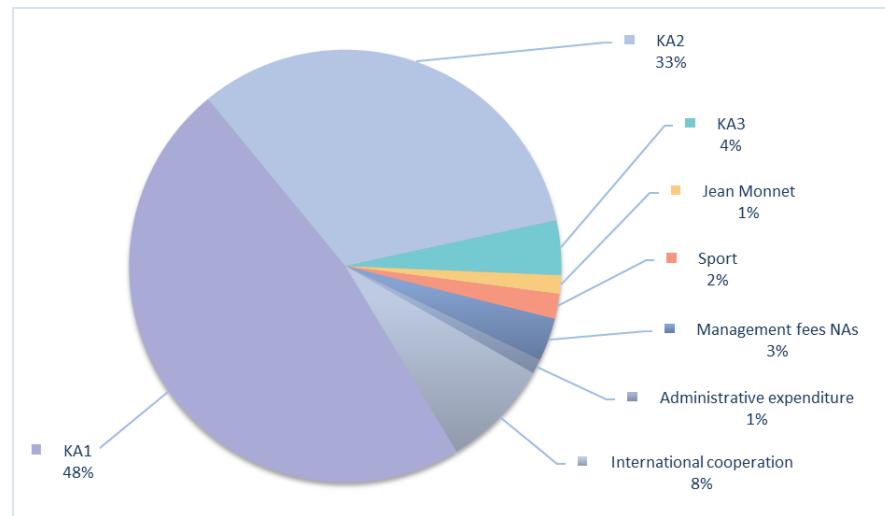


Figure 6 - Erasmus+ Budget Commitments 2020 per Key Action

As compared to the previous years, the combined allocation to Key Action 1 and Key action 2 remained stable overall (80%) compared to 2019. The budget share for international cooperation represented 8%.

In line with previous years and the legal basis of the programme, the education and training sectors received the largest budget share with almost 77% of the commitments in 2019. The youth sector received around 7% for the same period. The remaining budget was distributed between Jean Monnet, sport, international cooperation, administrative expenditure and management fees of the National Agencies.

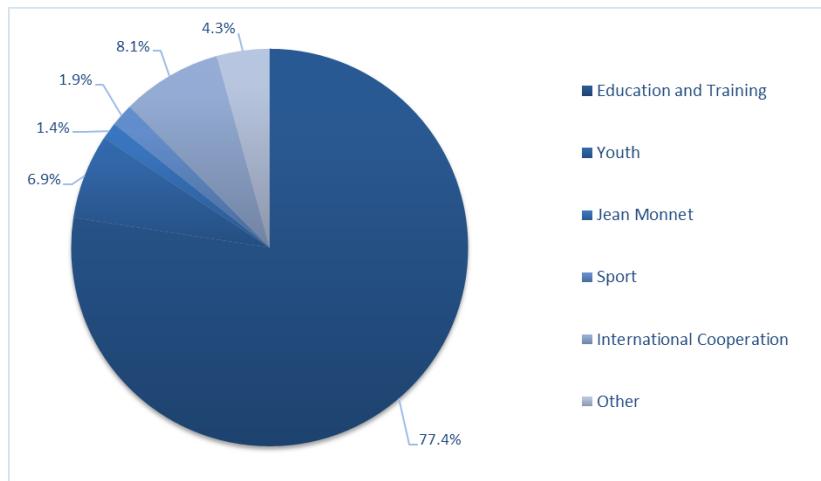


Figure 7 - Erasmus+ Budget Commitments 2020 per Sector

In 2020, programme actions implemented through National Agencies represented nearly 78.5% of Erasmus+ commitments, a budget which they could fully implement.

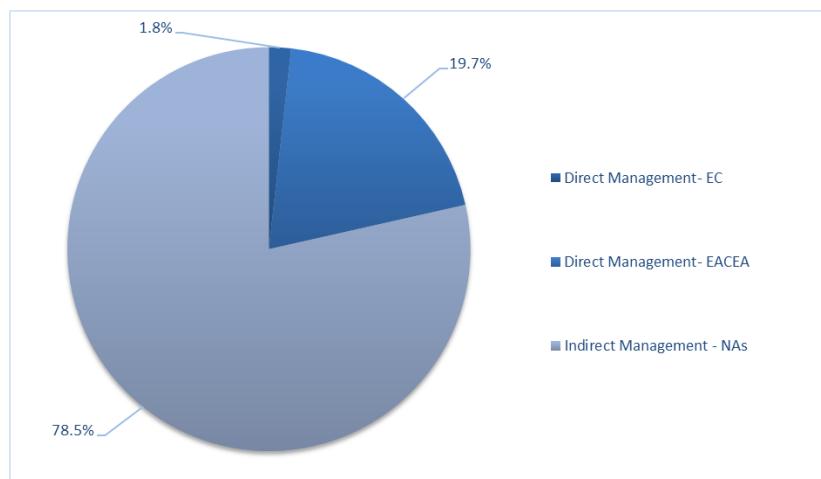


Figure 8 - Erasmus+ Budget Commitments 2020 by Management mode (in million €)

1.5. Cooperation with National Agencies and stakeholders

Since 2014, a number of consultative working groups set up for a co-creation process between the European Commission and National Agencies provide input to improve the overall programme implementation. In preparation of the future Erasmus+, the horizontal and field-specific working groups on mobility and cooperation actions continued working jointly on the content and structure of the new programme (as indicated in different parts of the report). In higher education, three dedicated working groups took part in this process. They discussed future mobility activities, the future of cooperation projects and the Erasmus Charter for Higher Education, involving Erasmus+ National Agencies, higher education institutions and student organisations' representatives.

The cross-sectoral working groups continued to make significant contributions to the preparation of the new programmes. Especially, in programme management, communication, IT systems, inclusion, diversity and the future actions supporting partnerships for cooperation between organisations.

The sector-specific working groups in the fields of higher education, vocational education and training, school education, adult education and youth, also continued to cooperate and made considerable progress in several domains including International Credit Mobility, Erasmus+ Higher Education Charter, new Erasmus Accreditations, and future actions like mobility of pupils and youth participation activities. Lastly, they also worked on further developing the Youthpass tool.

The **Youthpass Advisory Group** discussed the implementation of Youthpass and the role that this instrument should play in the new generation of programmes. Covering the period until 2027, the group continued its work on the development of a Youthpass Strategy which would allow the instrument to best support the quality and recognition of non-formal and informal learning.

KEY ACTION 1

Learning mobility
of individuals

2. Key Action 1 - Learning mobility of individuals

In 2020, Key Action 1, the largest Erasmus+ action received 48% of the Erasmus+ total budget and was mainly implemented by the National Agencies. The EU committed €1.80 billion under Heading 1 for Key Action 1 which represents an increase of 1, 6% compared to 2019.

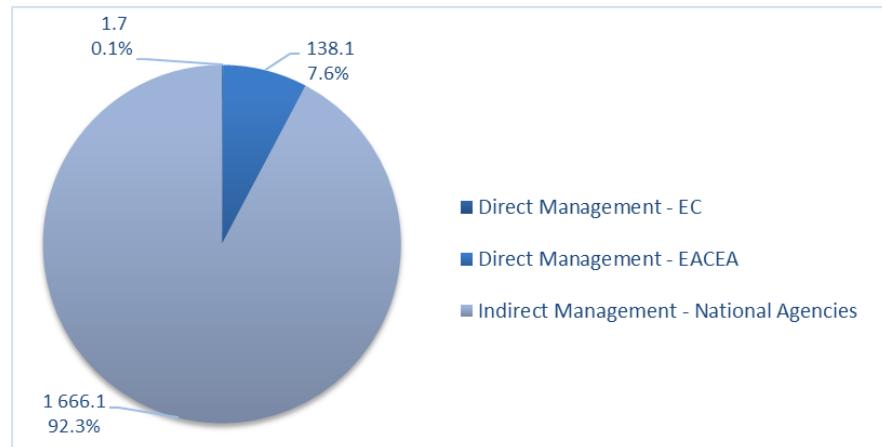


Figure 9 - KA1 – Erasmus Budget Commitments by Management mode (in million €)

By funding transnational mobility activities, Key Action 1 aims to enhance the skills, employability and intercultural awareness of 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 education, training and youth**, which provides opportunities to students, trainees, recent graduates, professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake learning and/or professional experience abroad.
- **Erasmus Mundus Joint Master Degrees** promoting excellence, quality improvement 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 worldwide.
- The **Erasmus+ Master Loan scheme** provides an 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. It helps them modernise their curricula and strengthen their international network, their 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

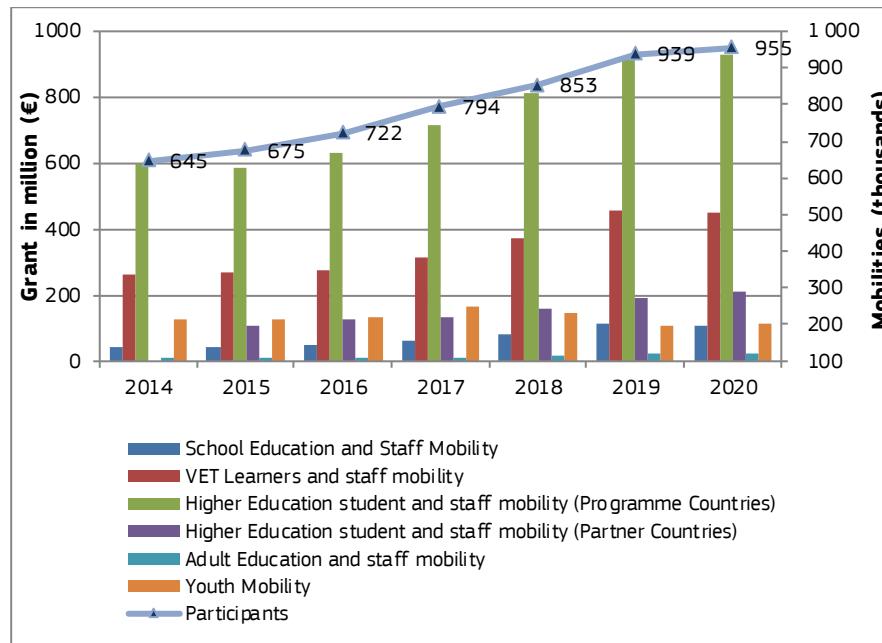


Figure 10 - KA1 -Mobility Trends 2014-2020 for indirect management

Since 2014, overall Key Action 1 activity has increased steadily, with close to 17 700 projects contracted in 2020, 954 500 individual mobilities and more than 86 400 organisations have reaped benefits from Key Action 1 funding in 2020.

2.1 Mobility for Education and Training

KA101 - School education staff mobility

The 2020 call deadline was scheduled in February. In contrast with the implementation of projects throughout 2020 which was severely impacted by COVID-19, the results of the 2020 call were only marginally affected as regards the numbers of applications received and approved. With more than 12 000 applications received, the staff mobility scheme proved its attractiveness to schools.

In terms of budget, €107 million were allocated to mobility projects under the 2020 call which funded 3 860 projects involving more than 53 100 forecasted staff participants. The latter would benefit from job shadowing and courses or teaching/training assignment in another European country. Distribution between the three types of activities remains stable: structured courses/training events being the most popular activity with about 80% of total participants in applications.



In comparison with 2019, the total budget allocated to Key Action 1 represents a slightly smaller amount (a decrease of 4.4%). This is mainly due to a difference in pattern for internal transfers between actions, made by the National Agencies in response to demands specific to their national context. The most popular topics covered by the selected projects were similar to previous years: new innovative curricula and training

courses, digital competences, schools' quality development, teaching and learning foreign languages, pedagogy and didactics.

Preparing the transition to the new programme

An enhanced 2021-2027 Erasmus+ programme will replace the 2014–2020 Erasmus+ programme. The new programme will include an accreditation scheme to simplify access to Key Action 1 in School Education. In preparation of the 2021 call and to ensure a smooth transition to the new programme, the first call for accreditations was published with an application deadline set for October 2020, and selection process taking place early 2021.

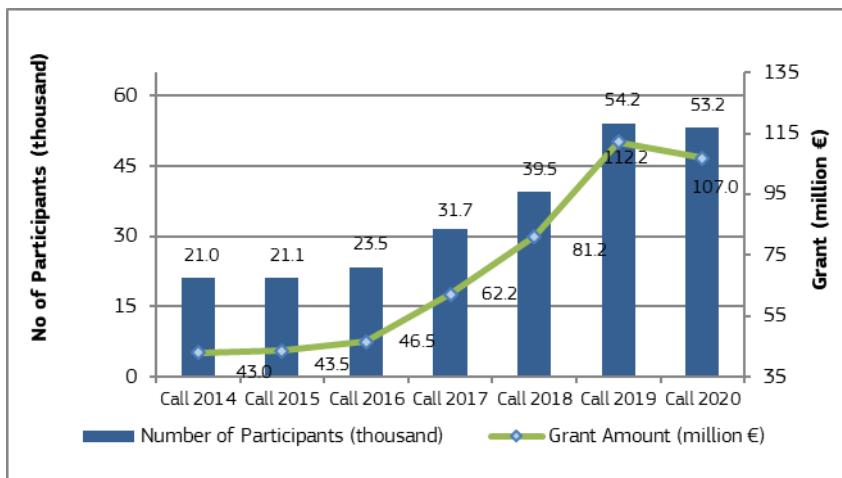
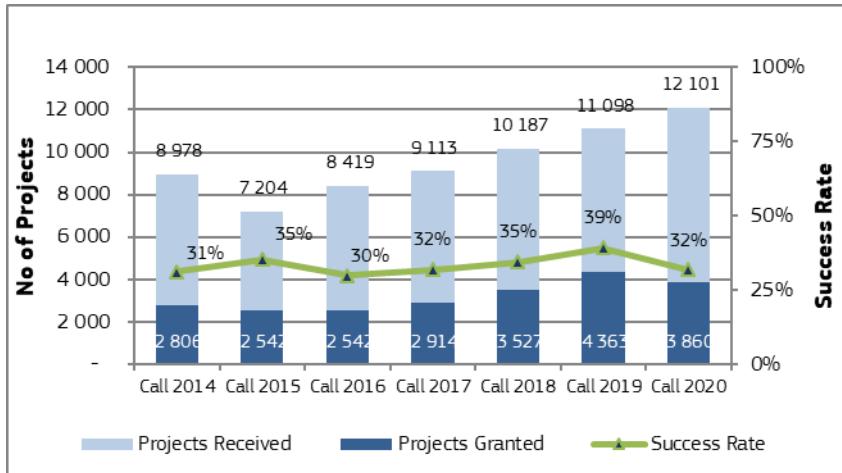


Figure 12 - KA101 School Education: contracted grants and forecasted participants per call year

Competence approach to new curriculum implementation

Coordinating organisation:

Liepajas Centra sakumskola

EU Grant:
€27 464

During the implementation of the project, 11 primary school teachers attended professional development courses. 6 teachers improved their English language skills, 5 teachers attended courses, the content of which is related to the use of innovative teaching methods in the teaching process, the meaningful use of technologies, teacher cooperation to ensure an innovative teaching process, the use of the game-based approach in the teaching process, development of students' abilities and talents.

Project ID: [2018-1-LV01-KA101-046922](#)

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

Erasmus+ will be a main contributor to achieve the VET mobility target set in the Council Recommendation on VET, namely that 8% of the VET learners in Europe should benefit from learning mobility abroad by 2025. As the 2020 call deadline was scheduled before COVID-19 emerged, its results were only marginally affected. The number of applications was slightly lower than in 2019, reaching 8 105, but included a higher estimated number of participants. A €449.7 million amount was allocated to a total of 4 173 KA102 and KA116 selected projects. The expected number of participants for contracted projects reached 185 600, of which 87% were VET learners and 13% VET staff.

The organisations holding a VET mobility charter represented about 18% of the selected project coordinators and 29% of all expected VET

participants. These organisations, which have proven their capacity to organise high-quality learning mobility activities, benefited from the opportunity to apply for mobility grants through a fast-lane procedure (KA116).



businesses, labour market issues including career guidance/youth unemployment, intercultural and intergenerational education, lifelong learning, international cooperation, international relations and development cooperation.

The number of selected projects including long-term mobility activities of VET learners and recent graduates (ErasmusPro, 3 to 12 months) increased by 14%, resulting in a 9% increase of participants for such a long term learning period abroad, and representing 13 800 participants. Long-term mobility represented 8.6% of the total mobility of VET learners.

The implementation of ongoing projects (selected from previous years' calls) was strongly impacted by the COVID-19 pandemic. Most projects had to benefit from the supporting measures described under point 1.1.

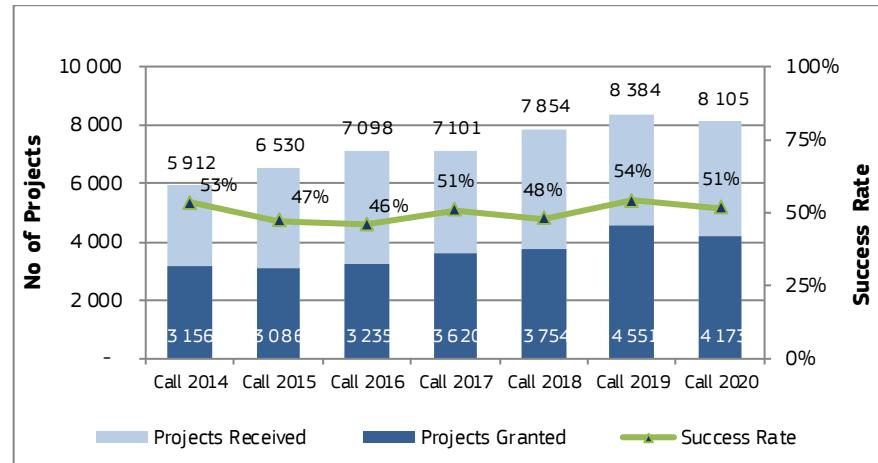


Figure 13 - KA102/KA116 VET projects trend 2014-2020

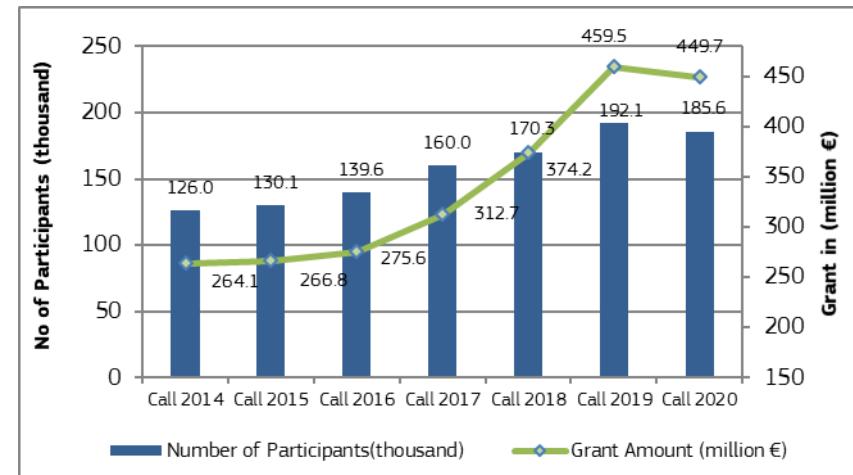
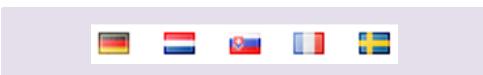


Figure 14 - KA102/KA116 VET: contracted grants and forecasted participants per call year



Professional road to Europe

Coordinating organisation: Education GmbH

EU Grant: €84 855

Through the implementation of this project, 38 Trainees and 2 Alumni between the age of 18 and 26 benefited by conducting vocational training. Some qualifications adopted by the participants included learning about new processes, methods and approaches in the respective professional area, increasing their professional skills through practical implementation of theoretical knowledge, while being able to improve their self-esteem by reducing their language barriers and communicating in a foreign language.

Project ID: [2018-1-DE02-KA102-004825](#)

KA103 - Higher education student and staff mobility

2020 was a year of preparing the future of Higher Education.

Following the launch of several ground breaking initiatives that will help pave the way for the **European Education Area**, including the European Universities and the European Student Card initiatives, the Commission concluded the **co-creation process** of the new **Erasmus+ programme 2021-2027**. The aim of this process, in which stakeholders (National Agencies, higher education institutions and student organisations) played an essential role, was to make the next programme more inclusive and accessible, as well as more sustainable, international and digital. It also intended to make the programme an effective financial instrument that can help higher education institutions across Europe achieve the objectives of the European Education Area. In particular, the new programme will support higher education institutions in removing barriers to learning, teaching and training mobility for students and staff within

higher education. It will promote the implementation of innovative, transdisciplinary and transnational approaches in education and research to help tackle big societal challenges, and ensure that students and staff are equipped with the digital skills they need to thrive in a digital age.

The European Student Card Initiative – Simplifying, facilitating, connecting

The **European Student Card Initiative** will make it easier for students and higher education institutions, to participate in the Erasmus+ programme. By replacing the current paper-based system used across Europe with a **digital one**, the new card will facilitate student mobility. As such, the initiative constitutes a real revolution for the management of student mobility in Europe, making it more efficient, simpler and greener.

Major milestones achieved in 2020 include the preparation for a revamped **Erasmus+ Mobile App** and the creation of a one-stop-shop for students to access all the information and services they need before, during and after studying abroad. These contribute to making the programme more user-friendly and inclusive. The Erasmus+ Mobile App was downloaded over 90 000 times in the period between 2017, the year of its initial release, and 2020.



As part of the European Student Card Initiative, the Commission, and the European University Foundation held an **interactive webinar** in

March 2020 to promote digital inter-institutional agreements. Organised in spring 2020, it was part of a series of webinars on the **Online Learning Agreement**, the **Erasmus+ App** and the **European Student Identifier**. Close to 1 700 higher education institutions from 43 countries within Europe and beyond joined the webinar to learn about this crucial

transition from paper-based to digital processes. Higher education institutions participating in Erasmus+ will be able to easily seal hundreds of inter-institutional staff and student exchange agreements. Today, these agreements are paper based and, while the high volume of agreements means a great variety in opportunities for participants to go abroad, the workload associated with maintaining the agreements is considered high by higher education institutions. By digitalising the inter-institutional agreements the workload associated with them is not only greatly reduced, but the valuable practical information contained within them can easily be kept up-to-date and accessible to partner institutions throughout the seven year programming period.

The number of higher education institutions involved in the testing of the **Erasmus Without Paper Network** continued to grow throughout the year to involve 300 institutions. Higher education institutions can connect their information system, in-house or commercial, to the Network in order to share mobility-related data with partners in a secure and efficient manner. Thereby, simplifying the management of student mobility. For those higher education institutions without their own information system to manage student mobility, the **Erasmus without Paper Dashboard** provides a free web-based solution, ensuring that no higher education institution is left **behind in this digital revolution**. The goal is to fully replace paperwork for a smooth and interoperable digital workflow for all higher education institutions in the next programme.

To enhance further communication and cooperation in the context of the European Student Card Initiative, the Commission established a network of **Digital Officers** with representatives from both Erasmus+ National Agencies and National Authorities in the Erasmus+ Programme Countries. The European Commission organised **two Digital Officers meetings**



in 2020, where information on the initiative was exchanged. The Digital Officers help promote the initiative in their countries, report feedback directly to the Commission and inform on possible synergies with similar initiatives at regional, national or local level to ensure interoperability and efficient implementation across Europe.

This also includes promoting and supporting the implementation of the **European Student Card** and the **European Student eID**, crucial components of the European Student Card Initiative. By adding a 'European Student' hologram and a unique card number to the existing student cards, students will be able to identify and authenticate themselves online using their home university credentials. Therefore, mobile students can have better and faster access to student services while abroad, creating in the process a strong and visible European student identity in line with the objectives of the European Education Area.

A record number of students took part in the Digital Opportunity Traineeships

The **Digital Opportunity Traineeship Initiative** was launched in 2018 with financial support from **Horizon 2020**, and was implemented through Erasmus+. The initiative aims to provide visibility to the growing needs of digital skills in all study fields and to support students in acquiring the digital skills necessary for their future, including forward-looking fields, such as programming, cybersecurity, data analytics, digital marketing, development of apps, software and websites, as well as training of robots and artificial intelligence applications. Until the end of 2020, around **19 600 students** and recent graduates from a variety of study fields undertook an **Erasmus+ traineeship abroad to acquire forward-looking digital skills**. This remarkable success clearly demonstrates the need to continue to offer more opportunities for students to enhance their digital skills under the new programme. It also proves the great potential of the Erasmus+ programme to be used as a mechanism to enhance targeted forward-looking skills with various funding sources.

The number of participants in higher education mobility was impacted by the pandemic in 2020

In 2020, interest in intra-European mobility activities remained high and nearly 4 184 higher education institutions and mobility consortia were awarded with mobility grants for **453 000 prospective participants, totalling 929 million euro**, the highest annual amount of the seven year period.

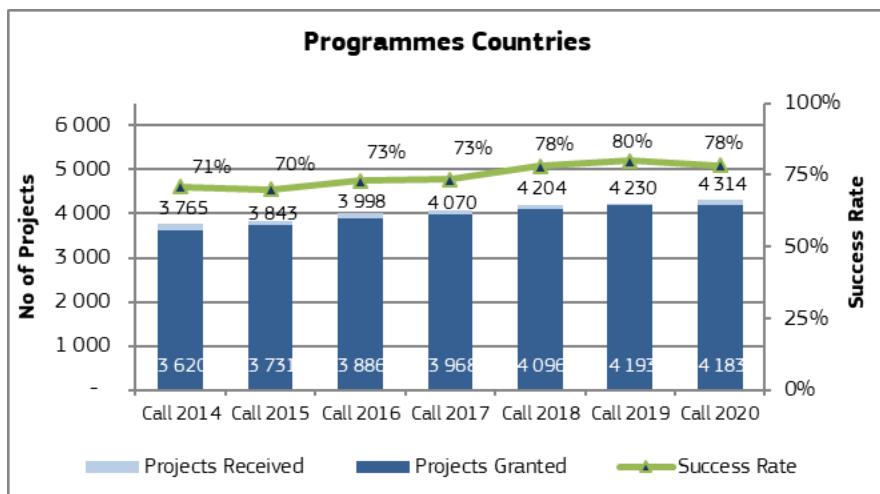


Figure 15 - KA103 higher education projects trend 2014-2020

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

The COVID-19 pandemic and the related European-wide travel restrictions, however, impacted the total number of higher education students and staff taking part in mobilities between Programme Countries. In 2019/2020, 312 800 student mobilities and 37 600 staff mobilities were achieved, totalling 350 400 mobilities.

Out of this total, 237 800 students went abroad to study in higher education institutions within Programme Countries. 75 000 students and recent graduates went for traineeships abroad, which highlights a sharp drop from the previous year attributable to the pandemic. It has to be noted that Erasmus+ students faced various issues, including restrictions

to return home or uncertainty about the status of their ongoing or future mobility periods.

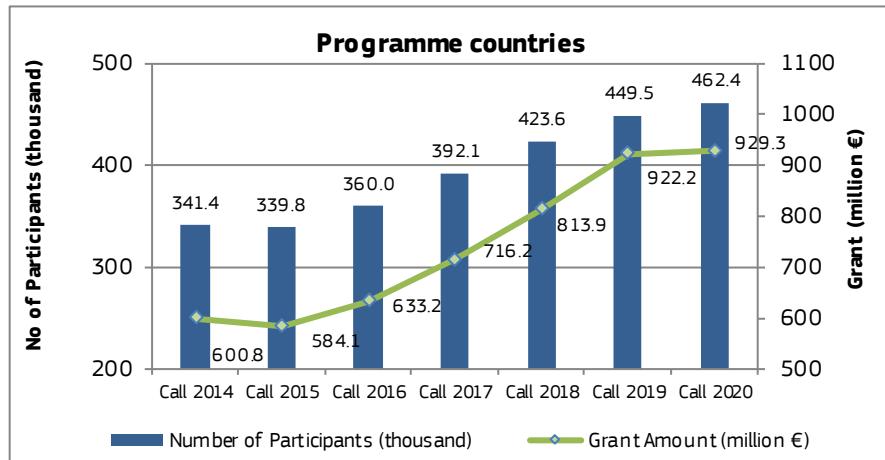


Figure 16 - KA103 higher education: contracted grants and forecasted participants per call year

Staff mobility also experienced the impact of the pandemic with much lower numbers than previously. In 2019/2020, 16 600 academic staff went abroad to teach at a partner institution while 21 000 teaching and administrative staff developed specific skills through undertaking a training period abroad. The development of innovative pedagogical and curriculum design skills remained a main priority in staff mobility in 2020.

Different surveys completed by the National Agencies and the participants in spring 2020 showed that more than half (55%) of the mobile students managed to continue their mobility with virtual activities, 7% continued their mobility abroad as planned, while for 8% of students the mobility was interrupted and expected to resume as soon as possible. Unfortunately, one out of four student mobilities were cancelled (25%).

The students who continued their mobilities with virtual activities had to adapt to online learning, distance cooperation and adjusted evaluation methods. Most of the students rated the virtual activities as a positive experience, which was considered relevant to the mobility (72%) and of

good quality (62%). In addition, the technical tools and platforms used to implement virtual activities worked well (72%) and the outcomes of these activities were recognised as part of their studies (75%). Nevertheless, face-to-face contact and physical interaction is an important part of the mobility experience, and 4 out of 5 students (82%) said they missed this.

In terms of funding, 74% of students said they received their mobility grant fully or partially, while 8% had not received their grant. The extraordinary situations caused by the COVID-19 crisis, such as travelling restrictions, meant that 6% of students needed additional financial support.

Finally, guidance and support were crucial for students who were on mobility in 2020. Higher education institutions and student organisations (e.g., Erasmus Student Network) did their best to communicate relevant information to Erasmus+ participants during the crisis. Mobile students considered as ‘excellent’ to ‘good’ the information and support received from their sending institutions (58%), from the receiving institutions (60%), and from student organisations (52%).

Erasmus+ higher education mobility since 2014

Over the course of the previous programme, the training aspects of higher education student and staff mobility continued gaining ground compared to the traditional focus of mobility on studying and teaching abroad. As a case in point, the share of traineeship mobilities among all student mobilities rose from 26% in 2014/2015 to almost 31% in 2018/2019 before the COVID-19 pandemic.

The distribution of more than two million student mobilities among the different higher education study cycles during the previous programme, remained stable compared to previous programme generation: 3% were from the short study cycle, 64% from the first cycle or Bachelor level, 31% from the second cycle or Master level and 1.4% from the third cycle or doctoral level.



Higher education student and staff mobility project

Coordinating organisation:
OSTRAVSKA UNIVERZITA

EU Grant:
€678 657

Participation in Erasmus+ is part of the strategy for modernising and internationalising the University of Ostrava. The objective of the University of Ostrava is to create an international academic environment and to increase the number of mobile students and academic staff and to promote cooperation with other universities and research institutes in the Czech Republic and abroad, with a view to exchanging experiences and sharing teaching, research and development capacities. The project carried out a total of 467 mobilities, including 174 student mobilities (114 for study and 60 for traineeships) and 293 staff mobilities (137 for teaching and 156 for training). As a result of the implementation of the project, students are empowered to adapt and respond to new situations, to appreciate different cultures, to be open and prepared for new challenges, to be aware of their strengths and weaknesses, as well as to enhance their self-confidence. For staff, there are significant improvements in increasing professional contacts, strengthening cooperation with the partner institution, increasing competences through the sharing of good practice as well as language competences.

Project ID: [2018-1-CZ01-KA103-047306](#)

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

The **sixth call** related to the **mobility of higher education student and staff** between Programme and Partner Countries (the International Credit Mobility) was a great success which demonstrates that the action is becoming more and more popular among higher education institutions (HEIs) from both Programme and Partner Countries alike.

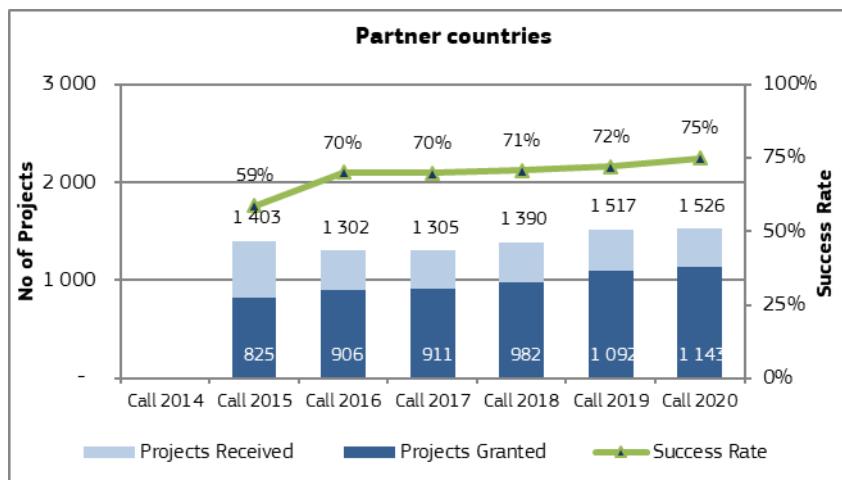


Figure 17 - KA107 higher education grants trend 2014-2020

Due to a budget increase of 9% compared to 2019, over 62 000 new short-term academic mobilities were awarded to students and staff in 2020. This is in addition to previous years' mobilities which amounted to almost 270 000 for the whole programme period. From these new mobilities, more than 37 000 (60%) were awarded to the 34 Programme Countries, a jump from 2019 when 33 700 were granted. The remaining 40% (25 000 mobilities) went to Partner Countries around the world.

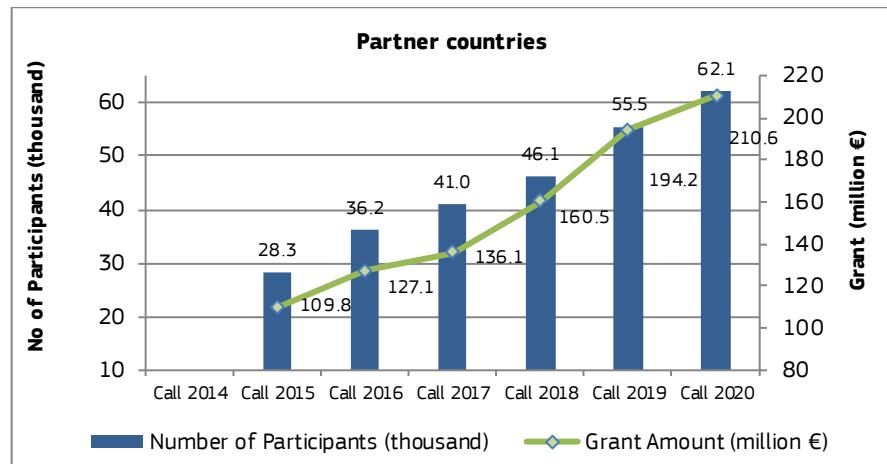


Figure 18 - KA107 higher education: contracted grants and forecasted participants per call year

Over half of the budget was allocated to the wider neighbourhood (South Mediterranean, Western Balkans and Eastern Partnership). Additional funding was made available through dedicated budget "windows": €2.5 million to North Africa, €2.5 million to Algeria, €3 million to Tunisia, €3.5 million to Georgia, €2.85 million to Moldova and €2.5 million to Ukraine. An additional €22 million was also allocated to the 14 African, Caribbean and Pacific countries, in line with the commitments of the Africa Europe Alliance for Sustainable Investment and Jobs.

The 2020 call demonstrated better inclusion of least-developed and low-income countries in Asia (Afghanistan, Bangladesh, Bhutan, Cambodia, Laos, Myanmar and Nepal), whilst the respective share of Latin American countries remained steady.

International actions with Partner countries were more severely affected by COVID-19 than those within Europe. This can be explained by the closing of borders, the disruption of air routes, the limited functioning of consulates and the difficulties to obtain visas. To respond to the COVID19 emergency and within the limits of the applicable legal framework, maximum flexibility and support measures were provided to

participants and beneficiary organisations. Students were allowed to keep their Erasmus+ grants while completing their course remotely in case they still had to cover some expenses (e.g. rent) linked to their stay in the destination country. In 2020, the Commission continued supporting the empowerment of alumni, including in the Western Balkans and Africa.



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

Coordinating organisation: UNIVERSITE DU LUXEMBOURG	EU Grant: €157 543
<i>The University of Luxembourg aims to attract distinctive international students, particularly on Master's level in order to establish a better balance between incoming and outgoing student mobilities, while motivating beneficiaries to continue their studies within the university in a Master's or PhD level. Furthermore, the project offers to students with limited mobility opportunities a valuable international experience, allows them to develop their soft skills, as well as gain academic knowledge in one of the most cosmopolite countries. The quality of the mobility periods was high, while qualitative objectives such as the students' professional and personal development were largely acquired.</i>	
Project ID: 2018-1-LU01-KA107-037265	

KA104 - Adult education staff mobility

The Call 2020 confirmed the good results of 2019.

As the 2020 call deadline was scheduled in February 2020, the number of applications received (1 700) was not affected by the COVID-19 pandemic, showing a 18% increase compared to 2019.

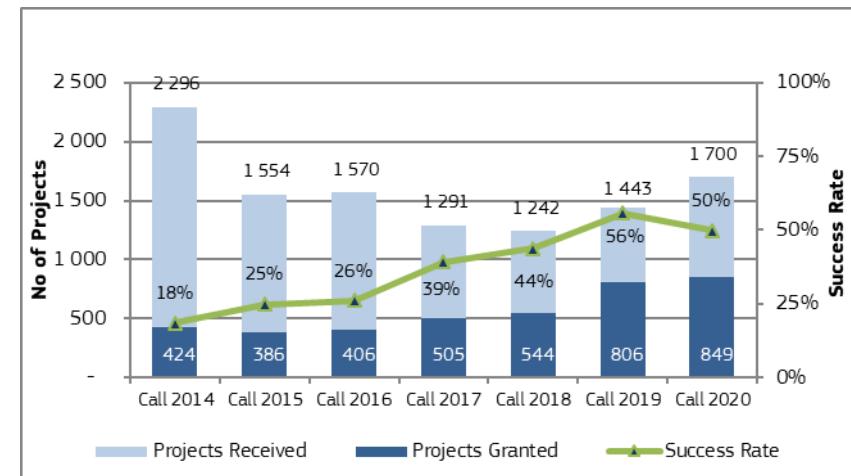


Figure 19 - KA104 Adult Education projects trend 2014-2020

A budget of €24.4 million co-funded 849 projects. Regarding contracted projects, the expected number of participants grew reaching 13 100 members of staff from the sector of adult education. As in previous years, the vast majority of participants (65%) planned to take part in training courses. Yet, the share of job shadowing activities increased, reaching 32% of participants' share.

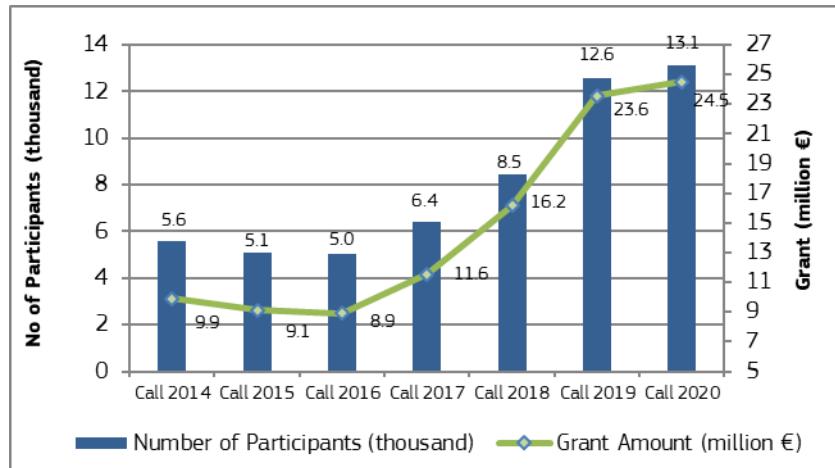
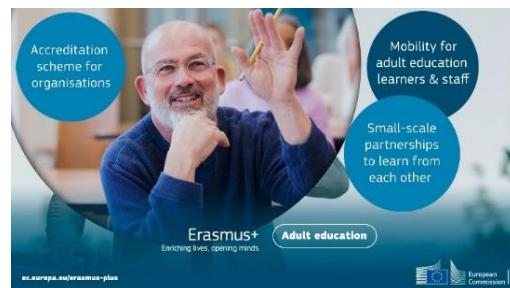


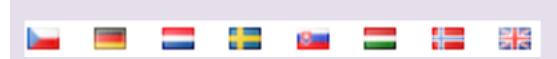
Figure 20 - KA104 Adult Education: contracted grants and forecasted participants per call year

For the fourth consecutive year, the main topics covered by projects included: innovative curricula and 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.

To facilitate access to Key Action 1 within adult education, the new programme will include an accreditation scheme. In preparation of the 2021 call and with the aim of ensuring a smooth transition between 2014-2020 to 2021-2027 programmes, a call for accreditation (KA120) was published in October 2020.



As for other fields, the implementation of ongoing projects (selected from previous years' calls) was strongly impacted by the COVID-19 pandemic. Most projects had to benefit from supporting measures described under section 1.1.



European Network of Science Film Festivals

Coordinating organisation: UNIVERZITA PALACKÉHO V OLOMOUCI **EU Grant:** €35 687

The objectives of this project are to increase the competencies, knowledge, contacts and language skills of AFO (Academia Film Olomouc) employees involved in the operation, year-round educational events and the festival itself. These skills and contact with foreign partners are essential for AFO employees, as its program is made up of 80% of European production. Furthermore, programming managers will schedule the festival, the educational events and their functioning, while others will gain valuable experience in the field of fundraising, PR management and the production staff. Thanks to this Erasmus+ project and to the involvement of The European Academy of Science Film, it will become a functional starting point for pan-European cooperation in the field of education of adults through audio-visual means.

Project ID: [2018-1-CZ01-KA104-047507](#)

2.2 Mobility in the field of youth

KA105 - Mobility projects for young people and youth workers

Youth Exchanges and Youth Workers Mobility Activities continued to be supported in 2020

In the field of youth, Erasmus+ puts an emphasis on **promoting equal opportunities, inclusion and fairness**. More than 70 000 participants coming from disadvantaged backgrounds were involved in youth mobility projects which were financed in 2020.

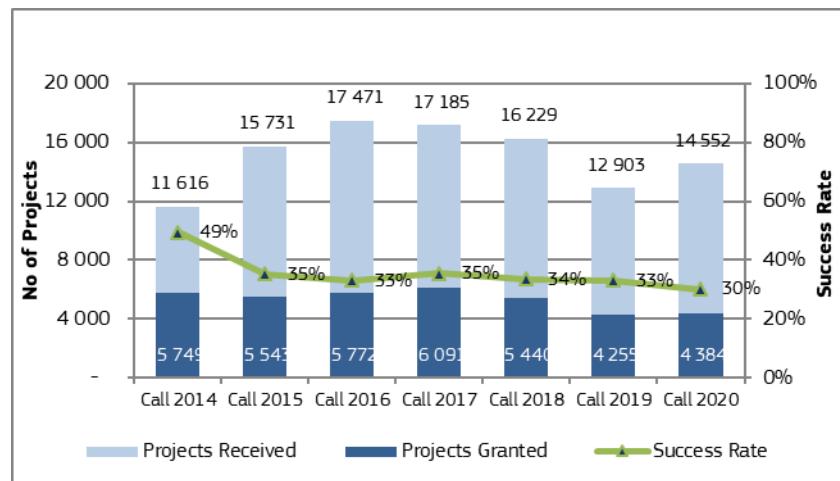


Figure 21 - KA105 Youth Mobility projects trend 2014-2020

In addition, around 2 100 projects addressed relevant issues including support for the fight against stereotypes, facilitation of the integration of refugees into society, response to migrants' issues, promotion of gender equality, inclusion, and diversity.

A 25% increase in the number of projects tackling issues linked to health and wellbeing was observed during 2020. This partially reflects the sector's response to the needs of young people against a backdrop of strict social restrictions brought by the health emergency.

The budget allocated a total value of €111 million to mobility projects for young people and youth workers in 2020.

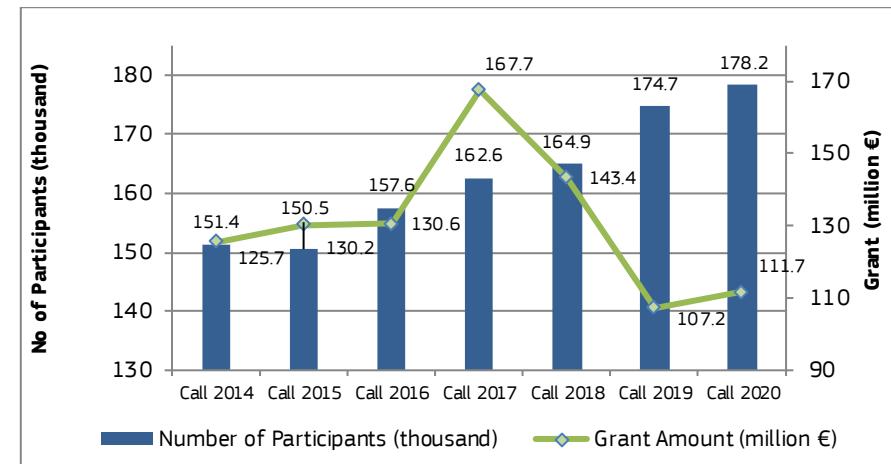


Figure 22 - KA105 Youth Mobility contracted grants and forecasted participants per call year

The number of contracted projects involving **Youth Exchanges** and **Youth Workers** activities increased by 4.3% in 2020 compared to 2019, which represents a smaller increase compared with previous years. Nevertheless, it is still a positive development considering the severe impact of the pandemic on the sector. The number of participants granted funding continued to rise, reaching almost 180 000. However, the level of unmet demands remains high, with only 30% of the projects being granted under "Mobility projects for young people and youth workers".

KA105 which covers youth mobility action reached out to a large number of young participants and organisations engaging with them through grassroots projects despite the ongoing COVID-19 pandemic. In 2020 more than 27 000 organisations were involved, with an average of 6 organisations and a €25 000 average grant per project.

The international dimension of KA105 remains strong, contributing to the development of a mutual understanding and good practice exchange. The Erasmus+ National Agencies used more than €32 million of funding dedicated to activities fostering international youth cooperation, thereby involving almost 47 000 participants from **Programme and Neighbouring Partner Countries**.

Youth Exchanges

With an increased initial budget allocation of nearly €80 million, the action allowed around 122 000 young people to take part in youth exchanges, which enabled them to acquire or further develop skills as well as strengthen their European identity.

Thanks to the format of group mobilities and activities' short duration, youth exchanges are good at improving the inclusion of young people from disadvantaged backgrounds. This is showcased by the large number of young people with special needs or coming from disadvantaged backgrounds who were involved in projects i.e. more than 40% of the participants who were granted funding.

Since the beginning of the Erasmus+ programme in 2014, more than 18 000 projects have been funded, involving 756 000 participants from Programme and Partner Countries from all backgrounds. These figures reflect the success of the scheme, especially youth organisations' and young people's sustained interest in it.

Youth Worker Mobility

Since the start of Erasmus+, the **Youth Worker Mobility** has offered almost 290 000 youth workers the opportunity to develop key competences. For instance, through transnational training courses and seminars, networking events, study visits and job shadowing. Over 9 200 projects have been funded, addressing different issues relevant to youth work and youth policy. For example inclusion and equity, innovative curricula and pedagogical methods, EU citizenship, EU awareness and democracy.

The demand for youth worker mobility remained high in 2020, and the number of projects and participants continued to increase (more than 1 500 projects, involving more than 48 000 participants). The success of the action was also shown in the very high satisfaction rate of 96% among participants. Moreover, 2020 was marked by an increase in the level of satisfaction related to formal recognition and participants' employability (75% in 2020 compared to 68% in 2019) a clear evidence that the scheme improves participants' job prospects..



Smart Youth Work Lab

Coordinating organisation:

Asociatia Young Initiative

EU Grant:

€23 307

The objectives of this project are to empower youth workers from 8 European countries who aim to better understand and respond to the challenges, threats and opportunities of digitalisation in youth work; to equip youth workers with the skills and tools needed to better access marginalised young people through "smart youth work" and to increase the organisational capacity of 9 youth organisations. The training is going to be based on teambuilding exercises, ice-breakers and energizers, interactive presentations, debates, visits to local places, meeting experts, treasure hunt, discovery on the theme through direct community activities, peer-to-peer learning, problem-analysis, inspiration and case studies etc.

Project ID: [2019-1-R001-KA105-061853](#)

2.3 Mobilities from the Outermost regions

Since 2014, the number of participants from EU outermost regions (ORs) has steadily increased, with over 20 500 learners' and staff mobilities.

The majority of participants come from the field of Higher Education (52%), followed by Youth (26%), Vocational Education and Training (14%), School Education (7%) and Adult Education (1%). The distribution of participants among the ORs is as follows: Canary Islands (58.9%), Réunion (14.3%), Martinique (8.3%), Madeira (7.2%), Azores (6.6%), Guadeloupe (2.9%), French Guiana (1.4%) and Mayotte (0.4%).



Social challenges for schools today

Coordinating organisation:

Königliches Athenäum Eupen

EU Grant:

€174 994

The project aims to raise awareness in younger generations of each social challenge, providing them with an opportunity to develop their understanding and discuss issues affecting their lives in their respective countries and communities. Moreover, it provides and acquires criteria to intervene, through workshops, case writing projects, games, role-plays, discussions, debates and collaborative activities, while positively acting, thus developing and improving their level of key competencies and skills necessary for active and committed citizenship and participation. Finally, students were able to increase their ability to acknowledge that some individual behaviour patterns are the manifestation of deep social issues.

Project ID: [2018-1-BE03-KA201-013625](#)

2.4 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. Yet they are also designed to strengthen the quality and the attractiveness of the European Higher Education Area and improve the competences, skills and employability of Master students.

The 2020 EMJMDs were selected following the publication of the Erasmus+ call for proposals in October 2019. A total of €176.9 million was allocated to 46 projects. These new EMJMDs will provide 3 544 students with scholarships over four annual intakes, starting in 2020. The planned scholarships include 731 scholarships committed under Heading 4, and 117 scholarships under the European Development Fund (EDF) budget. The 46 projects will also invite 736 guest academics over the four annual editions of their programmes.

Overall, the 46 EMJMD projects selected represent a good mix of academic disciplines in the broad areas of hard sciences (21), humanities (13) and life sciences (12). The projects have a wide geographical spread with 228 higher education institutions from 25 Programme Countries (coordinators or full partner) and 12 Partner Countries (full partners).

During the 2020/2021 academic year, there were 130 ongoing **Erasmus Mundus Joint Master Degrees (EMJMD)** offering scholarships to master students from all over the world. In total 2 427 scholarships were awarded, 430 to Programme Country students and 1 997 to Partner Country students.

An in-depth study on the delivery of joint degrees within the Erasmus+ Programme Countries was completed and published.

The COVID-19 pandemic had a significant impact on Erasmus Mundus and the participating Higher Education Institutions, students and scholars. Two surveys (May and October 2020) addressed to the current EMJMD consortia were conducted in order to analyse the impact of the pandemic

on projects and explore how to better support and respond to beneficiaries' emerging needs. The main areas concerned included teaching methodology, visa and travel modalities, student services, health and safety, attractiveness of the masters, staff mobility and programme administration. Online learning and remote teaching have been considerably developed accelerating digitalisation within higher education. The results of the two surveys have been [published](#).

In this context, EACEA continuously looked for solutions to ensure the programmes' continuity. To quickly respond to the projects' requests, the Agency created a dedicated task force which provided extra support to ongoing projects based on the instructions provided by the Commission services. FAQs were sent to all beneficiaries to guide them through the interpretation of the programme rules.



Joint Master Degree “Leading International Vaccinology Education” (LIVE +)

Coordinating organisation:

Université de Lyon – Claude Bernard

EU Grant:

€3 394 000

LIVE+ is a 120 ECTS master study programme in Biomedical Sciences including socio-economic sciences and humanities. It focuses on the employability of graduated students, develops volcanologists and fills the gap in post-graduate training. Apart of involving industry and targets vaccinology-related jobs, the programme covers areas such as vaccines, project management in clinical studies, health policy, research, development, and postgraduate PhD studies. Finally, students establish professional contacts with the consortium's partners such as clinical and research centres, health and research organisations, industrial partners and vaccine manufacturers.

Project ID: [599318-EPP-1-2018-1-FR-EPPKA1-JMD-MOB](#)

2.5. Erasmus+ Master Loans

The **Erasmus+ Master Loans** scheme provides a partial guarantee to financial intermediaries who extend the access of affordable financing to students who complete a full Masters degree in another Erasmus+ Programme Country. Following the launch of the scheme in Spain in 2015, the scheme is now operational in five countries: Spain, Italy, Romania, Croatia and Turkey.

In addition, the University of Cyprus now allows deferred payments of tuition fees and housing costs (equivalent to loans) for incoming students from all other Programme Countries to study for a Master course at this university. Thus, the EU guarantee facilitates the internationalisation of universities' policies.

Altogether, 25 Programme Countries were involved as sending or receiving countries, with around 15% of beneficiaries coming from countries where no financial intermediary was established. By the end of 2020, 786 students had obtained an EU-guaranteed master loan for a total loan volume of €9.5 million. The initial feedback from students, which has been consistent throughout the years, was positive (with satisfaction rates over 70%) in terms of policy objectives, implementation and social inclusion.

Over the five years of evaluation the loan scheme showed its ability to increase students' social mobility and enable more mature beneficiaries to carry out a Master's degree abroad. In particular, the loan diminished the financial pressure on families, with around half of beneficiaries indicating that their family experienced some level of difficulty in making ends meet.

Follow-up surveys among graduated beneficiaries confirmed employability as a main benefit, the graduates having found good jobs or traineeships, thanks their master/loan. While the scheme will not be continued under the new Erasmus+ programme, the EU-guaranteed Master loans will remain available to students until the guarantee agreements expire in 2022 or 2023.

Ahead of the **InvestEU programme**, the lessons learnt under the

Erasmus+ pilot scheme were carried forward under a **Skills & Education pilot** facility under the EFSI initiative (€50 million), launched in April 2020 by the Commission in cooperation with European Investment Fund. Following the successful call for intermediaries, 18 Agreements in 14 countries are expected to be signed in 2021.

Extending the scope of the EU guarantee to all types of students and learners (for studying at home and abroad), as well as to institutional support (for education providers and SMEs upskilling their employees), the new pilot scheme will be implemented by several types of financial intermediaries, including 5 education providers, 4 alternative lenders and 1 national promotional institution, as well as the EIT Digital KIC.

KEY ACTION 2

Cooperation for
innovation &
the exchange
of good
practices



3. 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, with a view to generating a long-lasting impact on organisations, individuals and policy systems. It supports:

- Transnational **Strategic Partnerships** between organisations, public authorities, businesses and civil society organisations active in various socio-economic sectors with the aim 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 higher education institutions and of fostering cooperation and knowledge sharing in the field of youth.
- **Knowledge Alliances**: international projects between higher education institutions and enterprises that stimulate innovation, entrepreneurship, creativity, employability, knowledge sharing and multidisciplinary teaching and learning.
- **European Universities Alliances**: ambitious transnational alliances of higher education institutions from all across Europe developing long-term structural and strategic cooperation that drives systemic, structural and sustainable impact at all levels of their institutions

- **Sector Skills Alliances**: identification of sector-specific labour market needs and demands in terms of new and transferable skills. Drawing on needs and demands, the Alliances support the design and delivery of transnational vocational training content and teaching, as well as training methodologies for core European professional profiles.

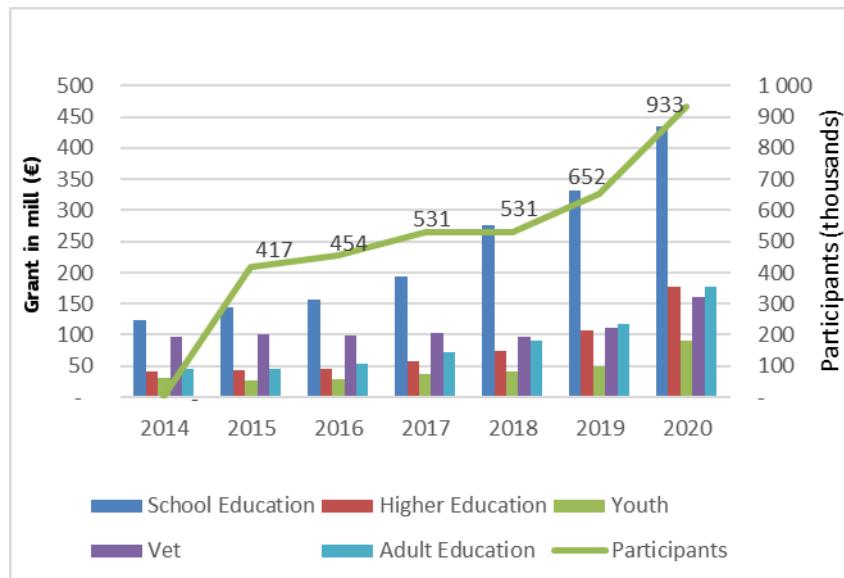


Figure 23 – Key Action 2 trends 2014-2020 (indirect management)

In 2020, a total amount of €1 234 million was implemented under Key Action 2, representing 30% of the programme's total commitment appropriations and an increase of around €303 million (+32%) as compared to 2019.

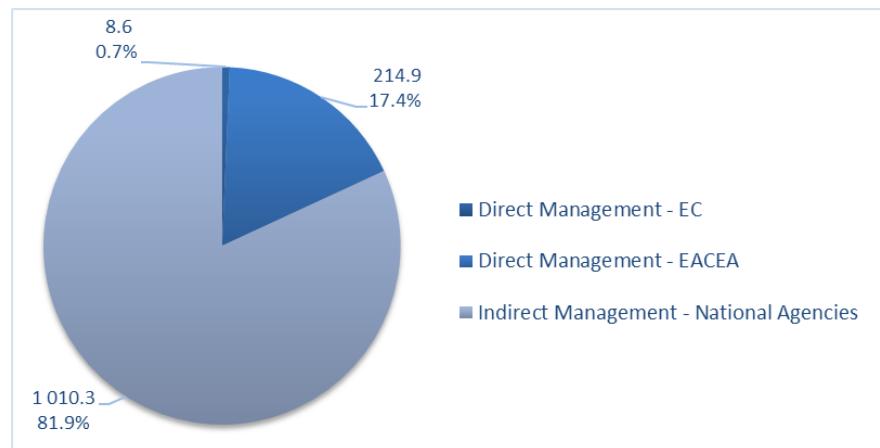


Figure 24 – KA2 – Erasmus+ Budget Commitments by Management mode (in million €)

81.9% of the Key Action 2 funds were allocated to the National Agencies, which managed to fully use the funds entrusted to them as part of the delegation agreements.

3.1 Strategic Partnerships

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

Depending on the objectives and the composition of the strategic partnership, projects may support innovation or involve the sharing of good practices.

Key Action 2 covers the following partnerships:

- KA201/229 – School education projects
- KA202 – Vocational education and training

- KA203 – Higher Education
- KA204 – Adult education
- KA205 – Youth
- KA226 – School Education, Vocational Education and Training, Higher Education (exceptional call in response to COVID-19)
- KA227 – Adult Education, School Education, Youth (exceptional call in response to COVID-19)

KA201/229 – School education projects

As a result of difficulties experienced by applicants due to the coronavirus outbreak, applications' deadlines were extended. Despite this complication, there was a 19% **increase in the number of applications received (KA201 and KA229 combined)**.

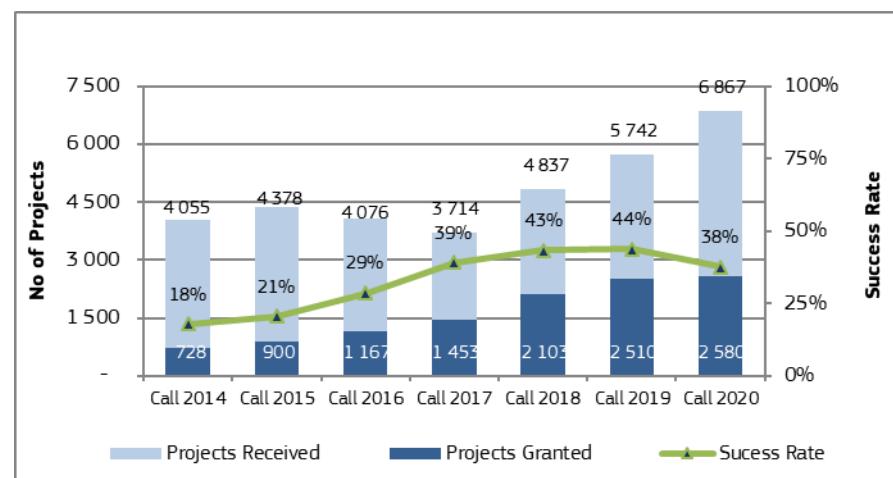


Figure 25 – KA201/KA229 School Education projects trend 2014–2020

A total of 6 867 applications were submitted in school education in 2020. As for the previous year, about 25% of them were applications for partnerships **focusing on innovation or the sharing of good practices (KA201)**. At the end of the selection process, 505 projects were contracted, for a total of €119 million.

Further 5 164 applications were submitted under the **School Exchange Partnerships (KA229)** format. This represents an increase of 19% compared to 2019. More than 2 000 of such partnerships were contracted, involving over 9 000 schools and amounting to a total budget of €251 million. These partnerships supported exchanges of more than 162 200 pupils and 27 000 teachers.



The splendour of nature

Coordinating organisation:

Yane Sandanski Profiled High School

EU Grant:

€162 750

The aim of our project: "The splendour of nature" is to make more investments in knowledge and encourage innovation and the development of more sustainable solutions to solve different environmental problems. We would like to reduce threats from pollution common for the European region and to improve the standards of living adequate for the health and well-being of the population by providing opportunities for environmental democracy via the use of ICT and environmental protection activities, and raising awareness about environmental problems in order to result in positive development in our regions.

Project ID: [2018-1-BG01-KA229-047823](#)

The partnership projects combined horizontal priorities and field specific priorities. For school education, the priorities were to **reinforce the development of key competences**, to strengthen the profile of teaching professions, to build capacity for organisation, to improve the recognition of learning periods abroad, to tackle early school leaving, to increase performance levels and interest in STEM, to develop strong

quality insurance systems, to promote a comprehensive approach to language teaching and learning, as well as affordable and high quality childhood education and care..

The following topics were the five most common ones in strategic partnerships focusing on innovation or the sharing of good practices within the school sector:

- New innovative curricula, educational methods and development of training courses;
- ICT new technology and digital competences;
- Pedagogy and didactics;
- Inclusion and equity;
- Key competences, basic skills, early school leaving and the fight against failure in education.

The top five topics addressed by contracted School Exchange Partnerships projects were environment and climate change; ICT, new technologies and digital competences; creativity and culture; EU citizenship, EU awareness and democracy; teaching and learning of foreign languages.

The projects impacted at implementation by the COVID-19 pandemic could benefit from the supporting measures described under section 1.1.

KA202 - Vocational education and training

Despite the COVID-19 outbreak, the number of submitted applications increased by almost 20% compared to 2019, reaching 2003 applications. The €123.4 million budget resulted in co-funding 561 projects, which represents 10% more than in 2019.

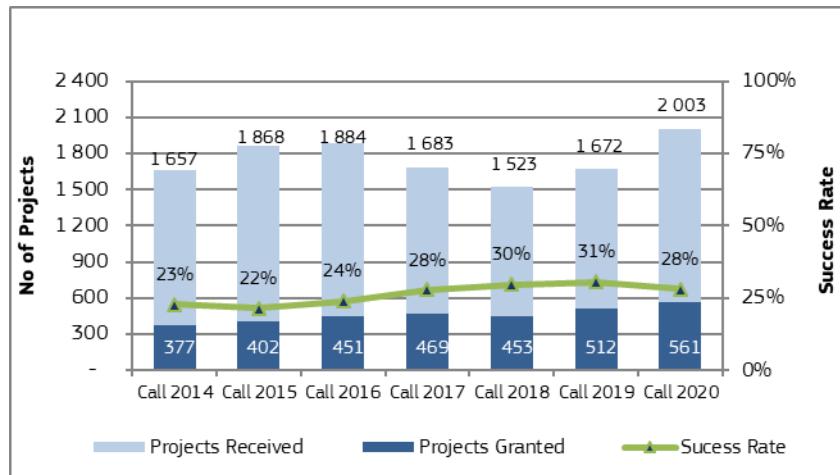


Figure 26 - KA202 Vocational Education and Training projects trend 2014-2020

Strategic Partnerships in vocational education and training (VET) included projects focusing on **innovation through intellectual outputs and smaller cooperation projects** that were mainly based on exchanges of good practices, which foster the internationalisation of institutions. The distribution of the total project selected was equivalent to 2019: about 78% of projects focused on innovation and 22% on exchange of good practices.

Strategic partnerships addressed both horizontal and field specific priorities. The three most common VET field specific priorities in contracted projects in 2020 were: supporting innovative approaches and digital technologies for teaching and learning (addressed by 11.6% of the projects); promoting work based learning in all forms (10.2%) and further strengthening key competences in VET (addressed by 8.9% of the projects).

The five more recurrent topics in VET Strategic Partnerships projects were:

- New innovative curricula, educational methods and development of training courses (50.6% of the projects),
- ICT, new technologies and digital competence (26.9% of the projects),
- Cooperation between educational institutions and business (18.5% of the projects),
- Environment and climate change (13% of the projects)
- Entrepreneurial learning and entrepreneurship education (13.5% of the projects).



EDucation for Digitalisation of Energy

Coordinating organisation:

UNIVERSIDAD PONTIFICIA COMILLAS

EU Grant:

€3 995 690

The immediate objective of project EDDIE is to develop a Blueprint Strategy for Digitalisation of Energy value chain (BSDE), based on sustainable cooperation among key stakeholders, matching current and future demand of skills, and the supply of best practices and courses from education/training providers. The design of such strategy must address long-term goals such as the efficient digitalisation of the European Energy Sector for innovation and competitiveness, the modernisation and flexibilisation of the training & education ecosystem, and -in general- the improvement of employability and sustainability in the European context.

Project ID: [612398-EPP-1-2019-1-ES-EPPKA2-SSA-B](#)

KA203 - Higher Education

Strategic Partnerships contribute to increasing the quality, relevance, capacity for innovation and accessibility of European higher education by funding **ambitious transnational cooperation** projects between higher education institutions in the Programme Countries.

In 2020, a total of 419 higher education projects were funded under the Strategic Partnerships action, representing a 16% increase compared to 2019. In total, 1 678 Strategic Partnerships in higher education have been funded since 2014.

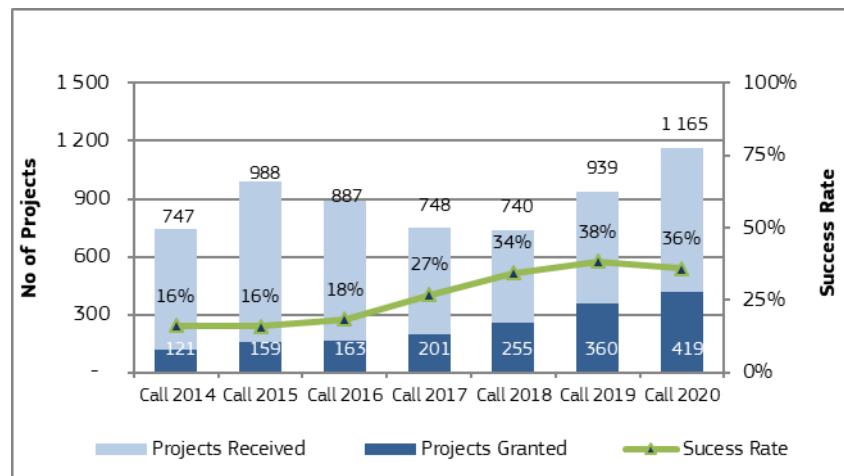


Figure 27 - KA203 higher education projects trend 2014-2020

While 16 countries (BE, CZ, DK, DE, EE, EL, ES, FI, FR, IT, NL, PL, PT, RO, UK, TR) selected ten projects or more for funding, 10 countries funded between two and five projects. The average EU funds for the selected projects was around €298 000, a slight decrease compared to the previous year. Project partnership size varies with an average of around six partners per project.

Out of 2 427 participating organisations, around 70% are higher education institutions, the remaining being enterprises, schools, research institutes, associations and public authorities. Strategic Partnership projects also include mobility activities which are complementary to

those of Key Action 1. In 2020, these mobility activities were included in 72% of the projects, such as blended student mobility, an innovative mobility format, which combines virtual and physical mobility. This percentage remained stable as compared to the previous year.

The main topics addressed by the projects were: new innovative curricula and educational methods (250 projects), ICT technologies - digital competences (118 projects), cooperation between education and business (57 projects), overcoming skills mismatches (53 projects) along with a variety of other important topics addressed such as, open and distance learning, health and wellbeing, entrepreneurship education, environment and climate change and research and innovation.



Epic - Improving Employability through Internationalisation and Collaboration

Coordinating organisation: Aalborg Universitet **EU Grant:** €411 200

EPIC has contributed to the modernisation of European higher education by developing a flexible framework for international student projects, carried out across universities and in collaboration with industrial partners and research environments. The partnership attempts to increase employability, closer collaboration between students and industry, internationalisation, increased labour market relevance of education, increased learning outcomes, promotion of the take-up of ICT tools and Open Education Resources, and by giving the students transversal competences.

Project ID: [2017-1-DK01-KA203-034287](#)

KA204 - Adult education

The number of applications under the **Strategic Partnerships action for Adult Education continued to grow** to reach 2 463, which represented an impressive 57% increase compared to 2019. The €141.5 million budget awarded enabled to co-fund 745 projects, which was 20% higher than in 2019. The partnerships contracted involved more than 4 200 organisations.

In the field of adult education, priority was given to strategic partnerships extending and developing educators' competences; supporting the supply of high quality learning opportunities; supporting access to upskilling pathways; developing mechanism to monitor the effectiveness of adult learning policies; increasing the demand and take-up through effective outreach, guidance and motivation strategies and promoting Erasmus+ among all citizens and generation (including seniors).

The preferred topics addressed by the projects reflected the priorities: new innovative curricula, new educational methods and development of training courses, inclusion-equity, ICT – new technologies and digital competences, intercultural intergenerational education, and (lifelong) learning and access for disadvantages.

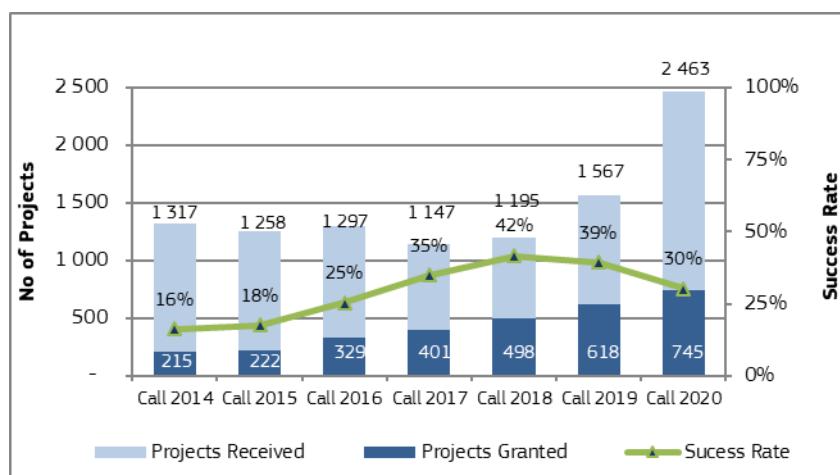


Figure 28 - KA204 Adult Education projects trend 2014-2020



Women Entrepreneurs: Inspire Us!

Coordinating organisation:

Grantxpert Consulting Limited

EU Grant:

€ 202 961.50

The INSPIREUS! project offers an ambitious and innovative outlook on strengthening female entrepreneurship. The specific objectives of the project are to develop an inspiring and motivational programme which will offer hands-on experiences to women, investigate the psychological factors of female entrepreneurship, and create tools helping future women entrepreneurs to achieve self-awareness. Simultaneously, the project aims to establish a community of women entrepreneurs from all over EU who through a set of different tests, tools and knowledge expertise, help women to achieve their objectives as creative, talented, driven and skilled workers.

Project ID: [2018-1-CY01-KA204-046915](#)

KA205 - Youth

Despite the difficulties caused by COVID-19, the number of proposals submitted under Erasmus+ Key Action 2, **Strategic partnerships** in the field of youth, continued to grow in 2020. Out of more than 3 000 proposals received, over 450 were granted. Close to 2 200 organisations are now involved in these projects, the majority of which are non-governmental organisations (59%). Other actors include small and medium-sized private enterprises, foundations, public bodies, higher education institutions and civil society organisations.

The priorities of KA205 reflect the three core areas of the European Youth Strategy (2019-2027), and encourage all players to mobilise their efforts to Engage, Connect and Empower via participation, EU programmes and youth work.

Hence an emphasis was given to the following categories of projects:

- Projects aiming at engaging, connecting and empowering young people. These projects strengthen cross-sectorial cooperation allowing for greater synergies across all fields of action concerning young people. Especially on access to rights, autonomy, participation – including e-participation – and the active citizenship of young people, notably of those who are at risk of social exclusion;
- Projects promoting quality, innovation and recognition of youth work and contributing to the European Youth Work Agenda;
- Projects promoting entrepreneurship, creative learning and social entrepreneurship among young people. Under this priority the focus is on transnational youth initiatives that allow groups of young people to put ideas into practice, thereby tackling challenges and identifying problems in their daily lives.

11 European Youth Goals, conceived by young people themselves through the EU's Youth Structured Dialogue process, complement the EU Youth Strategy. The Strategy calls regarding the use of youth policy instruments to achieve these goals. The trio Presidency (Romania, Finland and Croatia) committed to focus on three of them: "Quality employment for all", "Quality learning" and "Moving rural youth forward". In July 2020, the new trio, (Germany, Portugal and Slovenia) chose to highlight the Youth Goal "Space and Participation for All".

The most frequent topics among the KA205 projects selected in 2020 were Youth (Participation, Youth Work, and Youth Policy), new innovative curricula/educational methods/development of training courses and inclusion. They reflect the core areas of the Youth Strategy and the specific Youth Goals highlighted by the Presidencies.

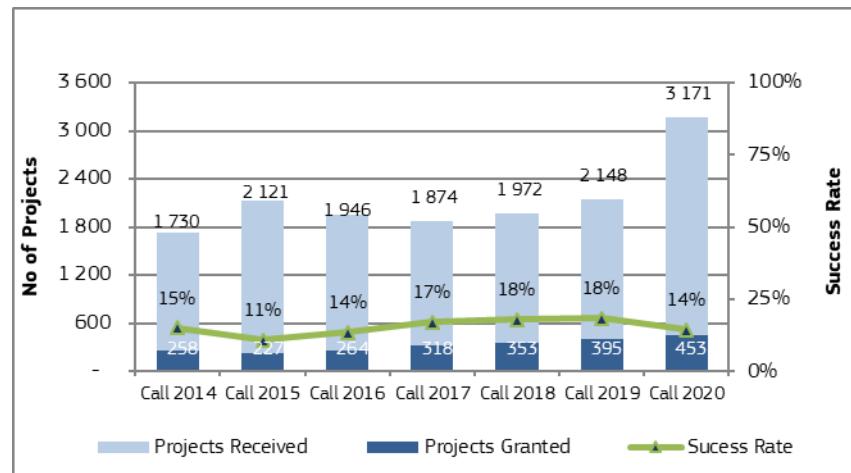


Figure 29 - KA205 Youth projects trend 2014-2020

Exceptional call in response of the COVID-19 situation

To respond to the circumstances created by COVID-19 in 2020, the Erasmus+ programme exceptionally supported Partnerships for Creativity (KA227) which welcomes proposals specifically aimed at supporting skills development, digital competencies and social inclusion through arts, with the aim of linking education, training and youth stakeholders with grassroots organisations from the cultural and the creative sector. A call was published with a deadline at the end of October.

Within the field of youth, a total of 908 applications were received for this action, resulting in €33.4 Million funding given to 239 projects. More than 30% of the selected projects were focusing on inclusion but the most frequent topics were creativity and culture and youth (Participation, Youth Work and Youth Policies).



Online Training Courses for Erasmus + Youth Workers

Coordinating organisation:

S.C. PREDICT CSD CONSULTING S.R.L.

EU Grant:

€182 852

"Online Training Courses for Erasmus + Youth Workers" started from a small research carried out, showing that some organisations have a very specific challenge: there are no proper tools available to train youth workers in youth programs, especially Erasmus + in a specific and flexible timeframe. In this field people are not staying for a long time, they are changing a lot because projects have a start and an end. We have seen a need for a flexible training system to prepare youth workers in narrow fields of Erasmus +: EVS/ESC (mentors, facilitators), coordinators, and leaders in youth exchanges.

The project involved 5 partners from 4 countries and resulted in the development of 4 innovative online courses, in 4 languages, for 4 positions in youth work and connected fields:



Project ID: [2017-2-RO01-KA205-037767](#)

KA226 - Partnerships for Digital Education Readiness

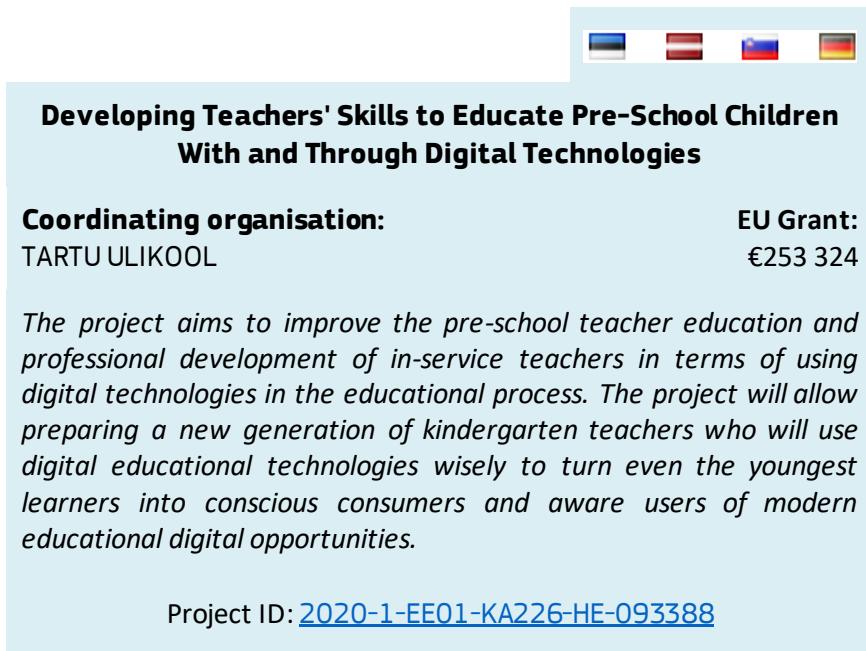
To help the educational sector better prepare for a post COVID19 digitalisation, the Commission launched an exceptional call under Key Action 2 – KA226.

Partnerships for Digital Education Readiness aimed at facing the challenges presented by the sudden shift to remote learning. Within **school education**, 212 projects were selected out of the 923 applications received. In the **Vocational education and training field**, 187 projects of the 814 applications received were contracted 89% of which supported innovation and 11% the sharing of good practices

In 2020, a total of 212 projects were funded under KA226 for higher education, which shows that this action continuous to respond to the needs of higher education.

Out of 1 088 participating organisations, 75% were higher education institutions. The remaining participants included enterprises, schools, research institutes, associations and public authorities.

The main topics addressed by the projects were: ICT- new technologies and digital competences (138 projects), new innovative curricula (128 projects), open and distance learning (116 projects).



KA227 Partnerships for Creativity

Priority of the partnerships for creativity was given to skills development and inclusion through creativity and the arts. Within **School education**, 128 projects were selected out of the 326 applications received. **Regarding the Adult education field**, 728 applications were received and 207 projects accepted. Most of the contracted projects focused on innovation (76%), and the remaining ones on the sharing of good practices.

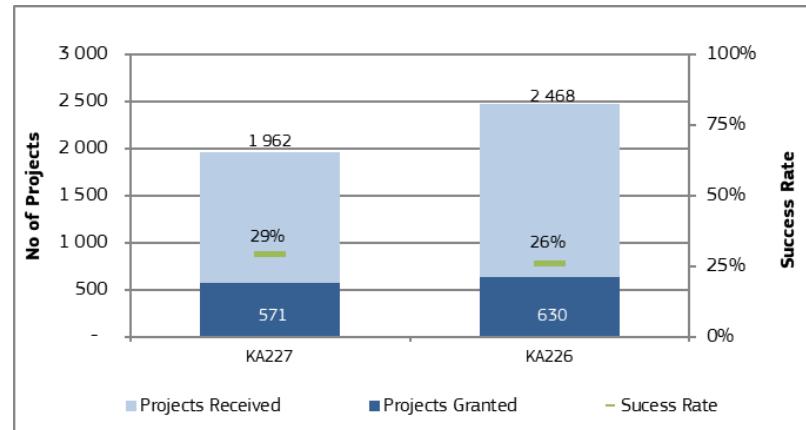


Figure 30 – Number of projects for the 2020 Specific call

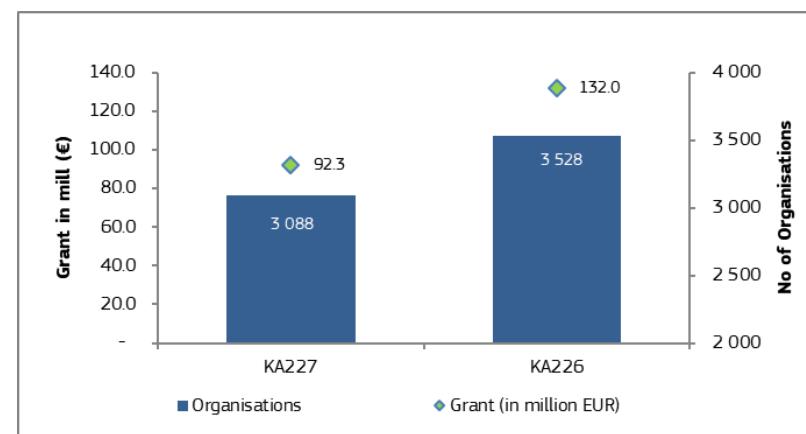


Figure 31 – KA226 and KA227 granted projects
 Budget and number of organisations involved



Artistic Creativity Development Course for You

Coordinating organisation:
SOROS INTERNATIONAL HOUSE

EU Grant:
€176 848

The project aims at developed competencies of musicians and adult educators necessary to respond to the ever-growing need to improve adult creativity skills and to become effective creativity trainers -promoted adult education as an alternative field for musicians' self-expression providing them with more flexibility and resilience in the face of COVID-19 crisis-adult learners as final beneficiaries provided access to a new attractive form of professional development, which will help them to enhance their creativity and improve their position in the labour market. In the long term perspective, the project will contribute to the promotion of a positive attitude toward creativity & innovation in society and encourage the use of project outputs in a wide range of applications.

Project ID: [2020-1-LT01-KA227-ADU-094724](#)

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. They also contribute to the strategic impact of the programme through training and support activities tailored to the needs of the different youth actions as well as longer-term thematic cooperation activities which create links between the programme and the EU Youth Strategy.

The National Agencies' work plans were heavily affected by the COVID-19 pandemic in 2020. Out of almost 380 activities planned, many were cancelled or postponed to 2021. However National agencies also managed to transfer many activities online in a timely manner, thereby ensuring continuous support to beneficiaries and stakeholders.

Within the framework of the co-creation process and in preparation of the new programme, the Commission and National Agencies reflected on how TCAs should evolve. Especially, in relation to the set of long-term strategic activities – existing and in preparation – that have been building up in the youth sector and which show big potential in contributing to the linkages between policy and programme.

TCAs in the fields of education and training were also successfully organised. In particular for the School, VET and Adult sectors, these had either a policy or a programme orientation. Either way, they created a dialogue between beneficiaries and National Agencies and contributed 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.

3.2 Capacity building

Capacity building actions support the internationalisation, modernisation, relevance and accessibility of higher education in Partner Countries, as well as cooperation and exchanges between Partner and Programme Countries in the field of youth. In 2020, special attention was 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, the European Development Fund and the Instrument for Pre-accession Assistance.

Action	PROJECTS			GRANT in million EUR	ORGANISATIONS
	Received	Granted	Success rate		
Capacity Building for Higher Education	1 019	165	16%	148.7	1 858
Capacity Building for Youth	464	112	24%	14.0	736
TOTAL	1 483	277	19%	163	2 594

Figure 32 - Capacity building projects – call 2020

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 can also involve non-academic institutions (NGOs, enterprises, associations). There are two types of CBHE projects, which all last from two to three years.

Joint projects are aimed at **modernising and reforming higher education institutions**, developing new curricula, improving governance and management, and **building relationships between HEIs and the wider economic and social environment**. Structural projects can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities.

In 2020, of the 1 019 applications received, 165 proposals were selected for funding: 143 Joint Projects and 22 Structural Projects. The share of Partner Countries involved has increased to 41%, compared to 34% in 2019. Over one third of the funded projects (60) are coordinated by Partner-Country institutions, 50 Joint projects and 10 Structural projects. The highest number of proposals coordinated by Partner Countries were submitted by Jordan, followed by Palestine, Azerbaijan and Albania. The positive trend of increased involvement of higher education institutions in the least developed countries (LDCs) not only as partners, but also as coordinators, continued also in 2020. For the first time we see projects coordinated by countries such as Mongolia and Pakistan.

More than **47%** of the projects proposed for funding are *curriculum development projects* mainly on modernising and the update of the existing curricula. Around **24%** of these projects deal with health and welfare, followed by environment (**19%**), engineering (**14%**) and education, agriculture (**13%**). Efforts are made by the project partners to develop curricula that better correspond to the labour market/employment offers in the Partner Countries. The projects related to green issues are within the scope of Erasmus + to work towards a greener Europe. The subject areas of 'digital learning' and 'health' have been at the forefront in many regions to address the post COVID 19 impact in these countries. 70% of projects focus on university-enterprise cooperation and entrepreneurship and employability of which 20% of are structural projects. These figures show that the focus on employability of students is increasing contributing to the development of sustainable and inclusive socio-economic growth in the Partner Countries. Altogether, 1219 participations of Partner Country institutions are included in the 164 projects proposed for funding.



Impacting institutions and individuals

In 2020, one Impact study by Region was conducted in order to present the results of the impact achieved by CBHE projects in the different regions.

Having reached the final stage of implementation of the Erasmus + programme, the reports show that *the CBHE action has been successful in fostering the modernisation and the reform of the Higher Education sectors and Institutions in the targeted Partner Countries. The main target beneficiaries, Partner Countries HEIs, have undoubtedly benefitted from the participation in the CBHE action. Through the training of their staff, the modernisation of their academic offer, the establishment of labs and centres geared up with expensive and modern equipment and the cooperation with Programme Countries HEIs, Partner Countries HEIs have increased their local and international visibility, established new cooperation that were not possible prior to this action and increase their attraction of students. The reports offer an interesting display of the main impact of the funded projects in each region.*

Latin American and European Cooperation on Innovation and Entrepreneurship

Coordinating organisation:

UPPSALA UNIVERSITET

EU Grant:

€983 080

By initiating a Latin American-European cooperation on innovation and entrepreneurship, the LISTO project addressed the LA universities' need to keep developing their capacities in connecting with the economic and social environment. The target areas of the project are university-industry relations, teachings entrepreneurship skills and entrepreneurial universities. LISTO will establish an exchange of methods for matching researchers with industry R&D staff, develop an interdisciplinary entrepreneurship skills module and train teachers in delivering an international classroom, and work on strategies for fostering an entrepreneurial spirit and innovation governance.

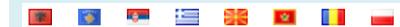


Project ID: [585676-EPP-1-2017-1-SE-EPPKA2-CBHE-JP](#)

Capacity building in the field of youth

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 the needs of young people in an innovative way 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 ACPALA (ACP countries, Asia and Latin America) strand, the Western Balkans strand, and the South Mediterranean strand.

In 2020, a total of €14.15 million was allocated to 112 projects of which 79 selected proposals for Africa, Caribbean, Pacific, Asia, Latin America (ACPALA) countries, 28 for the Western Balkans and 5 for the South Mediterranean. The projects allowed participants to elaborate and share 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.



Exploring the Role of Youth in Reconciliation and Peacebuilding

Coordinating organisation:
QENDRAT YOUTH FOR SOCIAL CHANGES

EU Grant:
€133 097

The project aims to increase capacities of organizations to support peace building and the reconciliation process in their communities with special attention to the involvement of youth. The project includes series of mobility and capacity building activities, training courses, seminars, study visits and local workshops with the objective of enhancing participant's knowledge on concepts and terminologies in reconciliation and peacebuilding. Thus, participants are able to analyse the situations in their communities and to use various tools for reconciliation and peacebuilding.



Project ID: [608545-EPP-1-2019-1-AL-EPPKA2-CBY-WB](#)

3.3 Knowledge Alliances

Knowledge Alliances are structured partnerships bringing together enterprises 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.

Their 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 both academia and the business sector.

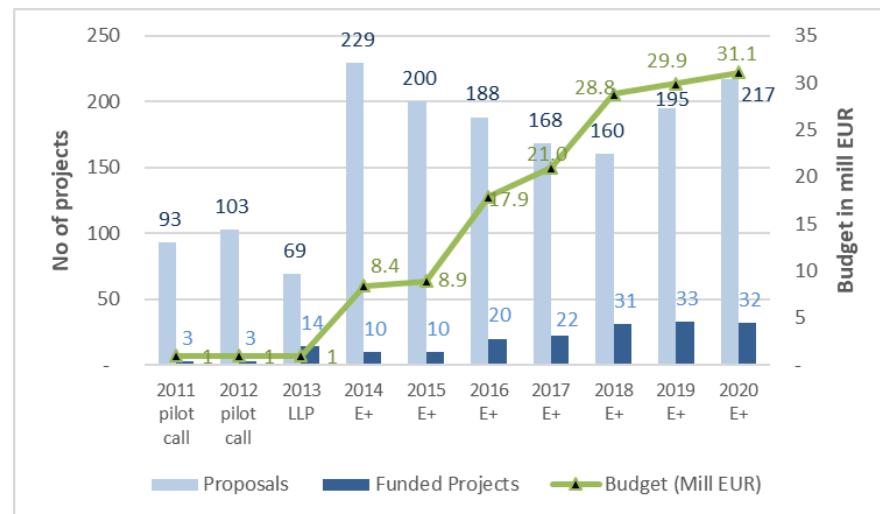


Figure 33 – Knowledge Alliances Trend 2014–2020

The last Knowledge Alliances (KA) call for proposals under of the Erasmus+ Programme (2014-2020) went smoothly and as initially planned despite the COVID-19 circumstances.

Following a highly competitive process, 32 projects were co-funded for a total budget of over €31 084 664 million. These projects consortia involve 343 organisations from 31 countries (29 Programme and 2 Partner Countries). The projects have the potential to achieve university-business cooperation in various fields such as in agriculture and forestry, health, education, social innovation, artificial intelligence and green entrepreneurship. In order to face challenges in a dynamic and volatile economy, specific approaches will be implemented for young people to be innovative, creative, flexible and entrepreneurial.

The 32 proposals integrate various forms of innovation in teaching and learning methods, labs for innovation using creative technologies and new teaching approaches in many fields, which are crucial in today's world. For example, some proposals introduce innovative elements in areas such as environment and climate, medical education and journalism.

These KAs are likely to create highly innovative tools and tackle emerging areas as well as address some of the current policy priorities and objectives in the field of education (e.g. Renewed Agenda for Higher Education, New Skills Agenda for Europe, ET 2020)



Enabling SMEs to gain competitive advantage from the use of HPC

Coordinating organisation: WATERFORD INSTITUTE OF TECHNOLOGY **EU Grant:** €983 575

High-performance computing (HPC) is one of the most relevant technologies today with a variety of applications. The ability to efficiently process huge amounts of data is a game-changer not just for science, but also for real economies, which are now required to solve more complex problems and respond to more challenging market demands. It is not only used for academic pursuits, but can also be applied to develop and redesign products, optimise production and delivery processes.

Project ID: [588372-EPP-1-2017-1-IE-EPPKA2-KA](#)

3.4 European Universities

European Universities are transnational alliances of higher education institutions from all across the EU that share a long-term strategy for cooperation and promote European values and identity. European Universities drive systemic, structural and sustainable impact at all levels of their institutions. They aim to significantly improve the seamless exchange of students and staff and foster the quality, inclusiveness and competitiveness of European higher education.

The results of the second call have been published in July 2020: out of 62 applications received, **24 new European Universities have been selected for funding, involving 165 higher education institutions from 26 EU member states and 5 non-EU countries** participating in the Erasmus+ Programme. In total, 41 alliances involving 280 higher education institutions have been created as a result of the calls 2019 and 2020.

European Universities and the pandemic

In 2020, the European Commission conducted a survey of the already existing 17 European Universities selected in 2019. The results showed that **96% of the institutions think they would have been better prepared to face the coronavirus pandemic if their European University had already been fully operational**. More than 60% of them consider that being part of a European University has already been helpful in addressing the current difficulties linked to the crisis.

Good examples include the creation of virtual inter-university campuses, offering joint blended courses and common teaching units integrated in the curricula of all the member universities. European Universities also aim to further support lifelong learning by providing learners of all ages with the opportunity to obtain micro-credentials, awarded after the completion of short courses or modules.

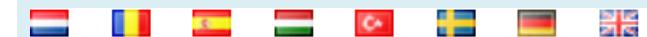
The European University alliances will deepen cooperation between their institutions, their students and staff and pool online and physical resources, courses, expertise, data and infrastructure. Working closer together will leverage their ability to tackle the challenges they are faced with during the recovery, and beyond. It will help them to foster the inclusive green and digital transitions for the benefit of their students and all Europeans.

A diverse spectrum of participating higher education institutions

The European Universities alliances are inclusive to different types of higher education institutions, from universities of applied sciences, art schools and medium-sized local institutions, to technical universities, as well as comprehensive and research-intensive universities. **21% of the European Universities selected in the second call include universities of applied science and art schools.** Each alliance is composed on average of seven higher education institutions. While some alliances are comprehensive and cover all disciplines, others are for example focusing on sustainable development, health and well-being, digitalisation and artificial intelligence, art, engineering or neurotechnology (see the example of an alliance).

Moreover, higher education institutions from all over Europe participate, not only from capital cities, but also from more remote European regions. The European Universities promote civic engagement and are able to address the big societal challenges so that they can become engines of development for cities and regions.

In total, a budget of up to **€287 million** was made available for these 41 European Universities. Each alliance received up to **€5 million from the Erasmus+ programme and up to €2 million from the Horizon 2020 programme** for three years to start implementing their plans and pave the way for other higher education institutions across the EU to follow.



The European University of Brain and Technology - Neurotech^{EU}

Coordinating organisation:

Radboud Universiteit

EU Grant:

€5 000 000

From health and healthcare to learning and education, Neuroscience plays a key role in addressing some of the most pressing societal challenges. Neurotech^{EU} aims to be the backbone of this new vision by creating an ecosystem to support education, research, innovation and foster (societal) impact. Uniting over 170 000 students and 70 000 staff members, Neurotech^{EU} programmes cross disciplinary borders across 8 universities and 100+ industrial, academic and societal partners, creating a unique organisation unconstrained by faculty, institutional and geographical boundaries. Neurotech^{EU} students across the three cycles (bachelor, master, doctoral) will receive comprehensive multidisciplinary, international and intersectoral training, designed to develop a European identity in a multicultural and multilingual setting.

Project ID: [101004080](#)

3.5. Sector Skills Alliances

Sector Skills Alliances aim at **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. A particular focus is given to digital and 'green' skills.



PLan for Agriculture reNewable Energy Training

Coordinating organisation:
UNIVERSITA DEGLI STUDI DI TORINO

EU Grant:
€998 948

The training setup by experts within the agriculture Renewable Energy Sources field is destined to accommodate farmers, advisors, and students. As this project is modular, it is divided into sections focusing on ICT, biogas and biomethane, solid biomass, solar thermal and solar photovoltaic. The methodology arrives from the innovative "flipped classroom" approach, combining online training modules, in-class modules, and work-based learning periods, available in Dutch, English, French, German, and Italian. So far, 230 people followed the training and received their certification by Piedmont Region.

Project ID: [591963-EPP-1-2017-1-IT-EPPKA2-SSA](#)

The following activities were supported in 2020:

- Lot 1 - Sector Skills Alliances for design and delivery of VET, aiming at responding to identified skills gaps and needs in an economic sector, by developing curricula, as well as teaching and training delivery methodologies;
- Lot 2 - Sector Skills Alliances for implementing a new strategic approach ("Blueprint") to sectoral cooperation on skills, aiming at improving skills intelligence and providing a clear strategy and instruments to address skills shortages in specific economic sectors. The 6 pilot sectors targeted this year were the following: blockchain, cultural heritage, cybersecurity, rail supply & transport industries, software services, work integration social enterprises.

The call for proposals, supported by a well-designed dissemination approach (online info session followed by a large public, presentation of the call in many events, active promotion from all DGs involved), fostered the submission of excellent applications. Furthermore, the large majority of the 53 applicant consortia (32 under Lot 1 and 21 under Lot 2) included many more participating organisations with higher geographic coverage than required by the call.

The 12 proposals selected for funding (6 under Lot 1 and 6 under Lot 2), for a total budget of € 29.5 million cover a coherent and comprehensive set of activities and outputs responding to each Lot and are highly relevant for the sectors concerned.

3.6 Online Education 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 spread of the COVID-19 pandemic had a major impact on schools, which have been closed in most countries for a large part of the year. From the beginning of the pandemic, eTwinners were better prepared to go online – and more used to helping each other, inspiring each other, and lifting each other's spirits. eTwinning has supported schools by providing tools, professional development offers, and community help more than ever. In particular, at central level, a specific forum ("eTwinning Group") named (eTwinning@home) was launched and gathered more than 12 000 members who shared how eTwinning supported their teaching in closed schools. Also, a new possibility for "intra-school" projects was created as a temporary measure during school closure, which allowed teachers to set-up virtual classrooms in their school around an eTwinning project. Additionally, the increased professional development offer, both at European and at national levels, which contributed to upskilling teachers who had to face such exceptional situation.

Despite those difficult circumstances, the eTwinning community has continued to grow with some 135 000 new members registered in 2020, which represents an increase by 5% in comparison to 2019, though with marked differences among countries. This contributes to an overall number of over 880 000 registrants since inception in 2005. In March, the 'eTwinning School' Label was awarded for the third time to 2 141 schools, twice as many as in 2019. Together with the first 2 215 recipients of this new label, these schools are recognised as leaders in areas such as digital practice, eSafety practice, innovative and creative approaches to pedagogy, promoting continuous professional development of staff, and promoting collaborative learning practices with staff and students. The idea is also to help these schools to develop into a network, and to reach out to schools with less experience in eTwinning.

For the first time, the annual eTwinning conference took place online, from 22 to 24 October 2020. The event was dedicated to the annual theme "Classrooms in action: addressing Climate change with eTwinning". It successfully brought together more than 550 teachers, school leaders, policy makers and experts from all over Europe, who explored how eTwinning can contribute to embedding sustainable education in education. If teachers, schools and students have a major role to play, they need ongoing support with inspiring examples. The conference offered a major opportunity for this, discussing in particular ways to support teachers to help students develop their digital and scientific competences, capacity for critical thinking, get a better understanding about climate change, and how to take action. Representatives from Ministries of Education also participated in a session to exchange how eTwinning has progressed in its embedding in national school system.

Busy Bugs in my bags

eTwinning European Prize 2020

Up to 6 year old category

This amazing eTwinning project managed to involve children aged 5-6 from three schools in Spain, Poland, and Armenia to investigate about bugs and related topics such as body, habitat, and food. On a monthly basis, they learned to collaborate with children and teachers from a different country, using a foreign language, in a variety of activities: online events, exchange of parcels, drawing pictures, singing together, writing stories, creating their own heroes. All the way, children were making decisions and took responsibility for the project. The project was well integrated in the curricula, and made use the full potential of the Twinspace, combined with available online tools. This is an inspiring example of achieving concrete and meaningful outcomes with very young children, in a most efficient way: having fun together!

School Education Gateway

The **School Education Gateway** is Europe's online platform for school education, available in 23 EU languages. Six new languages – Gaelic, Icelandic, Macedonian, Norwegian, Serbian, and Turkish – will be added to the existing 23 languages of the School Education Gateway as of January 2021.

In 2020, the **School Education Gateway** has continued establishing itself as Europe's main online platform for school education with a particular focus on the special content developed as response to the Covid-19 crisis. Its key elements such as expert articles and interviews, highlights of European projects, research publications, Erasmus+ Tools for Schools and the **Teacher Academy** continue to support teachers and school leaders. Last year the School Education Gateway developed three new Massive Open Online Courses (MOOCs):



Formative Assessment – Shaping Student Learning
Project Based Learning to enhance key Competences
Addressing the Global Climate crisis in your classroom

A monthly webinar series helps professionals to develop their practice with today's more diverse classrooms and challenges, and to develop innovative pedagogies that support the development of key competence. This is an increasing community and regularly attracts over

200 participants each month, ranging from 122 participants to 468 per webinar.

At the end of 2020, the School Education Gateway counted over 97 400 registered members which is about 17 000 more than the previous year. It incorporates the European

Toolkit for Schools, bringing together examples of policies and practice to support the development of inclusive schools. In 2020, a self-assessment tool on inclusion practices in and around schools went online.





ENGaGE: Digital English and German task bank for 4th-8th class dyslexic learners

Coordinating organisation: MISKOLCI EGYETEM

EU Grant: €219 541

The project aims to raise awareness of the special educational needs of DLs in foreign language learning, and provide ideas and resources for teachers to facilitate their individualised treatment in mixed-ability classes. Awareness and information might help teachers to develop a more supportive and proactive attitude towards the education of DLs. For DLs, the course offers a tailor-made, attractive learning environment to increase their engagement, motivation, activity and subsequently improve foreign language attainment. Potential long-term benefits might include a decrease in the exemption of DLs from foreign language learning, and their greater involvement in learning foreign languages.



Project ID: [2017-1-HU01-KA201-035955](#)

Electronic Platform for Adult Learning in Europe

The Electronic Platform for Adult Learning in Europe (EPALE) is an interactive and multilingual platform, available in 24 languages and managed by a Central Support Service with the help of 38 National Support Services across Europe. It supports Europe's adult learning community by enabling adult educators and trainers, researchers, policy-makers, human resources professionals, media, etc., to share information, ideas and practices related to adult learning with their peers.

EPALE content is organised in 30 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.

During the COVID-19 pandemic, EPALE helped adult educators, trainers and staff in their quest for solutions. It offered its users a wealth of teaching and learning resources, blogs, literature, opinions and sharing sessions. The EPALE Central and National Support Services also responded by inviting its users to share stories of how they were coping, adapting and rethinking their activities during lockdown. It also encouraged them to write about their experiences, ideas, know-how and resources when delivering digital learning and other forms of distance learning during the pandemic.

In total, 114 'Community Stories' were submitted. The stories are wide-ranging and touch on many issues that helped to continue teaching remotely. They are also testimony to the hard work and dedication of adult educators, trainers and staff, who themselves had to use and improve their digital skills and develop innovative teaching methods in order to deliver learning opportunities virtually or in non-traditional ways.

Overall, the treasure trove on EPALE has been a great success – there has been a sizeable increase in traffic on the platform and the highest membership growth since the outset. By December 2020 EPALE had over 82 000 registered users.



Inclusive Digital Education - a Tool to Understand Circular Economy

Coordinating organisation:

BANKU AUGSTSKOLA

EU Grant:

€220 220

The project aimed to develop an E-Learning Course "DiGiTOOL_to_CE" consisting of 5 modules, for circular economy and circular business models. It will be asymmetric online course, which will be executable completely independently from the lecturers within set deadlines. The project will develop an electronic tutorial "DiGi MENTOR" of how to plan, develop and run asymmetric courses in Higher Education institutions (like DiGiTOOL to CE"). This tutorial itself will be as an e-learning module and will strive to improve digital pedagogical competences of educators, enabling them to deliver high quality interactive digital education. In development of this tutorial, partners will take into account all the experience they will have while developing e-learning modules for CE course.

Project ID: [2020-1-LV01-KA226-HE-094519](#)

Erasmus+ Virtual Exchange

Erasmus+ Virtual Exchange was a ground-breaking project running between 2018 and 2020, enabling young people aged 18-30 in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education.

In its third year of implementation, the project continued allowing participants to take part in exchanges and training activities with the aim of improving their intercultural awareness and soft skills. The exchanges took the form of online-facilitated dialogues, Interactive Open Online Courses (IOOCs) and online debates. These people-to-people activities allowed participants to engage in discussions on social and global topics, including hate speech, gender in media, sustainable food systems or technology, as well as to develop debate skills and foster their listening and understanding through advocacy training. Training activities for facilitators and team leaders for online debates, along with trainings to develop transnational projects, also enjoyed educators' and youth workers' high interest.

By the end of the project, more than 30 000 participants, roughly half from Europe and half from the Southern Mediterranean, had taken part in it. These were higher education students, young people outside formal education and other stakeholders. The COVID-19 crisis brought an increased interest in participating in the Erasmus+ Virtual Exchange, which offered a safe space for social interaction at a time when many young people felt isolated. In view of the good results of the pilot and of the increasing importance of virtual formats of cooperation, the Commission proposed to integrate virtual exchanges in the new Erasmus+ programme and to extend their outreach to other priority regions of the world, primarily in the European Neighbourhood.

Testimonials:

' Participant from Belgium, 22 years old

"I'm really interested in discussing some topics with students from different countries. If everything went according to plan, I would have had that opportunity at an International University Week in April, but due to the corona virus, that can't take place. When I heard of this programme, I was immediately interested because now I still have an opportunity to change opinions with students from other countries. I think I can broaden my perspective on things with this experience. Especially in these times, when a lot of great learning opportunities are cancelled, this would be very interesting."

'Participant from Palestine, 19 years old

"Getting to know the participants' quarantine experiences in their respective countries and discovering how similar we all are in terms of constructive behaviour, motivation and aspirations for humanity."



Committed Travelling European Student

Coordinating organisation:
LYCEE Fernand DAGUIN

EU Grant:
€86 418

Throughout this project, participants were enabled to deepen or acquire numerous digital, linguistic, communication, organisational and managerial skills. The productions produced, have been the subject of institutional, local, national and international dissemination and promotion by the local press. On this note, the project also obtained the European Label in the framework of the European Year of Cultural Heritage 2018, receiving the second-place - in the general and technological high school category - for the Hippocrène Prize for Education in Europe 2020. Nonetheless, the most valuable aspect for the participants was that this project remains and will remain a formidable meeting of European teams who have seen a concrete change in the way they approach mobility abroad.



Project ID: [2018-1-FR01-KA229-048284](https://ec.europa.eu/eacea/projects/2018-1-FR01-KA229-048284)

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. In November 2020, a revamped version of the Portal has been launched, providing a dynamic and more user-friendly website, based on an entire new design, content and content structure. Information is focused on the themes of 'Get involved' and 'Go abroad' and provides a direct access to EU initiatives targeting young people as well as to a section dedicated to the EU Youth Strategy. The Portal is available in up to 28 languages. Throughout 2020, the European Youth Portal, with the help of the network of Eurodesks and Eurodesk Brussels Link, continued to provide young people with information about opportunities for mobility and exchange projects, for democratic participation activities in policy areas such as employment, human rights and peacebuilding, as well as for other forms of cooperation on a European scale.

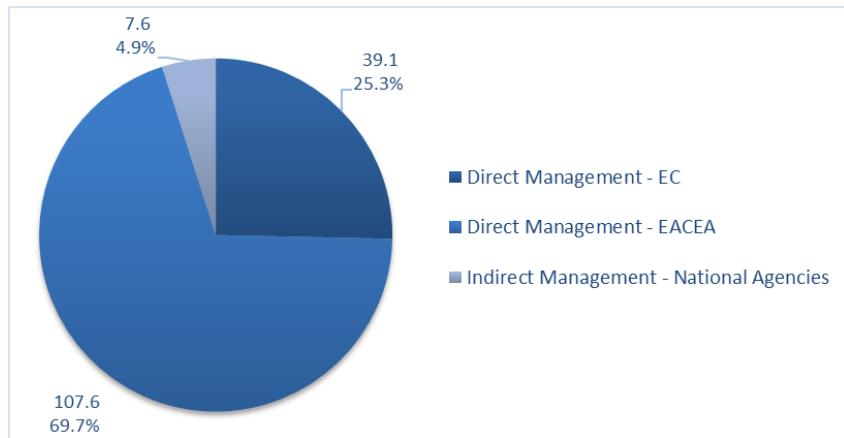
The European Youth Portal is home to the European Solidarity Corps Portal, through which young people can join the Corps, and DiscoverEU, the central entry point for the biannual DiscoverEU applications rounds for 18-year-old. The two rounds of 2020 were affected by the COVID-19 pandemic's travel restrictions and postponed until 2021. In 2020 the portal handled over 90 000 new registrations on the European Solidarity Corps Portal. In total, the European Youth Portal and its subportals have attracted in 2020 on average between 65 000 and 100 000 visits per week, a little decrease compared to 2019 due to the COVID-19 crisis and its impact on the youth programmes.

KEY ACTION 3

Support for
policy reform

4. Key Action 3 - Support for policy reform

With a committed budget of €107.1 million in 2019, 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.



**Figure 34 - Erasmus+ Budget Commitments by Management mode
(in million EUR)**

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; initiatives for policy innovation such as policy experimentations, 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.

4.1 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 2020.

As in previous years, the Network of Experts on the Social dimension of Education and Training (NESET) and European Expert Network on Economics of Education (EENEE) acted in 2020 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 was also provided to improve knowledge in youth policy: A grant amount of nearly € 1.4 million was given to 37 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.

4.2 Centres of Vocational Excellence

For the first time, a specific and ambitious call for proposals was dedicated to the Centres of Vocational Excellence in 2020, in the objective to support large-scale projects running for 4 years, based on innovative cooperation methods, for the establishment of platforms of vocational excellence.

Platforms of Vocational Excellence connect local Centres of Vocational Excellence (CoVEs) with the aim to ensure high quality skills and competences, as well as to contribute to social inclusion and cluster policy.

The call for proposals, supported by a well-designed dissemination approach (online Info day followed by a large public presentation of the call in many events, leaflet presented on the website of the EACEA and diffused by the National Agencies), met a significant success. Fifty-four large-scale proposals were submitted.

The average quality of the proposals submitted was excellent. The Evaluation Committee was also very satisfied with the range of themes and sectors covered by the applications, including societal, technological and economic challenges.

The seven projects selected, for a total amount of €27.3 million (including two projects selected from a reserve list) respond to a strategic approach of skills-ecosystems' development at local level and in line with local growth and innovation strategies. Organisations from Erasmus+ partner countries participate as associated partners.

Dealing notably with green economy and innovation, digital skills and social inclusion, these seven projects propose a concrete answer to priorities of the new Commission formulated in the updated European Skills Agenda and the Commission proposal for a Council recommendation on VET for sustainable competitiveness, social fairness and resilience, both from which the initiative on CoVE is a key initiative.



European Platform for Urban Greening

EPLUG

Coordinating organisation:

STICHTING WELLANT

EU Grant:

€3 999 803

As urban areas face various environmental challenges, biodiversity continues to decrease and climate change consequences display their vast impact. Following these developments, urban green landscapes are of real importance to tackle such challenges. The European Platform for Urban Greening (EPLUG) aims to intensify the collaboration within the knowledge triangle (VET – Research & Development – Business) to facilitate these adjustments and to develop high quality curricula and qualifications focused on urban greening skill needs and societal challenges. Thus, each European CoVE on Urban Greening promotes the proactive role for VET in local/regional development, while knowledge exchange between the centres will be organised. Moreover, staff in VET schools will be trained to create innovative educational programmes for students and employees, aiming to positively contribute to the biodiversity, climate adaptation and well-being in the urban green environment.



Project ID: [620456-EPP-1-2020-1-NL-EPPKA3-VET-COVE](#)

4.3 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 policy-making is a formal requirement for policy experimentations. As for Forward-Looking Cooperation Projects, they are led by key stakeholders and identify, test, develop or assess innovative policy approaches. On the other hand, 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 are 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.

The priority themes change for each call. The 2020 call provided for two lots to ensure co-financing projects in different educational sectors. The priorities covered by the two lots are the following:

Lot 1:

- Priority 1 - Digital education and competences,
- Priority 2 - Teaching and teachers (A. School education, B. Vocational education and training (VET));

Lot 2:

- Priority 3 - Funding mechanisms for upskilling and reskilling, including schemes similar to Individual Learning Accounts,
- Priority 4 - Policy and processes to support the validation of non-formal and informal learning, including through effective guidance.

In 2020, the initial budget (€14 million) was increased, also to reply to additional needs linked to the COVID pandemic. Therefore, a total of €18.7 million was earmarked to this action, allowing the funding of 11 proposals.



TEACHER Upskilling Policy Experimentation

Coordinating organisation:

EUN PARTNERSHIP AISBL

EU Grant:

€1 830 522

Teach-UP was a policy experimentation which tested two different instructional design approaches in Initial Teacher Education and Continuous Professional Development by delivering scalable online courses within the areas of formative assessment, personalised and collaborative learning, and creative thinking. The aim of this research was to measure the extent to which personalised support impacts the participation and retention rates in online courses. It also looked at dimensions pertaining to the challenge of training a massive number of teachers. Education researchers can study the methodological details in the full Evaluation Report. Finally, teachers can use the TeachUP courses for self-study purposes, as well as teacher trainers who can rearrange their content to fit into their teaching needs.



Project ID: [582948-EPP-1-2016-2-BE-EPPKA3-PI-POLICY](#)

Forward-Looking Projects under the Erasmus+ programme every two years a call for proposals for Forward-Looking Cooperation projects is launched. The selected projects last for two to three years and receive a maximum financial contribution of €500 000. In 2020, the 27 projects selected under the 2019 call started the implementation of activities. Five projects were selected on continuous training to meet skills needs, four on Career Guidance, eight linked to the self-reflection tools SELFIE and HEInnovate, two on assessing learning outcomes in higher education and eight on cross-disciplinary approaches to STE(A)M teaching. One project on STE(A)M education is illustrated.



Competence development of STE(A)M educators through online tools and communities

Coordinating organisation:

The Computer Technology Institute and Press "Diophantus" (CTI)

EU Grant:
€450 606

This project aims to create an online community of STE(A)M stakeholders and provide means for their professional development to foster the adoption and impact of STEAM education. The main outputs delivered in the project are the SteamOnEdu online platform which contains a number of STE(A)M educational practices and policies. Specifically, the "Guide on STE(A)M Education Practices" describes 12 good practices for adopting a STE(A)M approach in educational activities, while the "Policy Influence Toolkit" sets the political context for promoting STE(A)M education in the partner countries.

Project ID: [582934- EPP-1-2016-2-ES-EPKA3-PI-POLICY](#)

Social Inclusion through Education and Training

Education, training and youth policies are key drivers of social inclusion, mutual understanding and respect in society. Since 2016, the Social Inclusion Call has been published on a yearly basis. It is a specific Call launched in 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. Whereas in 2017 and 2018 specific Lots were dedicated to Youth, in 2020 one lot focused on social Inclusion in Adult Education. 39 proposals were selected in 2020 under the cross-sectoral education and training lot (budget €18 million) and 12 proposals under the adult education lot (budget €5 million).

The selected projects last for two or three years and receive a maximum financial contribution of €500 000.



From Inclusive Education to Real Scale Transfer

Coordinating organisation:

ZAEDNO V CHAS

EU Grant:

€489 209

Access to inclusive, quality education for all students is key to tackling poverty, social exclusion and fostering active citizenship in Europe. Through the FIERST programme, a diverse alliance, in the shape of an actively learning community, including teachers, school leaders, non-profits, policy makers, teacher training organizations, institutions and other key stakeholders, is developed to continuously seek and exchange best practices for inclusive education available in the field and to effectively scale their impact, leading to systemic change. To that end, FIERST aims to scale up locally generated best practices for inclusive education to mainstream educators and stakeholders at regional and national level, and establish a cross-national learning community to promote inclusive education and training via upscaling to mainstream educators and stakeholders.



Project ID: [592133-EPP-1-2017-1-BG-EPPKA3-IPI-SOC-IN](#)

European Youth Together

European Youth Together is an action targeting youth organisations from across Europe to create cross-border partnerships emphasizing the less well established – connected at European level. The action supports the implementation of the EU youth policy agenda and asks for initiatives from at least five youth organisations from different regions 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 gatherings of 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 are 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 implies projects with a diverse youth population that also includes those from remote or rural areas, with a migrant background and from disadvantaged social backgrounds.

The third call for proposals was published in 2020 with a budget of €5 million and resulted in the selection of 12 projects with an EU contribution ranging from €362 000 to €500 000.

Application numbers have been steadily rising from 63 in 2018 to 252 in 2020, resulting in a very competitive call.



Growing Together

Coordinating organisation:
Friends of the Earth Europe asbl

EU Grant:
€490 424

Growing Together provided a voice for young people, to engage with crucial debates on the future of food production, and wider debates on the future of Europe. The project has increased civic engagement and democratic participation of youth at risk of marginalisation in agriculture policy-making in relation to food sovereignty, by increasing cooperation between youth, social movements & decision-makers. Overall, 196 local & national activities reached 170 youth from 6 countries who developed specific skills & in-depth knowledge required for effective organising with rural youth on issues of food sovereignty policy & practical solutions. Finally, 3 350 youth were reached & empowered to engage in active debate & civil society actions.



Project ID: [604825-EPP-1-2018-1-BE-EPPKA3-EU-YTH-TOG](#)

4.4 Cooperation with International Organisations

Cooperation with the Council of Europe

The goal of the partnership with the Council of Europe in the field of education, training and youth is to foster synergies between the activities of the two institutions and cooperate on specific issues exchanging information about the results achieved so benefiting the policy making processes.

In 2020, the Youth Partnership between the European Union and the Council of Europe, researched on participation, inclusion and youth work, also developed work on the impact of COVID-19 on young people and the youth sector by setting up the Knowledge Hub.

Cooperation with the Council of Europe in the field of education is based on several agreements:

Democratic and Inclusive School Culture in Operation (DISCO)

The Joint Programme started in 2013 and for the final year it supported 4 multilateral and 7 single country projects; all the co-financed projects contribute to building democratic and inclusive societies by promoting education for democratic citizenship and human rights education. The cooperation on the Democratic and Inclusive School Culture allows capitalising the results, analyse the best practices and share them with the participation of the Council of Europe in the framework of the European Education Area dedicated working group meetings.

European Centre for Modern Languages

The current cooperation agreement between the Centre and the DG on "Innovative methodologies and assessment in language learning" is due to support the linguistic integration of children and to achieve good quality and comparability in language testing and assessment. It consists of two actions, relating language curricula, tests and examinations to the Common European Framework of Reference and supporting multilingual classrooms. The contribution from Erasmus+ amounted to €700 000.



Teaching English as a foreign language: a Notion Adapted to the use of Computer Technologies

Coordinating organisation:
3rd Lyceum of Koropi

EU Grant:
€6 084

By using collaborative methods, at school, online, as well as through mobility, the programme will carry out activities focusing on team formation for the preparation of the methodology and the material to be used in teaching, digital tool creation and use for regular communication with partners and finally, mobility during which educational and cultural practices will be exchanged. By formatting a project website, distributing relevant brochures, creating specially designed educational material, we expect to have a positive impact not only on teachers and students, but also on the wider educational and local community through project results dissemination. With this action, we are focusing on our school extroversion, creativity and innovation within the framework of European consciousness.

Project ID: [2019-1-EL01-KA101-060996](#)

Making a difference for Roma children

Since May 2017, the European Commission and the Council of Europe implement the Joint Programme 'INSCHOOL', financed by the Erasmus+ and the Council of Europe. During the pilot and first phase, the programme aimed at promoting inclusive education and training in selected national schools in the Czech Republic, Hungary, Romania, the Slovak Republic and the United Kingdom. The methodology used in the 25 schools was based on the 'Index of Inclusion: a guide to school development led by inclusive values'. Inclusive School Development Plans were established and implemented with the support of the INSCHOOL

Educational Advisors and Facilitators, and INSCHOOL grants. The most valued activities by participants were: the training of teachers and entire staff, participation of all actors (whole-school approach), peer-to-peer in-country study visits, support scheme for learners lagging behind and an increased involvement of parents in non-formal activities. As a result, the programme contributed to transforming the schools into more friendly learning environments and to removing concrete barriers for disadvantaged pupils' inclusion in education. Awareness of the benefits of inclusive education was raised among decision makers and the general public.

The programme will continue in 2022 and 2023, supported by an EU contribution amounting to €700 000. The focus will be on up-scaling the successful local practices in order to promote systemic reform towards inclusive education in mainstream settings, in line with the objectives of the European Education Area, the EU Roma Strategic Framework for equality, inclusion and participation, and the Strategic Action Plan for Roma and Traveller Inclusion 2020-2025.

Observatory on History Teaching in Europe

The Commission services maintained during the year the relation with the newly created action of the Council and prepared the ground for enhancing synergies on the subject. The possibility to support specific activities has also been outlined and will be part of the future areas of cooperation.

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 2020, the European Commission financed activities with the OECD for a total amount of more than €5 million.

At the end of 2018, 19 Erasmus+ national authorities committed to take part in the **PIAAC survey** for a period of two years (2019-2020). Their international costs for the participation in the survey were co-financed at 80%, for a total budget of €3.84 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.

Taking into account the successful implementation of the study, a new invitation to submit proposals was launched in 2020 to co-finance the participation in PIAAC over the years 2021-2023. The Erasmus+ national authorities positively replied and 20 grants (€6.4 million) were awarded.

The increased participation of Erasmus+ countries in the second cycle of PIAAC enables the reinforcement of measuring the impact of EU skills policies and ensure feedback for policy improvement.

In 2018 the European Commission decided to support and actively contribute to the development of a module for a voluntary assessment of foreign language competences, scheduled to be available for the PISA 2025 survey. The work is being organised in several steps. In 2020 it continued with the preparation of the 2021 speaking and listening assessment pilot (Foreign Language Assessment - PISA (oecd.org)).

In 2020 the Commission co-financed 80% of the participation fees for

the 26 countries engaged in the 2020-2022 **TALIS survey** for a total budget of €2.1 million. 2020 saw a closure of the €200 000 project with the OECD on Measuring Innovation in Education (MINNOVEDU). The action defined and developed new methodologies to capture countries' innovation in education and provided them with new benchmarks to improve their policies in this area. The action also set the basis for cumulative work on educational innovation and educational innovation policy by providing countries with new methods to build indicators that can be regularly updated over time.

In 2020, a country analysis project with the OECD launched in 2017 ended: The European Commission co-drafted and co-financed the **Education Policy Outlook Country Profiles**. It contributed €360 000 to the project which had an overall budget of €463 669. The Country Profiles provide an independent and comparative overview of countries' education systems. They combine country-specific information with quantitative and qualitative knowledge from OECD (PISA, TALIS) and European Union sources (European Semester Country Reports, Education and Training Monitor), focusing on challenges and reforms in: equity and quality, preparing students for the future, improving schools, evaluation and assessment, governance and funding.

In 2020, the OECD and the European Commission also launched a project for the **national review of two education systems**: the Dutch- and the German-speaking communities of Belgium. These reviews are conducted upon request from the Member States. Outcomes and recommendations of the national reviews form the basis for how the Commission addresses national education challenges in the European Semester and the policy cooperation framework 'Education and Training 2020'. The Commission contribution in 2020 was €140 000.

In 2020, work continued on the **OECD Skills Outlook 2021**, financed by the European Commission with a contribution of €200 000. The theme for this edition is effective life-long learning policies and how countries could more effectively address skill development needs across the life-course. The [publication](#) was launched in June 2021.

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. In 2020, work started on the reviews of Greece, Lithuania, Slovenia and Sweden and they will be finalised in 2021.

OECD and the Labour Market Relevant Outcomes

In 2019, the European Commission commenced a new initiative with the OECD (EDU directorate): Labour Market Relevance and Outcomes of Higher Education Partnership Initiative. The initiative operates in two phases: The 1st phase covers the period from 16 September 2019 to 30 June 2020, and the 2nd phase will continue until 28 February 2022. In 2020 work progressed as planned.

In 2020, the initiative capitalised on the knowledge and networks that have been developed by the OECD's Higher Education Policy Team, particularly the work on Labour Market Relevant Outcomes country reviews, as well as the European Commission's work on innovation and entrepreneurial skills, in particular on HEInnovate.

The Labour Market Relevant Outcomes (LMRO) Partnership Initiative aims to enhance the relevance and labour market outcomes of higher education by improving articulation between higher education systems and the labour market.

The Initiative has three activity streams:

- Examination of labour market outcomes to assess the alignment of supply and demand for higher education graduate skills and of policies, practices and factors shaping these outcomes.
- Peer learning within and among the participating countries, with the option of involving a wider group of countries.

- Design and development of a self-reflection questionnaire for higher education institutions, which aims to stimulate the introduction and upscaling of practices by higher education institutions that are effective in the cultivation of labour market relevant skills.



Fostering STEAM Education in Schools

Coordinating organisation:

MINISTRY OF NATIONAL EDUCATION

EU Grant:

€372 881

This project is based on the priority of "promoting innovative and cross-disciplinary approaches to STE(A)M teaching in education". The activities formed with 10 partners in 6 countries will present a unique online platform for all EU teachers, in which they can find materials and scenarios for their own classes. Once teachers receive online training, they will be able to find sources in their own languages and in English. In addition, a distinctive feature of the project is that the trainings, e-content, assessment forms, suggestions for effective STEAM application and robotic based experiments will be all uploaded to online modules for all teachers and students to use.

Project ID: [612855-EPP-1-2019-1-TR-EPPKA3-PI-FORWARD](#)

International Computer and Information Literacy Study – ICILS 2023

The cooperation between the Commission and the International Association for the Evaluation of Educational Achievement (IEA) provides scientific support to education policies through the results of large international surveys conducted by IEA.

In 2020 a restricted call was issued to invite countries to participate in the ICILS 2023 survey. Agreements were concluded with 18 countries for a budget of €4.2 million covering a four-year period starting in 2021.

Peer counselling

One peer counselling event was organised in 2020 upon request of Lithuania on "improving student learning outcomes through relevant assessment policies". Peer counselling is a policy support tool from the ET 2020 toolbox. It is demand-driven and tailored to the specific needs of a country. It brings together professional peers from a small number of national administrations to provide advice to a country in the process of policy development or reform implementation. It goes beyond information-sharing and provides a forum for finding solutions to national challenges in a participatory workshop. The event in 2020 benefitted from the expertise of peers from Ireland, the Netherlands, France and Norway and it was the first peer counselling entirely organised online.

Cooperation with national experts in education and training

The Commission cooperated with two networks of national experts in education who provided independent expertise on on-going policy reforms, progress and challenges of education and training systems, including VET and adult learning, implementation of the Europe 2020 strategy and on identifying future policy orientations. The national experts participated in a coordination seminar and provided in particular reports on digital education, as well as reports on the impact of the pandemic on education in the Member States, and the subsequent switch to distance learning in 2020.

4.5 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, train the trainer events and facilitator meetings. In 2020, HEInnovate resources were additionally enriched with a training package for teachers (Entretime). The HEInnovate Digital Transformation and Capability dimension has been revised and improved. In addition, due to the Covid crisis, HEInnovate started out with a series of webinars on topics that were relevant for HEIs in that context.



Inclusion and ...

Coordinating organisation:

VÚDPaP and Slovak Academy of Sciences

EU Grant:

€39 040

The project's aim was to create a space for discussion among the vulnerable youth groups, whose chance for a structured dialogue, that would increase their quality of life, is rather low. The discussions were aimed at identifying their current quality of life. A dialogue between representatives of youth groups and key stakeholders from the field of education - from organisations that are in charge of mapping the needs of young people and offering the solutions for state policies - IUVENTA, VÚDPaP took place. The initially selected target groups were enlarged by two other groups: youth with physical disabilities and youth living in remote areas.

Project ID: [2018-3-SK02-KA347-001971](#)

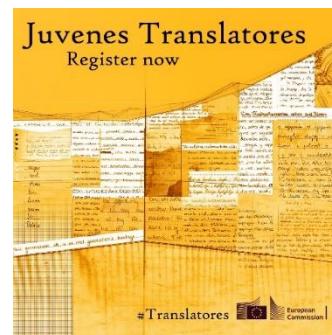
Information and awareness raising in the field of multilingualism, diversity and inclusive education.

The European Day of Languages 2020 was an on-line event.

The conference addressed a double objective: demonstrate how multilingual competences are supported by the European Union in the context of the European Education Area and showcase the European Language Label and anchor it firmly in the new Erasmus+ programme.

As in previous years, a substantial grant was transferred to the Directorate-General for Translation through cross-subdelegation. The funding covered the following actions and outreach activities:

- Juvenes translatores – a yearly translation competition carried out in over 1 000 schools in all Member States. One winner per country invited with a parent and a teacher to the award ceremony in Brussels.
- Translating Europe Forum – national events throughout the year and a major conference in Brussels in November. European Master of Translation – a university network promoting excellence in translation
- The European Day of Languages season – events taking place at local and national level to raise awareness about language learning and linguistic diversity.



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 2020 an amount of €2.45 million was granted to 19 civil social organisations active in the field of education and training and €3.4 million to 70 civil social organisations active in the field for youth.

The selected 19 **civil society organisations, active in the field of education and training**, have implemented innovative and targeted activities to support the effective implementation of reforms and actions in the following areas:

- Promoting inclusive education for all
- Enhancing the acquisition by all citizens of a wide set of (key) competences Supporting teachers, staff and leaders of education and training institutions
- Promoting excellence and innovation for the **civil social organisations active in the field for youth** the open call 2020 resulted in the selection of 14 projects for a total of €0.5 million whereas 72 projects were funded through framework partnerships (for €3.5 million). Projects concentrate on:
 - Develop, promote and support actions to engage, connect and empower youth in the spirit of the EU Youth Strategy.
 - Increase awareness and youth participation in EU actions for young people, including the recently established ones such as European Solidarity Corps and Discover EU.
 - Increase stakeholder commitment and cooperation with public authorities for the implementation of policies in areas relevant for young people.
 - Boost stakeholder participation in the field of youth including dissemination of results and good practices of programmes and actions.

Support to the European Youth Forum

In 2020 the European Youth Forum were awarded an operating grant of €2.65 million to support 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.



Youth strengthens Europe

Coordinating organisation:
Modell Europa Parlament Deutschland e.V.

EU Grant:
€15 808

European Parliament Committees have drafted eight resolutions which will be debated and discussed during the plenary session week. The result is a comprehensive catalogue of proposals from young people, which will be discussed in the Fishbowl with decision-makers from youth and European politics from different parties and levels. We make this dialogue between youth and politics sustainable and transparent, so that it can lead to a transfer of the wishes of the young people into the political arena. The pupils will also discuss the project topics with local politicians in their schools.

Project ID: [2019-2-DE04-KA347-018129](#)

EU Youth Dialogue

The EU Youth Dialogue process is an instrument of the EU Youth Strategy. It is based on work-cycles of 18 months with an overall theme corresponding to the overall priorities of the EU Youth Strategy and the European Youth Goals. At national level, the EU Youth Dialogue is organised by National Working Groups that are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers. The 8th dialogue cycle started on 1 June 2020 with the German presidency, with '**Space and participation for all**' as an overarching topic.

The Youth Dialogue National Working Groups was supported by a grant of €2.2 million for 2019-2020 covering the end of the 7th youth dialogue cycle (overarching topic "Creating opportunities for youth") and the beginning of the 8th.

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.

2020 was planned to be a busy year for policy dialogues with a number of regions and countries. With the necessity to cancel most physical events as from March 2020 due to the outbreak of the COVID-19 pandemic, the events initially planned for 2020 were rescheduled or reformatted (e.g. the EU-South Med dialogue on education).

The 5th EU-China High Level People-to-People Dialogue (HPPD) in education, youth, culture and sport was held virtually on 9-10 November 2020, and enabled exchanges between Commissioner Gabriel and Vice-Premier Sun Chunlan. The Commission was able to give an overview of the ways in which it seeks to continue cooperation with China, and also to make clear where the limits of this cooperation stand. It was also an opportunity for the Commissioner to raise concerns about the necessity to enhance level playing field and reciprocity, particularly for access to China for European academics.

The joint communication 'Eastern Partnership policy beyond 2020: Reinforcing resilience – an Eastern partnership that delivers for all' was adopted on the 18 March 2020. The post 2020 cooperation framework was discussed with relevant stakeholders from the region at the Eastern Partnership Platform 4 meeting on "Mobility and People-to-People contacts" and the Eastern Partnership Panel on Education, Culture and Youth, which took place on 27 November 2020 and 3-4 December respectively.

The Joint Communication Towards a comprehensive Strategy with Africa was adopted on 9 March 2020 and has a strong focus on the new European Green Deal and the development of knowledge, digital technologies, education, skills, scientific capacities, innovation, including research and e-governance. The EU-AU summit was to be held at the end of October 2020, but was postponed.

In 2020, the Saudi Arabian presidency of the Group of Twenty (G20) promoted a strong education agenda, focusing on internationalisation of education and equity and quality of early childhood education and care. An extraordinary education ministerial meeting was held on 27 June, focusing on the impact of COVID-19 on the education sector. Commissioner Gabriel represented the EU. The Saudi Presidency also launched a Culture strand, with a ministerial meeting held on 4 November 2020, which EAC DG Christophidou attended for the EU.

The Bologna Policy Forum, renamed the Global Policy Dialogue was held in November 2020. It brought together representatives of Ministries from Third Countries to exchange on new developments and opportunities to enhance global cooperation in Higher Education. Panellists discussed elements of a rationale for a global policy dialogue on Higher Education, how future global cooperation in HE can be built and how HE policies and institutions can contribute to achieving the United Nations Sustainable Development Goals by 2030.

European Alliance for Apprenticeships

The European Alliance for Apprenticeships (EAFA) aims to strengthen the supply, quality, image and mobility of apprenticeships. Since its launch in 2013, 36 countries have made national commitments under the Alliance, including 27 EU Member States, all 5 Candidate countries and all 4 EFTA countries. Also, over 360 pledges for more than one million apprenticeship places have been made by various apprenticeship stakeholders.

In July 2020, the European Commission launched the renewed EAFA as part of the Youth Employment Support Package. The reinforced alliance calls for new commitments on digital and green apprenticeships,

focusing on the economic sectors that will be at the front line of the transition to a climate-neutral Europe.

The renewed EAFA promotes national coalitions, supports SMEs and reinforces the involvement of social partners including at sectoral level, as well as mobilises local and regional authorities and supports the representation of apprentices in the Member States. In addition, the renewed alliance addresses important horizontal issues such as gender, social inclusion and the internationalisation of VET.

European Vocational Skills Week

The European Vocational Skills Week was held for the fifth time in 2020, completely online to reflect the restrictions resulting from COVID-19. The Week-associated events and activities attracted 3.9 million participants. The main theme was "Vocational excellence in a green and digital era". The Week aims to raise the attractiveness and improve the image of VET. It focuses on the critical role of VET in supporting innovation and competitiveness in Europe, and how it can contribute to improving employability of young people and adults by providing opportunities for upskilling and reskilling in particular. The Week features activities at European level and is complemented by various activities within Member States. Efforts are combined under the umbrella of a communications campaign lasting several **months**.

In 2020, Erasmus+ co-funded recurrent Presidency events, notably EU Youth conferences and Directors-General meetings, in partnership with the **Croatian presidency** for the first semester and with the **German Presidency** for the second.

In addition, a joint conference of Directors General for Higher Education (DG HE) and the members of the European Research Area and Innovation Committee (ERAC) to explore possibilities for cooperation between higher education, research and innovation as well as a Presidency conference on the



latest PISA results and their implications for the European cooperation in education and training has been co-financed under the Finnish Presidency.

4.6 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.

European Education Policy Network on Teachers and School Leaders

The European Education Policy Network on Teachers and School Leaders is a large European network coordinated by the European School Heads Association. The network brings together organisations representing school leaders, teachers, parents, education employers, policymakers, education policy centres, as well as educational researchers to promote co-operation, development and implementation of policies on teachers and school leaders at national and European levels. In 2019, the network focused on the careers and professional development of teachers and school leaders, producing research and evidence based policy recommendations.

The SIRIUS 2.0 policy network on **migrant education** is an EU-wide network of organisations (policy-makers, practitioners, researchers and stakeholders, including with a migrant background), which promotes cooperation, policy development and implementation with a view to supporting the inclusion of children and young people with a migrant background in school education.

In 2020 the network has succeeded in keeping large part of the activities in spite of the critical situation and organised national and regional round tables in hybrid format mobilising the major educational stakeholders for the identification, sharing and promotion of good policy practice. The aims were to stimulate innovation in policy development, experimentation and implementation and to mainstream migrant and refugee education in national policy frameworks. Among the results of the activities, the SIRIUS Watch, a monitoring annual exercise reviewing and gathering evidence on different aspects of migrant and refugee education and the National Round Tables bringing together researchers and various stakeholder for debating on emerging national issues. They support the development of good practices and reveal the gaps between educational policies for migrant and refugee education and their implementation. The EU grant is €300 000.

SALTOs (Support, Advanced Learning and Training opportunities)

SALTOs, a network of resource centres, support the National Agencies, 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 2020, SALTOs were key to the success of several events and activities.

The three thematic SALTOs continued offering important support to the network of National Agencies and to the quality implementation of the programme in the following areas: inclusion and diversity, participation and information, and training and cooperation.

The sanitary conditions in 2020 inevitably had an impact on the activities developed by the regional and thematic SALTOs, which tried, however, to compensate though whichever available virtual means.

The **Youthpass** – the EU level instrument to identify and document non-formal and informal learning outcomes gained by participants in Erasmus+ youth projects – continued its preparations for the next generation of youth programmes. Reflections on how the instrument could evolve over 2021-2027 to best meet the needs of its stakeholders fed into the development of a future Youthpass Strategy, expected to be finalised and Strategy launched in 2021. As a direct consequence of the COVID-19 pandemic, during which many events were cancelled or postponed; the numbers of young people using the instrument in 2020 were considerably lower than in previous years. As Erasmus+ projects adapt to the circumstances and resume their activities and as the sanitary context gradually improves, Youthpass numbers are expected to recover in 2021.

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 2020, despite the impact of the COVID-19 pandemic on the activities planned, the Network has ensured continuity in information supply for young people and has managed and contributed to 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 deal 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.

These 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. For example, the Euroguidance Highlights publication is testimony of the activities of the Network in the area of guidance and mobility. 2019 saw further work on the competence development of guidance practitioners, as well as their Europe-wide learning mobility, cross network co-operation, the exchange of good practices and information and the promotion of the European dimension of lifelong guidance:

In 2020, 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.

Skills strategies

By the end of 2020, the Commission had co-financed the preparation of the National Skills Strategies in 10 EU Member States with the technical assistance of OECD, resulting in an assessment report with policy recommendations. In 2020 Latvia was the third country, after Portugal and Slovenia in 2018, to finalise the second phase and publish a report

to guide the implementation of the strategy. The Flemish Community of Belgium prepared for launching a similar second phase. These strategies are based on a whole-of-government approach to skills policy, steering the necessary reforms that could also be supported by the European structural and investment funds and by the Recovery and Resilience Facility. One of the main lessons to emerge from most Skills Strategies so far is the imperative to foster strong cultures of adult learning through i) increasing participation in adult learning, especially among the low-skilled, ii) improving the coordination and coherence of adult learning, and iii) creating a learning culture.

Networks and partnerships of Vocational Education and Training (VET) providers

Under KA3 a Call for networks and partnerships of VET providers supported projects for the creation of transnational and national networks and partnerships of VET providers in initial and continuing VET. The aim was to promote European policy reflection and awareness and implementation at national and regional levels. The Call funded 13 projects in 2019 for two years, covering a variety of activities from work-based learning, attractiveness of VET and internationalisation strategies, mostly with the aim of strengthening existing networks but also to create new ones.

In addition, during 2020 the projects have developed online tools, self-assessment frameworks, peer learning opportunities and provided training to teachers and trainers, to improve the quality and efficiency of VET, enhance its impact and relevance for learners and employers, and build transnational cooperation for VET quality and attractiveness.

The projects also foster communication, dissemination and support for implementation of the VET policy agenda at EU and national level, to exchange knowledge, feedback and experience of policy implementation and share good best practices.



VET European networking enhancement

Coordinating organisation:

EUROPEAN VOCATIONAL TRAINING ASSOCIATION

EU Grant:

€605 860

European Associations for VET providers aim to strengthen their existing European networks also reaching out to organisations that are less involved at European level. Outcomes include peer learning reviews, guidance on networking, benchmarking tools and support to develop roadmaps for improvement, training webinars in local languages, development of networking with companies (GO+Europe) involved in WBL, support to conferences and country level events, a VET European Digital Magazine and contributions to the EU Vocational Skills week, among others.

Project ID: [609023-EPP-1-2019-1-BE-EPPKA3-VET-NETPAR](#)

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 € 1 800 000 in 2020, 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.



Smart Development of HVET for Highly Skilled and Mobile Workforce

Coordinating organisation:

OBRTNICKO UCILISTE - USTANOVA ZA OBRAZOVANJE ODRASLIH

EU Grant:

€341 551

The project's objective is to support the formation of a highly qualified and mobile workforce which will contribute to employment opportunities within electro-technical/construction companies through high quality HVET qualification delivery. Following the specific national legislation and the existing possibilities, each partner country has developed a national curriculum at EQF level 5. To facilitate the implementation of the new qualification, partners have generated a framework for transparency, comparability and recognition. This qualification is supported by accompanying guidelines. Totally, 59 VET teachers and trainers have participated in 4 events, allowing them to acquire new methodology for joint qualification development and theoretical and practical knowledge about building automation.

Project ID: [597862-EPP-1-2018-1-HR-EPPKA3-VET-JQ](#)

EQAVET - European Quality Assurance in Vocational education and Training

In 2020, Erasmus+ continued to provide support to the activities of the EQAVET NRPs. The 20 projects selected in 2019 are running for a two-year period. They implement the EQAVET Recommendation and, where relevant, the Council Recommendation on tracking graduates.

The activities implemented in 2020 are coherent with the EQAVET policy framework outlined in the Riga Conclusions, in the Communication on a New Skills Agenda for Europe and in the Council Recommendation on tracking graduates. The projects' developments are also in line with the EQAVET Strategic Plan 2018-2019, namely with the development of a culture of continuous Quality Assurance. Some delays and/or cancellations of activities occurred mainly due to the impact of the COVID-19. However, the network reacted swiftly by replacing in situ activities with activities online and shown remarkable resilience in increasing communication and synergies among the national reference points.



Innovative qualifications for technological and organizational innovation in building sector

Coordinating organisation:

FORMEDIL ENTE NAZIONALE PER LA FORMAZIONE
E L'ADDESTRAMENTO PROFESSIONALE NELL'
EDILIZIA

EU Grant:
€370 545

Technological innovation and a new regulatory framework in the construction sector, including sustainability, digitization, energy efficiency, as well as health and safety, require a new definition of the site technician profile. The objective was to create or update in the partner countries the site technician qualification to level EQF 5 in line with the professional needs of the sector. Thus, project partners play a vital role in re-launching the construction industry and in orienting young people towards qualified professions. Some other key objectives were making the construction sector more appealing for the youth, through Work Based Learning experiences, by creating more jobs, through mobility experiences and by improving vocational training activities which lead to a vocational qualification.



Project ID: [609027-EPP-1-2019-1-HU-EPPKA3-EQAVET-NRP](#)

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

The Erasmus+ programme supported National Coordinators in 30 countries with two-year contracts (2020-2021).

In the context of their ongoing work to implement the European Agenda for Adult Learning adopted in November 2011, the bodies designated by national authorities to act as National Coordinators play a key role in laying the groundwork at national level for its effective implementation. Building on their achievements so far, and coordinating with the bodies responsible for adult learning, they work to take forward the Agenda priorities on: increasing and improving supply and take-up, e.g. through outreach and guidance, quality assurance and staff training, thus supporting more adult participation in learning; widening access and flexibility by increasing the availability of tailored and work-based learning, use of Information and Communication Technologies (ICT); procedures to identify and assess the skills of low qualified adults, thus assisting implementation of the Council Recommendation on Upskilling Pathways. They facilitate the exchange of information between relevant stakeholders at national, regional and local level and exchange good policy practice between participating countries.

NARIC- National Academic Recognition Information Centres

National Academic Recognition Information Centres (NARIC) provide services for individuals and organisations, advising on comparisons of international qualifications against national qualification framework levels.

In 2020, 15 NARIC projects have been selected. For the period 2020 - 2022 the Commission set aside €2 million for projects of NARIC centres which aim to implement the recognition commitments of the renewed agenda and the Bologna process and recognition of refugees' qualifications. 12 cooperation projects and 3 administrative projects were funded. The projects run from June 2020 to October 2022. Main topics tackled are: automatic recognition and improving recognition practices, knowledge sharing and reliability of information, diploma supplement, refugees' qualification recognition and support to the NARIC network.

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.

Digital Competence Framework for citizens - DigComp

Digital Competence Framework for Citizens (DigComp) is the European Digital Competence Framework which is a reference framework to explain what it means to be 'digitally competent'. DigComp is about people. The framework does not focus on devices or software but seeks to support confident, critical and responsible use of digital technology by people. The framework offers a comprehensive description of the knowledge, skills and attitudes that people need in five key areas, in turn divided into 21 competences. Under action 8 of the Digital Education Action Plan, work began in 2020 on updating DigComp to take account of emerging technologies such as AI, datafication, and phenomena such as increased misinformation and disinformation.

The Entrepreneurship Competence Framework - EntreComp

The European Entrepreneurship Competence Framework (EntreComp) is a reference framework to explain what is meant by an entrepreneurial mind-set. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.

Personal, Social, and Learning to Learn Competence Framework - LifeComp

In 2019, work started to develop the LifeComp framework, to establish a shared understanding on the 'personal, social and learning to learn' key competences. The conceptual framework can be used as a common reference tool and a basis for the development of curricula and learning activities. It offers a comprehensive description of the knowledge, skills and attitudes that people need to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours. LifeComp describes three competences in each of the three areas (social, personal, and learning to learn) or nine key competences altogether that can be learned by everyone in formal, informal and non-formal education.

SELFIE – Self-reflection on Effective Learning by fostering the use of Innovative Educational technologies

As part of the first 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. By the end of December 2020, over 800 000 people used the SELFIE tool. Access to the tool by 686 508 students, 122 147 teachers and school leaders in 5 889 schools in 57 countries demonstrated the wide acceptance and usefulness of the tool. As of June 2021, the tool is now available in 31 languages, including those of the Western Balkans.

In 2020, the development of the new SELFE for Work-Based Learning tool, focusing on VET schools and training companies, advanced. Pilots were carried out in nine countries between September and December 2020, involving 127 VET schools and 280 companies.

In November 2020, the second edition of Digital Education Hackathon, part of action 11 of the Digital Education Action Plan, took place with 54 grass-root events and a mainstage event hosted by the German

Presidency of the Council of the EU. Local events (mainly online) were organised in 33 countries, bringing together 2600 participants who looked for solutions of educational challenges in the digital age. The Main Stage event of the Hackathon also hosted the launch of the **Education and Training Monitor 2020**. The lead theme of 2020 edition was "Digital skills and digital competence" based on the analytical opportunity offered by the most recent IEA ICILS¹⁴ study, which measures the digital skills of 14-year-old pupils. The Monitor 2020 was the 9th edition and the last in a series to report on the ET2020 cooperation framework.

Eurostudent VII – Social Dimension of European Higher Education

In 2020 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 not only on students' socio-economic background, their living conditions but also investigates temporary international mobility and students' assessment of studies and their future plans. The EUROSTUDENT strives to provide reliable cross country comparisons.

Erasmus Charter for Higher Education (ECHE)

Since 2014, higher education institutions must hold an Erasmus Charter for Higher Education 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 an increasing number of smaller higher education institutions.

A total number of 4832 institutions were awarded an ECHE in 2020, as part of the 2021 ECHE call for accreditation. The 2021 call offered the opportunity for higher education institutions to renew their commitment to the Erasmus+ Programme 2021-2027, by agreeing to implement a set of new ECHE principles that have been adapted to match the new Programme generation. The new ECHE principles have been designed in consultation with the ECHE Working Group, which comprises Erasmus+ National Agencies representatives, higher education experts and student organisations. They focus on the new Programme priorities, such as digitalisation, inclusion and sustainability, as well as automatic mutual recognition and more support measures for Erasmus+ participants.

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 in which they are located. In 2016, the European Commission launched a project to better understand how higher education institutions and regional authorities work together to design and implement smart specialisation strategies. In 2020, the third phase concluded. HESS III covered two countries (Lithuania and Portugal) as well as the regions of Eastern Macedonia and Thrace, Lubelskie, Lower Austria and Northern Netherlands. A number of workshops and events were organised such as the final event to launch the report on Eastern Macedonia and Thrace. A handbook for assisting Regional Authorities to cooperate with higher education institutions was published.



JEAN MONNET ACTIVITIES



5. Jean Monnet Action

The Jean Monnet Action is an integral part of the new Erasmus+ Programme. It consists of two main Jean Monnet actions, the first one for Higher Education teachers and researchers in European studies and the second one for other levels of education and training (ISCED 1 – 4) to introduce EU facts and knowledge in schools and VET institutes, and the operating grants to specified institutions.

Jean Monnet Actions

At a time that the European integration idea is challenged by populism and mistrust, the Jean Monnet actions help generate and spread knowledge about the EU, within as well as outside the EU

The Jean Monnet actions also promote policy-relevant debates about the EU between policy makers and the academic world and enable schools to exchange experiences and work together on EU content for their activities. Beyond academia, the Jean Monnet actions help improve the citizens' understanding of the European Union through support to outreach and education projects.

Since 2001, the Jean Monnet actions have had a global scope and are open to any officially recognised higher education institution anywhere in the world, including in countries where 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.

Since their launch in 1989, the Jean Monnet actions have supported about 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 last annual call in 2020, saw a new record number of 1 462 applications, of which 362 proposals were selected in 63 countries worldwide. They will implement EU studies-related activities during three years through 141 Modules, 70 Chairs, 29 Centers of Excellence, 9 Supports-to-Associations', 17 networks and 96 specific projects.

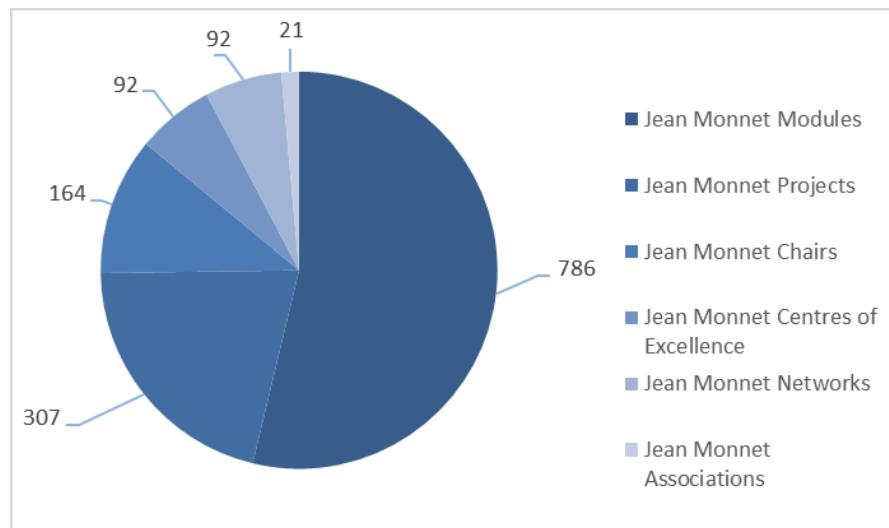


Figure 35 - Jean Monnet actions: applications received to the 2020 Call

The Erasmus+ budget available for the 2020 Jean Monnet Activities call for proposals was €20.6 million, including €3.5 million from the Partnership Instrument for 10 countries (Australia, Canada, China, Hong Kong, India, Indonesia, Japan, Korea, New Zealand and South Africa) and further €1.0 million from the Partnership Instrument for only Networks and Centres of Excellence in 11 countries (Australia, Canada, China, Hong Kong, India, Indonesia, Japan, Korea, New Zealand, South Africa and Brazil) identified as priority targets for the EU external action. Additionally, €0.5 million from the Eastern Partnership (ENI) for proposals submitted by applicants from Georgia and Ukraine.

The interest in Jean Monnet actions continued in 2020. The 2020 figures represent an increase of around 10% of eligible applications received and an increase of 26% of selected projects compared to the previous year. The total EU grant awarded has increased from €18.2 million in 2019 to €20.6 million in 2020. Out of 362 projects, 201 (56%) selected projects are from Erasmus+ Programme Countries, while interest from other regions continues: 161 (44%) projects are with Partner Countries, including in particular 53 from the Eastern Partnership (Region 2), 41 other industrialised countries (Region 13) and 23 from the Russian Federation (Region 4).

Promoting excellence in EU studies remains central to the Jean Monnet actions. Out of the **362 selected Jean Monnet activities** this year, a large number addresses on the one side the basic EU studies subjects such as law or economics, on the other side, topical issues of vital importance in the European Union today are also covered: migration, the rise of populism, the spread of misinformation or climate change and environmental degradation, which are crucial for Europe and the world.

Jean Monnet Operating grants

Approximately two thirds of the total 2020 Jean Monnet budget, €35 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 2020 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 2020, the European University Institute continued to work for the

establishment of the Florence School of European and Transnational Governance (STG). In addition to training and teaching on Europe and the European Union, the STG continues to reach out to world regions, including the Western Balkans. The STG reaching out has extended, including offering online training on lessons from EU climate policy.

Due to the reduced mobility, all Designated Institutions increased their online activities and reached out to over 60 000 direct and indirect participants.



Corporate Governance and European Union Integration

Coordinating organisation:
University of Vienna

EU Grant:
€299 965

The Jean Monnet Network 'Corporate Governance and European Union Integration' with University of Vienna successfully introduced a stronger EU perspective in the academic debate on corporate governance. Even beyond the project's lifetime, it will deliver insights on future developments within a domain of EU policy-making. While corporate governance became a topic of increasing deliberation and consultation, it was not subject to significant EU legislative activity to date. Thus, the Network focusses on national and/or regional models of corporate governance in a comparative perspective. The project successfully contextualised the emergence of these models against the backdrop of larger developments in EU integration history such as enlargement. Furthermore, the comparative insights generated by this project may become instrumental to formulate evidence-based EU legislation on corporate governance issues in the future.



Project ID: [574547-EPP-1-2016-1-AT-EPPJMO-NETWORK](#)



SPORT

6. Sport

The implementation of the Erasmus+ sport programme and the European Week of Sport were adapted to assist sporting organisations and clubs in light of the COVID-19 crisis.

The 7th edition of the SportInfoDay was organised on 30 January 2020. The 2020 Erasmus+ sport call saw an unprecedented success with over 1 100 applications received. In 2020, in the Sport chapter, priority was given to grassroots sport, increased participation in sport and awareness of the importance of health-enhancing physical activity. It also promoted and supported good governance in sport and dual careers of athletes, and voluntary activities in sport, together with social inclusion, including refugees and migrants.



On 4 December 2020, the Council adopted the 4th EU Work Plan for Sport (1 January 2021 - 30 June 2024). This Resolution of the Council is the guiding document setting out the key priority areas, topics and deliverables in the field of sport that the EU Member States and the Commission should prioritise between 2021 and 2024. The key priority areas are: 1) Protect integrity and values in sport; 2) Socio-economic and environmental dimension in sport and; 3) Promotion of participation in sport and health-enhancing physical activity. With 2020's extenuating circumstances, sport and physical activity were more necessary than ever before. Therefore, the European Commission created the #BeActiveAtHome campaign in May 2020 to help Europeans exercise and remain physically active.



A High Level Conference on the impact of the COVID-19 pandemic on the sport sector and the way to recovery was organised on 17 November.

For the sixth year, the European Week of Sport has tackled the inactivity crisis by encouraging Europeans to embrace a healthy and active lifestyle. This year set a new record with the participation of over 15.6 million Europeans in more than 32 600 events. The European Week of Sport was open to the participation of Eastern Partnership and Western Balkans countries and regions.

A High Level Group (HLG) in the field of gender equality in sport on the bases of the new EU Gender Equality Strategy 2020-2025 was established. The European Commission published a call for experts in this field and continued to tackle cross-border challenges that impact the integrity of sport such as anti-doping, match-fixing, and violence in sport. Support continued in the form of providing expert input on anti-doping issues and preventing match-fixing. In addition, an online seminar on traditional sports and games was hosted on 29 September and a workshop to promote greener sport at the European Week of Regions and Cities on 23 September.

2020 was also an occasion to celebrate a #BeActive lifestyle together with the Western Balkans and Eastern Partnership countries and regions for the third time. In this context, the November 2020 online 'Expert Seminar on the European Week of Sport Beyond Borders' gathered participants from EU Member States, Erasmus+ Programme countries and eight countries and regions from the Western Balkans and Eastern Partnership, shared good practices and initiated discussions regarding EU funding opportunities and ways to adapt the sport sector to the constraints of the COVID-19 pandemic measures.

In 2020, the #BeInclusive EU sport awards once again recognised sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face challenging social circumstances.

Sport can be a tool to contribute to the well-being of persons with disabilities and one of this years' winners INtegrative Championship - INclude and INtegrate! Is just about that. Polish Integrative Championship of AZS (IMP AZS) is a series of sport competitions dedicated to students



with disabilities since 2015. In 2019, almost 400 students took part, representing 25 local university sport clubs from all over Poland. The most important goal was to encourage all students to stay active and compete in the spirit of fair play. In 2019 two participants played a 24-hour

boccia marathon, breaking the official Guinness World Record. Not only empowering participants and organizers alike – it also brought much needed positive attention to the inclusion of people with disabilities through sport.

The #Beactive awards supports projects and individuals dedicated to promoting sport and physical activity across Europe. The #BeActive Awards gala was celebrated online on 8 December 2020.



Sport Activities

Since 2014, the Erasmus+ Sport chapter has promoted 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 €70.7 million was earmarked for the sport chapter in 2020. The simplification of funding with a unit cost system for collaborative partnerships and small collaborative partnerships was introduced in 2016 and further encouraged sport clubs applying for the small collaborative partnerships. As a result, the number of applications has increased yet again in 2020 and represented a record increase of around 50% in comparison to 2019 in addition to 40% increase of 2018. Also, taking into account 315 projects funded in 2020 out of 1.142 applications received demonstrates a high interest in the 7th year of implementation and the success of Erasmus+ Sport Programme.

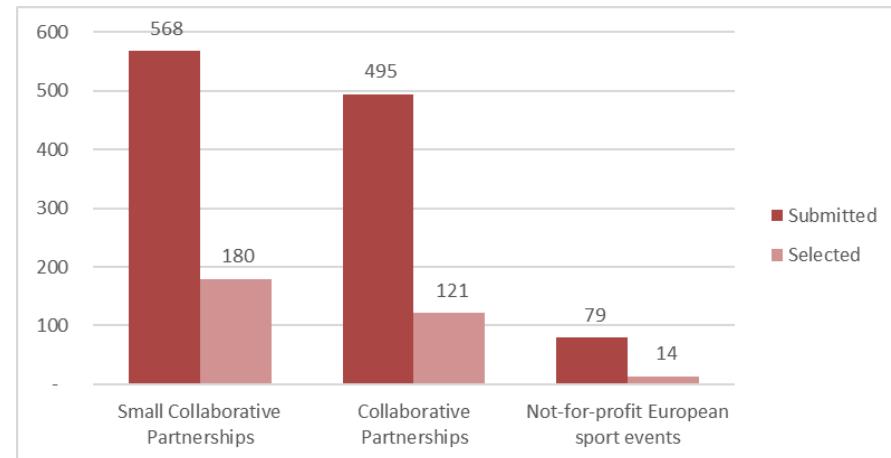


Figure 36 - Outcome of the 2020 Sport Call

As in previous years, the Sport Chapter of 2020 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.

The Sport chapter continued to support initiatives that tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination. It also promoted and supported good governance in sport and dual careers of athletes, and voluntary activities in sport, together with social inclusion, including refugees and migrants.

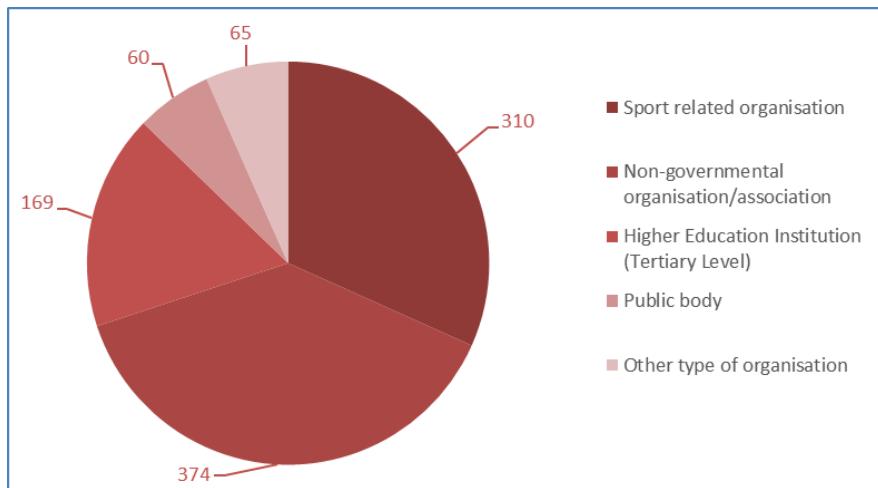


Figure 37 - Type of organisations of all partners in selected applications

Small Collaborative partnerships

Supported since 2016, the small collaborative partnerships are designed to involve at least one sport club - a measure that considerably promotes grassroots sport. The number of projects grows steadily.

The top 3 topics covered by 180 projects selected were:

- 47%: encouraging social inclusion and equal opportunities in sport
- 32%: promoting education in and through sport with special focus on skills development
- 8%: supporting the mobility of volunteers, coaches, managers and staff of non-profit sport organisations.



MOVE TRANSFER II

Coordinating organisation:

SPORTNA UNIJA SLOVENIJE - ZVEZA
DRUSTEV ZA SPORTNO REKREACIJO IN
SPORTNO VZGOJO

EU Grant:
€44 525

The main outcomes produced by the "MOVE Transfer II" was the implementation of a Healthy Club quality mark. The quality mark was awarded to 10 Italian and 9 Romanian sport organisations, which designed programmes led by licensed trainers. All sport organisations, certified with the Healthy club Quality developed cooperation with stakeholders active in the sectors of public health, local public bodies, insurances, education and research. "Healthy Clubs" implemented a wide range of activities and engaged a wide range of groups, including people with disabilities, youngsters and seniors.

Project ID: [603099-EPP-1-2018-1-SI-SPO-SSCP](#)

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.

The budget earmarked for collaborative partnerships is balanced across 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.

Similar to previous years, the number of projects selected was lower than estimated, as a high number of applicants requested the maximum grant amount of €400 000. The 121 selected projects covered a variety of sport organisations and stakeholders. The topic with the highest number of received applications addressed social inclusion and equal opportunities in sport (30%), followed by the participation in sport and physical activity (25%) and promotion of education in and through sport with special focus on skills development (18%).



Sport to promote change for LGBT

Coordinating organisation:

ASSOCIATION FOR PROGRESS, EDUCATION
AND LOBBYING NEL SKOPJE

EU Grant:

€56 390

The aim of this project was to build the capacity of organisations and individuals to provide better practices through new forms of training and support developed for specific target groups. More specifically, the programme raises awareness regarding the rights and needs of young LGBT individuals in sports in order to establish a safety net and provide educational programmes for other actors involved in sports/sport clubs.



Project ID: [603255-EPP-1-2018-1-MK-SPO-SSCP](#)

Not-for-profit European sport events

The sport action of not-for-profit European sport events proved once again to be the most competitive action over the years. A total of 14 events were selected in 2020. The majority of submitted not-for-profit European sport events covered the topic of encouraging social inclusion and equal opportunities in sport (59%) 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 (27%).



European Winter Para Sports Event, Poland'2020

Coordinating organisation:

POLSKI KOMITET PARAOLIMPIJSKI

EU Grant:

€309 000

The "European Winter Para Sports Event, Poland'2020 "took place with around 300 participants, including 150 athletes with a physical impairment. The project's aim was to promote social inclusion through sports, equal opportunities and participation in physical and voluntary activities. Moreover, as the project's values are aligned with EU's principles such as respect, equality and human rights, the event promotes European integration through its motto, "One sport, one Europe, one dream".

Project ID: [613014-EPP-1-2019-1-PL-SPO-SNCESE](#)

The European Week of Sport

The 6th edition of the European Week of Sport organised during the last week of September 2020 and for the third time included Western Balkans and Eastern Partnership countries and regions.

The initiative was further enhanced and strengthened as an important tool for promoting sport and physical activity among 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.

A total of 34 National Coordinating Bodies were selected, representing 28 EU Member States and four Programme Countries. In addition, four Western Balkans and six Eastern Partnership countries and regions took part.

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/cities of all Participating countries.
- 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.

This includes a mapping of innovative practices in the EU to promote sport outside of traditional structures, a mapping on intergenerational sport and on the impact of COVID-19 on the sport sector.

MAPPING
STUDY ON
MEASURING
THE ECONOMIC
IMPACT OF
COVID-19 ON
THE SPORT
SECTOR IN THE
EU



exchange and peer learning between stakeholders including cities, regions, universities, small and medium enterprises and business support organisations to promote the role of sport and physical activity in regional development.

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.

In 2020, the fourth edition of the #Beinclusive EU sports awards



recognised organisations using the power of sport to increase social inclusion for disadvantaged groups. The three #Beinclusive winners: the Polish [Akademicki Związek Sportowy Łódź](#), the Portuguese Pressley Ridge - Associação de Solidariedade Social and the French Ovale Citoyen were awarded with a €10 000 prize each. The other six finalists received a €2 500 prize each. The prizes were announced at a special online awards ceremony on 1 December 2020.

In addition the Commission prepared a report on the third EU Work Plan for Sport (2017-2020).

The SHARE initiative and its activities gained momentum in 2020 through a continuous process of knowledge



Sport Inclusion - Full participation in sport by persons with disabilities

Coordinating organisation:

APCAS ASSOCIAÇÃO DE PARALISIA
CEREBRAL DE ALMADA SEIXAL

EU Grant:
€ 286 630

This project focuses on promoting the full participation and social inclusion of people with disabilities in and through sports, physical activity and the promotion of healthy living habits, through but not limited to: Researching and formulating recommendations for inclusive practices, promoting the development of a European Model of Inclusion in Sport and Stimulating volunteering and active participation in society and sport, as expressed in the European Union guidelines on social inclusion and equal opportunities.



Project ID: [590639-EPP-1-2017-1-PT-SPO-SCP](#)

Dialogue with relevant European stakeholders

After having financed several projects thanks to [Erasmus+](#), the European Commission organised a seminar on Traditional Sports and Games to discuss their past, present and future. The seminar focused on how the European Commission contributes to the preservation and development of Traditional Sports and Games and the contribution of Traditional Sport and Games to culture and well-being,

Sport enhances the overall attractiveness of European regions. In the context of the [SHARE initiative](#), the Commission organised on 7 October 2020 a workshop during the European Week of Regions named '[Promoting greener sport in our regions](#).



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 Organisation. The Commission continued supporting the implementation of the Council Recommendation on promoting health-enhancing physical activity (HEPA) across sectors, in cooperation with the World Health Organisation and the network of national HEPA Focal Points.

Policy dialogue: Presidency events

In 2020, the Presidencies of the Council organised events on the various contemporary challenges in sport. The Croatian Presidency organised a seminar on Sport Qualifications and Competences for Coaches while the German Presidency organised a conference entitled “Partnerships for Physical activity and Sport – Be(come) Active!”

Glossary of terms

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

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