



Education and Culture DG

DG EDUCATION AND CULTURE

MANAGEMENT PLAN

2012

13 DECEMBER 2011

1. MISSION STATEMENT

With a view to contributing to a knowledge based Europe reconciling a competitive economy and an inclusive society, DG Education and Culture's mission is to foster both equity and excellence in education and training, to support cultural exchange and cooperation, to enhance the competitiveness of the audiovisual and other creative industries, to develop the European dimension in sport, to maximise the potential and well-being of young people while stimulating the mobility of individuals, to promote training, mobility and career development of researchers, and the dissemination of works in each of these fields. The DG acts through political initiatives and spending programmes, at all times supporting equal opportunities in all its activities.

Under the Europe 2020 strategy, DG Education and Culture (DG EAC) supports Member States to provide high quality and accessible education and training systems, cultural and sport services and to foster innovation and creativity in a coordinated manner. It acts through policy co-operation and dialogue via the open method of coordination. DG EAC devotes significant resources to supporting the mobility of individuals concerned. Every year the EU supports more than 400,000 persons (learners, teachers, researchers, trainers, artists, youth workers, young people, etc) to learn or work abroad. Lastly, it promotes the engagement of other stakeholders – business, regional and local authorities, civil and social partners – in transnational partnerships, as well as through new instruments such as the European Institute of Innovation and Technology or the MEDIA Production Guarantee Fund.

A Europe of knowledge and skills

Raising the level of knowledge, skills and competences of all citizens is vital to securing the EU's future competitiveness, growth and jobs as well as promoting equity, civic participation and social cohesion. Europe must recover quickly from the current economic crisis and build a future which is more secure, more sustainable and more inclusive of all citizens. A knowledge society requires more people with a high level of qualifications. Citizens need to continuously update their competences and skills, at any time during their lives and in any country of the EU or beyond, so that they can meet the challenges and seize the opportunities in a future characterised by rapid social, technological and economic change. Against this background, language, civic, digital and media literacy competencies, as well as knowledge on the European integration process are key prerequisites for active citizenship in today's society.

As underlined in the Agenda of the Commission for new skills and jobs, partnerships at regional and local levels between public services, education and training providers and employers, can effectively identify training needs, improve the relevance of education and facilitate individuals' access to further training. Building on the Lifelong Learning Programme for learners and teachers, the Youth in Action programme, the Marie Curie Actions for researchers and external higher education programmes such as Erasmus Mundus, DG EAC implements the EU flagship initiative 'Youth on the Move' (see below 3.1, 4.1 and 4.4) as a means to substantially increase opportunities for cross-border learning mobility, to enhance quality and equity in all levels of education and training and to foster active participation of the youth in the labour market.

A Europe of cultures, languages and sport

The European Union unifies a vast and heterogeneous landscape of cultures and languages, characterised by shared values. Through intercultural dialogue and cultural exchanges, culture, arts and media in particular cinema are powerful means of upholding these values. They play a fundamental role in preserving and promoting Europe's enriching diversity while encouraging the development of a sense of European identity. They have also an important role to play in stimulating creativity as a major catalyst for innovation, fostering growth and creating new jobs, while multilingualism can give Europe a competitive advantage and is crucial for social cohesion. The sport sector represents an important area of collective effort in Europe and it encompasses economic activities of a considerable size.

This DG aims, through the Culture and the MEDIA programmes and through fostering policy cooperation, to promote these objectives. Culture is increasingly important in international relations. Through the MEDIA Programmes, it plays a pivotal role in supporting the European audiovisual industry, by enhancing its competitiveness and increasing its visibility beyond European borders notably via the MEDIA Mundus programme.

This DG also develops and implements a policy strategy for sport. The aim is to suggest actions to be taken at EU level in order to develop the European dimension of sport while strengthening sport's social and economic role.

A Europe inclusive of all young people

Europe's future prosperity depends on its young people. There are close to 100 million in the EU, representing a fifth of its total population. Despite the unprecedented opportunities which modern Europe offers them, they face challenges in finding their ways within the education and training systems, the labour market and society at large; challenges which have been aggravated by the recent economic crisis. Against the background of an ageing population there is a particular social, economic and moral imperative of the EU to support its young people.

This DG implements, through the Open Method of Coordination, an EU Youth Strategy, to ensure fair and equal access to education and employment and to promote youth participation.

In line with the Europe 2020 strategy, this DG implements the EU flagship initiative 'Youth on the Move'. It promotes for young people not only cross-border learning mobility and employability mentioned above, but also the opportunities for personal development and active participation in social life.

Where appropriate, DG EAC pays particular attention across its activities to reducing gender imbalance and to facilitating the participation of disabled learners and young people with fewer opportunities including Roma.

2. PERSONAL MESSAGE FROM THE DIRECTOR-GENERAL

The policies which the Directorate General for Education and Culture is in charge of under the responsibility of Commissioner Vassiliou have a clear and positive impact on people's daily lives, notably by enabling them to gain skills, to increase their employability and personal development or to strengthen their participation in society. This Management Plan puts forward a set of result-oriented objectives for European action, based on our programme results and policy achievements. They showcase the added value of the EU's actions allowing Member States to improve the overall skills levels of young people and adults and the recognition of their qualifications, to create more opportunities to study, train or volunteer abroad, to nurture excellence in tertiary education and research, to encourage youth participation in democratic life, to support the cultural and creative sectors as a source of growth and job creation, as well as social cohesion and intercultural understanding.

In 2012, the importance of education, research, culture and youth within the Europe 2020 reform strategy should be confirmed by making progress in the adoption of the next multiannual financial framework of the European Union and our next generation of programmes, in order to meet rising expectations from our stakeholders, beneficiaries and partners. In this respect, the Commission's funding proposal of June 2011 for 2014-2020 is excellent news for our beneficiaries and a strong recognition of the European Union programmes and policies in education, research, culture, youth and sport. Throughout the year 2012, this Directorate General will not only promote and explain the Commission proposals, but also start to prepare their future implementation. We will meanwhile continue to deliver our current programmes in a sound, efficient and effective way.

In the framework of the first European semester, the Commission delivered in 2011 a set of targeted country-specific recommendations which should help generate the reforms Europe needs in this time of crisis. From our side, DG EAC will ensure in 2012 a close monitoring of Member States' implementation of these recommendations and national reform commitments. At European level, we will also take forward Europe 2020 actions, inter alia through the flagship initiatives "New Skills and Jobs" and "Youth on the Move". In 2012-2013, we will specifically propose a Commission Work Programme initiative concerning Rethinking Skills in the context of Europe 2020 and a Youth on the Move Card scheme. We will put forward inter alia two other initiatives respectively on the Digital distribution of European cinema and on the internationalisation of Higher Education, which tackle both global challenges in their respective areas. An international 2012 landmark will be the people to people cooperation between the EU and China in both fields of education and culture. All this confirms a shift of the role of this Directorate General from a purely expenditure management service to also a policy-making department, as reflected in the allocation and adaptation of our resources over recent years.

In a nutshell, our top priority in 2012 will be to contribute to strengthening the link between learning and the labour market. This focus will extend beyond the Directorate-General's work on education and training into the policy exchange on youth policies and the support to changes in the creative economy.

Jan TRUSZCZYŃSKI.

3. GENERAL OBJECTIVES FOR EDUCATION AND CULTURE POLICIES

3.1 POLITICAL CONTEXT

The Commission is committed to make the EU a smart, sustainable and inclusive economy by 2020. In order to overcome Europe's structural weaknesses that have been exposed by the economic crisis, the Europe 2020 strategy puts forward five measurable EU headline targets for 2020 that will steer the process for education, employment, the fight against poverty, research and innovation, climate change and energy. Progress will be measured throughout the period against these targets, of which two – **the share of early school leavers and the share of the population aged 30-34 having completed tertiary education (or equivalent thereof)** – fall under DG Education and Culture's direct responsibility.

The Europe 2020 strategy is carried out through the "**European Semester**", including the presentation by the Commission of the "Annual Growth Survey" and the preparation of country specific recommendations, and within seven flagship initiatives, of which DG EAC will implement the **Youth on the Move** initiative¹ and will deliver a large part of the **Agenda for New Skills and Jobs**²; it will contribute actively to the Digital Agenda³, Innovation Union⁴ and Platform against Poverty.

The policies and programmes implemented by this DG serve both Europe's recovery from the economic crisis and its longer term growth, employment, and social cohesion, by equipping people with high level and flexible skills. Increasing the mobility capacity across fragmented labour markets has indeed an evidenced impact on the structural employment rates in an area of free movement of capital. The potential of intra-EU mobility and of third-country migrant inflows (students, researchers) being insufficiently targeted to meet labour market needs, learning mobility should also contribute to better match skills needs across borders. By 2020, "all young people in Europe must have the possibility to spend a part of their educational pathway in other Member States" (President Barroso) meanwhile fostering innovation and creativity can contribute significantly to prosperity. In line with this ambition Ministers have adopted a European benchmark on higher education (20% of graduates) and on initial vocational education and training (6% of graduates).

In 2012, this DG will further demonstrate how education, culture and youth can be an investment in the future rather than a cost. It will enter discussions with the European Parliament and the Council on the Commission's proposals for new programmes for the period 2014-2020 in the areas of education, training, youth and sport on one hand and for the creative sectors (culture and media) on the other hand. Additional funding in the context of wider future programmes should indeed go to the projects with the best European added value. Closer links between financial programmes and political priorities will be developed.

¹ COM(2010) 477 of 15.9.2010

² COM(2010) 682/3 of 23.11.2010

³ COM(2010)245 of 26.08.2010

⁴ COM(2010) 546 of 06.10.2010.

This DG will carry on contributing to make the EU more focused on citizens' needs and aiming at improving the lives of EU citizens as students, teachers, researchers, artists, youth workers, etc. This is an important source of legitimacy of the EU and will be communicated to the general public in a coherent way. In 2012, DG Education and Culture will more specifically contribute to the **European Year for Active Ageing** through its activities in the field of lifelong learning, culture or sport.

Strategies supporting a Knowledge Society, Excellence and Innovation

Education and training are crucial to the personal, social and professional fulfilment of all citizens and to sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, intercultural dialogue, and the fight against discrimination.

However currently, some 20% of European school children have poor reading skills and about 14% of young people leave education or training early. Numbers attaining medium-level qualifications are better, but the qualifications often fail to match labour market needs. When it comes to tertiary education, 26% of Europeans aged 25-64 have a university degree (41% in the US, 44% in Japan) and European universities rank insufficiently in global terms – only 3 are in the world top 20 (Shanghai index).

In response, DG Education and Culture seeks to contribute to raising the level of skills in Europe. Too many people do not have the competences needed to succeed in the labour market. Jobs occupied by highly-qualified people are expected to rise by 16 million by 2020 in the EU (to around 35% of all jobs from 29% at present), while those held by low-skilled workers will decline by around 12 million. Moreover, skills upgrading, a better match between the supply of and demand for skills, and support for continued investment in education and training are critically important for innovation.

Contentwise, one major challenge is to ensure that all citizens are able to acquire the key competences and skills necessary for the labour market and for active participation in society. Improving levels in basic skills (literacy, maths, sciences and technology) is crucial. Digital competences and media literacy, which ensure a confident and critical use of new technologies, are also a prerequisite for almost all jobs in an increasing networked and digitised world. Furthermore, Europe 2020 clearly calls for more innovation in Europe, which requires competences such as learning to learn, social and civic competences, initiative-taking, cultural awareness and self-expression. A particular attention will therefore be paid to entrepreneurship education.

Communication in foreign languages is another key competence, which furthers intercultural understanding. **Multilingualism** can also have a positive impact on employability and competitiveness, and contribute to growth and better jobs. Multilingualism policy aims at raising awareness of the above potential of languages and calling on decision makers to ensure efficient language education to all from an early age.

In order to achieve the strategic goals of the Europe 2020 Strategy, this DG supports a number of initiatives for partnership and exchange. As outlined in the "**Agenda for new skills and jobs**", employers should be encouraged to co-invest and participate in the activities of education and training institutions, particularly in higher education and vocational education and training. Investment in education and training systems, anticipation of skills needs, matching and

guidance services are the fundamentals to raise productivity, competitiveness, economic growth and ultimately employment. The agenda supports reflection on how education and training in particular can contribute to reach 75% of employment rate by 2020. Recognising lifelong learning as one of the pillars of flexicurity strategies, it presents actions in the field of education and training, so as to develop the right mix of skills, to better understand and anticipate skills needs and to bring the worlds of education/training and employment together.

This DG steers the implementation of the EU flagship initiative "**Youth on the Move**", which brings together EU actions to offer better opportunities to young people helping students and trainees study abroad, equipping young people better for the job market, enhancing the performance and international attractiveness of Europe's higher education institutions and improving all levels of education and training, including non-formal learning, both in term of excellence and equal opportunities. It will also in 2012 contribute to the new Youth Opportunities Initiative by supporting placements and volunteers.

DG EAC works with Member States and stakeholders within an agreed **strategic framework for European cooperation in education and training (ET2020)** which, in turn, supports part of the Union's wider Europe 2020 socio-economic strategy that is currently being implemented. Lifelong learning is a fundamental principle underpinning this framework, which is designed to cover learning in all contexts – whether formal, non-formal or informal – and all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning. It should target the most vulnerable segments of the working population. Adults with low educational attainment are seven times less likely to be involved in continuing education and training than those with high attainment levels. The European **Agenda for Adult Learning 2012-14**, adopted by Council resolution on 28 November 2011, has a strong focus on low skilled and disadvantaged adults, and aims at raising their chances of social and labour market integration through better access to education and training. The Digital Agenda for Europe can also help to provide the right digital and media literacy competences especially for those with least competences such as the elderly, less-educated persons or SMEs employees. The Agenda for new skills and jobs provides that by 2012, the Commission will propose an EU-wide approach and instruments to support Member States in the integration of ICT competences and digital literacy (e-skills) into core lifelong learning policies.

This is why the **Lifelong Learning Programme (2007-2013)** has a wide scope covering (a) the sectors for primary and secondary schools, vocational education and training, higher education, and adult education, (b) the transversal fields of language learning in support of multilingualism, ICT-based content, policy cooperation and development and dissemination and exploitation of results and (c) support for institutions and activities relating to the study of European integration as well as spreading knowledge on the European integration process. The programme delivers extensive support for excellence and equity, and in particular learning mobility of individuals, being learners or teachers, transnational partnerships and exchanges of good practices in order to contribute to the modernisation of education and training systems in Europe.

The overall objective to contribute to sustainable European economic growth and competitiveness implies also to reinforce the innovation capacity of Member States and the Union. The integrated approach advocated in the Europe 2020 Strategy (Innovation Union flagship initiative) involves the development of synergies between research, innovation and education policies (so-called "knowledge triangle"). The EU has contributed to and supported Member States in enhancing relations between business and academia, e.g. as one of the core elements of the modernisation agenda for higher education and in the context of the European Higher Education Area. However within the knowledge triangle, the implementation of the link

education-innovation has remained until now below expectations. The **University-Business Forum**⁵ has nevertheless opened a promising dialogue between those two worlds, which will be a source of attention in 2012.

The need to develop new conditions which are attractive to investment in knowledge and innovation in Europe is precisely the driver behind the **European Institute of Innovation and Technology** (EIT). The EIT operates through Knowledge and Innovation Communities (KICs) which are excellence-driven, autonomous partnerships of higher education institutions, research organisations, companies and other stakeholders formed within self-supporting strategic networks.

Synergies between training and research are also sought in the framework of **Marie Curie Actions**. These support the development of human resources in research, through specific mobility initiatives selected for their excellence. These actions aim in particular at the training, mobility and career development of researchers, as well as at enhancing the transfer of knowledge through exchange of researchers between sectors and with the rest of the world, thus equipping them with diversified skills to better match the market requirements and contribute to growth and job creation. As such, Marie Curie Actions address three of the seven EU 2020 flagship initiatives, namely the Innovation Union, Youth on the Move and An agenda for new skills and jobs.

More generally, cooperation in the field of education and training with non-EU countries and regions contributes to promoting the EU's attractiveness, to fostering mobility and quality in education and to supporting the development of students, researchers, teachers and youth. It offers opportunities for exchanges of best practice and mutual understanding. **International cooperation is notably developed in the field of higher education and research** through the **Erasmus Mundus programmes**. The EIT, Jean Monnet, and Marie Curie also play a role in international higher education and research cooperation. Cooperation can also be based on funds allocated to regional cooperation such as the Eastern Partnership, the Tempus programme for neighbouring countries, the Alfa programme for Latin America or Edulink for the ACP region.

Strengthening Europe's social cohesion and cultural life and identifying new sources of growth

Europe is becoming more and more culturally diverse. The enlargement of the European Union, the opening of labour markets, migration and globalisation have increased the multicultural character of many countries, adding to the number of languages, religions, ethnic and cultural backgrounds found across the continent.

The policy based on the **European Agenda for Culture** seeks to ensure that culture and creativity can make their full contribution to driving economic growth, job creation, innovation and competitiveness, as well as fostering personal development and social cohesion. The Agenda supports synergies between culture and other policy areas, with a view to promoting smart, sustainable and inclusive growth.

⁵ For more information on the Forum please access: http://ec.europa.eu/education/higher-education/doc1261_en.htm

The **Culture programme** makes an important contribution to safeguarding and promoting cultural diversity and intercultural dialogue in Europe. It also assists the professionalisation of the sector through peer-learning and knowledge transfer, fosters the careers of artists, addresses geographical imbalances in Europe by creating opportunities for artists and organisations with weaker capacity to take part in European projects, stimulates the circulation of European and non-national European work and increases the public's access to this work. In addition it contributes to an outward looking approach of artists/cultural professionals, and cultural organisations, thereby helping them to operate more effectively in an international context. Lastly, the Culture programme can help to foster a sense of citizenship.

The development of **cultural and creative industries** is important to boost innovation and creativity and is recognised in the Innovation Union and Digital Agenda flagship initiatives. Following the 2010 Green Paper on unlocking the potential of these industries, DG EAC continues to collaborate actively with other services to develop a strategy to maximize their potential and will prepare a Commission Communication in that respect in 2012.

The **MEDIA programme** seeks to strengthen the competitiveness of the European audiovisual sector, to increase the circulation of non-national European audiovisual works and to contribute to preserving and enhancing European cultural and linguistic diversity through its cinematographic and audiovisual heritage. The programme's actions to meet these objectives are to support the European audiovisual industry, both upstream (training and development) and downstream (distribution, promotion and exhibition) of the production process. Furthermore, new actions focus also in this field on digital technologies, with a special attention to the digital transition of cinemas in Europe. The MEDIA Programme also supports a network of 44 information offices (the MEDIA Desks and Antennae) throughout Europe. Furthermore, media literacy activities can play an important role in audience building in Europe, especially with regard to younger audience. The **MEDIA Mundus programme** (2011-2013) responds to the increasing need for an international dimension of the EU audiovisual policy. It is an international cooperation programme for the audiovisual industry enabling the strengthening of cultural and commercial relations between professionals in Europe and third countries. It is expected to bring more culturally diverse products to consumers and to create new business opportunities.

In the field of youth, the Commission's '**EU Youth Strategy**', endorsed by the Council in 2009, sets out a framework for cooperation with Member States until 2018. It provides action to support the empowerment of young people (participation, volunteering, creativity, youth in the world) and by investing in a new cross-sectors approach towards policies of importance to young people (education, employment, social inclusion, health).

In support of this strategy, the **Youth in Action programme** offers young people new opportunities in non-formal education with a view to enhancing young people's skills and competences, promoting young people's active participation in social life with a special attention to their European citizenship, and giving opportunities to develop solidarity and promote tolerance so as to reinforce social cohesion in the EU.

DG EAC, through its Youth Policy and Programme, will in 2012 also contribute to the **Youth on the Move** flagship initiative and the forthcoming **Youth Opportunity Initiative** by supporting the transition to working life through placements and volunteering in another country.

In the field of **sport** the Commission is developing a policy agenda which takes account of the EU competence for sport in the Treaty on the Functioning of the European Union (TFEU) and

the experience gained with implementing the 2007 White Paper on Sport. In line with the sport provisions in the Treaty, the focus of preparatory actions is on the societal, educational and health-enhancing roles of sport, which have a great potential to directly reach out and impact on EU citizens.

The overall objectives that guide DG Education and Culture in the implementation of activities are listed below. They relate to the general political framework in which DG EAC acts as one of many actors and in which the European Union's competence is limited in strict respect of subsidiarity. It should therefore be noted that the indicators that accompany the general objectives give indications for societal changes that DG EAC aims to contribute to, together with Member States and other partners and stakeholders.

3.2 GENERAL OBJECTIVES AND IMPACT INDICATORS FOR THE POLICY AREA EDUCATION AND CULTURE

GENERAL OBJECTIVE 1:				
Raise the level and relevance of skills contributing to excellence and equity and make mobility a possibility for all young learners and researchers as contributions to an innovative, knowledge-base, smart and inclusive Europe.				
<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
1.	Tertiary level attainment <u>(Europe 2020 headline target)</u>	In 2010, 33.6% of 30-34 year olds were higher education graduates (male: 30%, female: 37.2%). (2000: 22.4%; 2009: 32.3%; 2008: 31.1%)	Monitored according to the Europe 2020 governance.	By 2020, at least 40% of 30-34 year olds should be higher education graduates.

2.	Mobility of students, pupils, the vocational sector, teacher and trainers	<p>Higher Education Graduates with learning mobility > 3 months: 2011: 14%</p> <p>Tertiary education students in another EU country than their country of origin: 2000: 315,000 2006: 450,000 2008: 490,000</p> <p>Current vocational education and training (VET) mobility levels estimated to be around 2-3% (FIN 5%, DE 3% NL 2-3%, SI 2%)</p> <p>Teachers for general education and the VET sector: 10,814 Comenius individual mobility grants for teachers, assistants and pupils in 2009</p>	<p>Improved Eurostat data by 2014/15</p> <p>Eurostat household survey covering also mobility in 2014 (results 2015).</p>	<p><i>For higher education:</i> Higher education benchmark: By 2020, an EU average of at least 20 % of higher education graduates should have had period of higher education-related study or training abroad of at least 3 months or 15ECTS.</p> <p><i>For vocational sector:</i> By 2020 an EU average of at least 6 % of 18-34 year olds with an initial vocational education and training qualification should have had an initial VET-related study or training period of at least 2 weeks or less if documented with Europass.</p>
3.	Mobility of young people outside formal education settings (non formal learning)	In 2011 2% of young people aged 15-35 had stayed abroad for volunteering, 5% had stayed abroad within other non-formal contexts.	Results from a Eurostat household survey – next data available in 2015.	Development of a global learning mobility indicator, which makes it possible to record any kind of learning experience abroad in which young people engage (for any duration, at any level of formal or non-formal learning mobility, including youth exchanges or voluntary activities)
4.	Low achievers in basic skills	<p>2006: 24.1% of 15-year-olds were low achievers in reading (17.4% of girls, 30.4% of boys)</p> <p>2009: 20.0% of 15-year-olds were low achievers in reading (13.4% of girls, 26.6% of boys)</p>	By 2015, reduce low-achieving 15 year olds in reading literacy to 17%, which is 15% lower than in 2009	By 2020, less than 15% of 15-year-olds are low-achievers in basic skills (reading, mathematics and science). Particular attention is given to gender imbalances
5.	Participation in pre-primary education and care	2009: 91.7% of young children participate in pre-primary education. (2007: 90.3%)		By 2020, at least 95 % of children between 4-years old and the age for starting compulsory primary education participate in early childhood education.

6.	Early school leavers (Europe 2020 headline target)	2000: 17.6% 2007: 15.1% (males: 17.1%, females: 13.0% of) 2008: 14.9% (males: 16.9%, females: 12.9%) 2009: 14.4% (males: 16.3%, females: 12.5%) 2010: 14.1% (males: 16.0%, females: 12.2%)	Monitored according to the Europe 2020 governance.	By 2020, not more than 10% of 18-24-year-olds have only lower-secondary education and are not enrolled in education or training. Particular attention is given to Early school leaving in VET and early childhood education and care. Particular attention is given to gender imbalance, as well as to pupils with disabilities.
7.	Youth unemployment	August 2011: youth unemployment >25 years old is 20.9%, compared to overall unemployment rate of 9.5% (September 2010: 20.1%; April 2009: 20.6%)	Ensure delivery of the Youth dimension in the Europe 2020 strategy (Youth on the Move) in particular regarding youth employment	By 2018, significantly decrease of youth unemployment in the EU Particular attention is given to young people with disabilities
8.	Youth poverty	2009: 20.3% of young Europeans 18-24 at risk of poverty (2008: 20%)	Ensure delivery of the Youth dimension in the Europe 2020 strategy (Youth on the Move) in particular regarding social inclusion	By 2018, the rate of young people at risk of poverty is reduced in the EU area Particular attention is given to young people with disabilities
9.	Adult participation in lifelong learning	2010: 9.1% of 25-64 year olds participated (males 8.3%, females 10.0%) down from 9.5% in 2007-2008 and 9.3% in 2009	By 2015 at least 12.5% of the working age population participating in lifelong learning	By 2020, at least 15% of adult population (aged 25-64) participate in lifelong learning. Particular attention will be given to gender balance.
10.	Employability	In 2010, 82.8% of 20-34 year olds with tertiary attainment and 76,5% of those with upper secondary were employed 1-3 years after graduation (2008: 86.9% and 81% respectively)	Benchmark to be adopted in 2012	Proposal for an increase of the employability of graduates by 5% as an average of employment in 1-3 years after graduation.
11.	Number of researchers in the EU 27 countries.	About 1,564,770 in 2010 (source: Eurostat).	Monitored according to the Europe 2020 governance.	Increase of the number of researchers in the EU 27 countries.

GENERAL OBJECTIVE 2:

Foster creativity, promote intercultural dialogue and cultural and linguistic richness based on Europe's shared heritage and its diversity, while building the job-creating potential of the creative economy

<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
1.	Percentage of EU citizens that according to a Eurobarometer survey associate the EU with cultural diversity ⁶	2009: 19%	No quantified targets have been set. We aim at an increase in the % of EU citizens who associate the EU with cultural diversity by end 2013	
2.	Foreign language teaching in basic education	2009: In lower secondary education, 57.9% of pupils across Europe learn two or more languages (2007/2008: 50.5%)	Progress in introducing foreign language teaching at an early stage of education Language skills benchmark to be developed by 2012/13.	By 2020, at least 80% of lower secondary pupils are taught two foreign languages or more

GENERAL OBJECTIVE 3:

Reinforce participation , solidarity and exchanges between the people in Europe, focusing on young people and on people engaging in sport and physical activity, in view of their contribution to European citizenship

<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
1.	Youth Participation	- 79 % of respondents (old enough to vote, up to age 30) in the EU reported that they participated in elections at any level during last 3 years. ⁷ - 46 % of respondents (15-30) reported that they had participated in activities of a youth club, sports club, cultural or youth organisation during the last 12 months.	2013: Inclusion of the objective of youth participation in the "Erasmus for all" programme. Youth participation is the thematic priority of Structured Dialogue to be conducted during the PL-DK-CY Team Presidency (01.07.11-31.12.12)	By 2018, delivery on objectives for youth participation according to the EU Youth Strategy. Further strengthening capacity of Member States to approximate their policies in the area of youth through Structured Dialogue with young people.

⁶ http://ec.europa.eu/public_opinion/archives/eb/eb71/eb71_std_part1.pdf
NB: our activities will be only one of many factors which influence this perception

⁷ Source for Youth participation, as well as Youth Volunteering indicators: Flash EB 319a (2011)

2.	Youth Volunteering	- 24.2 % of respondents (15-30) reported that they had participated in organised voluntary activities in the last 12 months.	2013: Inclusion of the European Voluntary Service in the "Erasmus for all" programme.	By 2018, increased number of young people carry out voluntary activities
3.	Participation rates in sport and physical activity	27% of people aged over 15 engage in sport or physical activity 5x per week or more, in line with WHO recommendations ⁸		By 2018, increased number of people engaged in sport and physical activity. Particular attention is given to the participation of disabled learners (specific indicator to be developed)

GENERAL OBJECTIVE 4:

Cooperate on all dimensions of the DG's policies with world partner countries or regions and with international organisations with a view to promoting European values, policy approaches and attractiveness worldwide, to integrating broader global experiences into the internal EU policy dialogue and to strengthening people to people contacts.

<i>Impact Indicators</i>		<i>Latest known result</i>	<i>Milestones</i>	<i>Long-term targets</i>
1.	Number of students from non-EU countries enrolled in higher education institutions in the EU	2008: 980.000 students from non-EU countries enrolled in higher education institutions in the EU (2007 revised : 950.000)	No quantified targets have been set. We aim at a yearly increase in numbers of students from non-EU countries enrolled in higher education institutions in the EU Attention is given to gender balance	
2.	The world ranking of EU universities	2011: 190 higher education institutions of the EU, in the Shanghai top 500 World ranking (191 in 2010, 194 in 2009; 191 in 2005)	No quantified targets have been set. We aim at a yearly increase in number of excellent EU universities on worldwide ranking lists	
3.	Implementation of the UNESCO convention on the Protection and Promotion of the Diversity of Cultural Expressions	Convention ratified in 2011 by 117 states (2010: 115)	No quantified targets have been set. We aim at an international environment that protects and promotes diversity of cultural expressions	

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Source: Eurobarometer 2009

4. SPECIFIC OBJECTIVES FOR OPERATIONAL ACTIVITIES

4.1. LIFELONG LEARNING, INCLUDING MULTILINGUALISM

The high-level political impetus for European cooperation in education and training in the current period is provided by the **Europe 2020** strategy. In particular, the education sector should contribute to Europe's strategy for economic recovery after the recession by reinforcing and refocusing the delivery of skills in Europe with a view to improving access to the labour market. Further high level direction is provided within the two aforementioned Europe 2020's flagship actions, *Youth on the Move* and *Agenda for new skills and jobs* and, for higher education, through the 2011 Commission Communication 'Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems'⁹.

Europe 2020 strategy and Education policies

The Europe 2020 Strategy puts emphasis on the vital contribution of education to the Union's future competitiveness. Strengthening human capital is a critical factor of smart, sustainable and inclusive growth. As mentioned above, the Europe 2020 Strategy defines a two-sided **headline target** (out of five) which relates to education:

- 1) to reduce the number of early school leavers to below 10% of 18-24 year olds by 2020 (reduced from 17.6% in 2000 to 14.1% in 2010);
- 2) to increase the number of graduates from tertiary education to at least 40% of 30-34 year olds by the same date (increased from 22.4% in 2000 to 33.6% in 2010).

Member States have set their own national targets in their National Reform Programmes to contribute to these European targets. The evaluation of the national targets suggests that while a number of Member States have set ambitious goals, others need to take a more ambitious approach, including certain with higher current levels of attainment.

During the first **European Semester** for the coordination of the economic policies of the EU Member States in 2011, the Commission and the Council repeatedly raised Member States' awareness of the fact that, in order to ensure sustainable growth, expenditure in education and training should be given priority also in times of severe budgetary restrictions. The European Semester led to the Council issuing inter alia 16 country-specific recommendations (CSRs) directed at a number of Member States with targeted guidance for improving education and training, taking account of the challenges and bottlenecks identified in their National Reform Programmes submitted in the framework of Europe 2020. These will be followed up in 2012 by DG EAC, in cooperation with the other relevant DGs. The CSRs address early school leaving (5 Member States concerned), tertiary attainment (5 Member States), the role of education and training in reducing unemployment through lifelong learning, vocational education and training and skills for the labour market (12 Member States), pre-school and school education or equity issues (3 Member States).

⁹ COM(2011) 567 final.

Under the umbrella of the Europe 2020 strategy and with the support of DG EAC, policy dialogue and exchange about how to modernise and improve education systems will be carried on in 2012 within the **strategic framework for European cooperation in education and training ('ET 2020')**. ET 2020 sets out priority areas for co-operation under each of the four long-term strategic objectives (*1. Making lifelong learning and learner mobility a reality; 2. Improving the quality and efficiency of provision and outcomes; 3. Promoting equity, social cohesion and active citizenship; 4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training*). This framework for cooperative exchange covers all sectors and levels of education and training. It has been agreed by the Council¹⁰ and it is closely associated to the aforementioned Europe 2020 initiatives. It also specifies that the open method of coordination in education and training comprises a number of common reference tools. Apart from periodic monitoring and reporting, reference tools include also peer learning and the exchange of good practice as well as the collection and use of data from all relevant sources. The Council will in February 2012 adopt a Joint Report on the implementation of ET2020 during the 2009-2011 work cycle and on this basis lay down new priorities for EU level cooperation during the period 2012-14.

On the substance given the rapidly-changing skills needed and the persistent skills mismatches on the labour market, as outlined in the Europe 2020 Flagship Initiative "**Agenda for new skills and jobs**", the 2012 Annual Growth Survey called on Member States to give priority to further adapting their "*education and training systems to reflect labour market conditions and skills demand, while reinforcing their efficiency and quality*". DG Education and Culture will prepare in 2012 a **Communication on Rethinking Skills in the context of Europe 2020**. This Commission Work Programme initiative will address the twin challenge of increasing the levels, quality and relevance skills through modernising education and training systems, while ensuring, in the present period of fiscal constraint, that investments in education and training are as efficient and effective as possible. The communication should help Member States designing effective skills strategies, responding to the priority set out in the 2012 Annual Growth Survey.

Secondly, the Europe 2020's flagship initiative "**Youth on the Move**" focuses more generally on young people. The Commission proposes key new actions and reinforced existing activities in order to contribute namely to reducing school drop-out level and raising participation in higher education, in line with the aforementioned headline targets and the agenda for modernising higher education. Education and training systems should be modernised to increase quality and ensure equity and the share of young people who are able to benefit from learning mobility should be further increased, including at Master's level, where the Commission has proposed to increase opportunities for students by launching an Erasmus Masters loan guarantee facility as from 2014. For that same purpose, Education Ministers have adopted a benchmark on learning mobility covering higher education (by 2020 20% of graduates should have benefited of a mobility experience abroad of minimum 3 months or 15 ECTS) and initial VET (by 2020, 6% of VET graduates should have experienced a mobility abroad of a minimum of two weeks). Efforts at national and European level for youth mobility aim at reaching by 2020 a target of about 1 million of graduates having done part of their studies abroad. A broad-scale support of foreign language education will be instrumental in increasing participation in learning mobility to the target level. More broadly, the initiative also promotes the learning, employability and democratic participation in society of young people. The perspective therefore goes beyond education (see 4.4 below)

¹⁰ OJ C 119/2 of 28.5.2009

Thirdly, on the basis of the European **Anti-Poverty Platform**, another of the seven Europe 2020 flagship initiatives, the services of the Commission will propose in 2012 a **Paper on Equity in education and training to support inclusive growth**. This will encourage Member States to link up education with other policies when it comes to fight against the cycle of disadvantage. The promotion of equity in education and training, a central priority in the education and training 2020 strategic framework (see below), includes the prevention of early school leaving, the improvement of quality and access to pre-primary provision, the successful integration of migrant children in European education systems, improved support within mainstream schooling for learners with special needs, and overcoming obstacles that hinder students from disadvantaged groups from participating in and completing higher education. This Paper will set out a framework for effective intervention based on the most relevant evidence from research and concrete examples of joined-up policy interventions in the Member States.

As far as reducing **Early School Leaving** is concerned, the Commission will follow up the implementation of the package adopted on that issue in 2011 (Council Recommendation, Communication and Staff Working Document) and will analyse the national ET2020 reports contributing to the Joint Report to be adopted in February 2012. This follow-up will take the form of the establishment of an expert group under the Open Method of Coordination (OMC) to accompany the implementation of the Recommendation and of national strategies which should be in place by the end of 2012. In addition, a further OMC expert group will be launched in 2012 on **early childhood education and care (ECEC)**, one of the key ways of preventing Early School Leaving, which will produce reference tools to help Member States improve the quality and access to their ECEC systems. ECEC is indeed one of the most effective ways of giving children a good start in learning, and of breaking the cycle of socio-economic disadvantage.

More generally in relation to **primary and secondary education**, the 2010 Joint Report noted significant developments among Member States to update school curricula to address key competences. However, it also highlighted significant challenges to create the right conditions for successful implementation (e.g. teacher education and training, organisation of learning, reforming school leadership and pupil assessment) and to extend the key competences approach to adult education, higher education and vocational education and training. In 2012, the Commission will intensify work with Member State experts on the assessment of key competences in general. In the framework of the aforementioned Commission Work Programme initiative "Rethinking skills in Europe", a particular attention will be given to transversal competences (multilingualism, entrepreneurship and digital literacy), which include social and civic competences, entrepreneurship, learning to learn and cultural expression. The High Level Expert Group on Literacy, which was established in 2011, will submit its final report in summer 2012. This will form a major focus of the Cypriot Presidency and will feed into the "Rethinking Skills" Communication, alongside the work of the ongoing OMC expert group on reducing low performance in maths and science.

This DG will in addition prepare a **Communication on supporting the teaching professions in Europe**. This Commission initiative will contribute to tackling foreseen challenges including recruitment of new teachers following forthcoming retirement waves and identification of relevant skills required by teacher educators. It will support Member States in adopting more effective policies for the recruitment, support and development of teachers and teacher educators. The Communication will be based on peer learning, latest research and a review of the implementation of current policies.

Concerning the second Europe 2020 headline target, the aforementioned flagship initiative of the Commission "Youth on the Move" as well as other measures proposed by DG Education and Culture will contribute to raising participation and completion levels of higher education, in line with the EU benchmark that by 2020 at least 40% of 30-34 years olds should have graduated from higher education or equivalent. The Commission is working under the auspices of the **EU modernisation agenda for Higher Education** to promote entry to higher education among younger cohorts and non-traditional learners and to ensure successful completion of studies within a reasonable timeframe. As announced in the 2011 Commission Communication on modernising Europe's higher education systems, work in 2012 will focus on supporting Member States to implement reforms for the higher education sector in the decade to 2020, reflecting not only the need to increase graduate numbers, but also to enhance the quality and relevance of teaching and training, promote mobility and trans-national cooperation, strengthen links between higher education, research and innovation and ensure adequate funding and governance arrangements. Transparency about higher education performance is a key element in the EU strategy for the modernisation of higher education systems. In 2012 the Commission will launch the development of an independent, international, user-driven and multidimensional University ranking tool for performance benchmarking purpose (as a pilot scheme, building on the so-called U-Multirank feasibility study) to better serve the needs of students, higher education institutions and policy makers. The modernisation agenda for higher education forms equally part of the strategy for education and training and addresses the specific challenges facing the European Higher Education Area, in tandem with the intergovernmental bologna process. The modernisation agenda will strengthen synergies between the EU and Bologna processes, taking forward the conclusions of the 2012 Bucharest Bologna Ministerial conference and Bologna Policy Forum.

Generally speaking, the **Lifelong Learning policy** contributes to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater equity and social cohesion. It also contributes to personnel fulfilment and to empowering people to take part fully in society, by promoting civic and citizenship education. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference contributing to an inclusive smart Europe. In the course of 2012, all candidate countries will be invited to participate in these activities. The remaining Western Balkan countries will have the possibility to become acquainted with relevant EU policies through the Western Balkans platform, due to be launched in the spring of 2012.

Support to **adult learning** in particular will continue and contribute to the Europe 2020 Flagships "platform against Poverty" and "New Skills for New Jobs". A renewed European Agenda for Adult Learning will launch activities to develop efficient and inclusive adult learning systems in Member States. It will seek to provide adults with better skills and higher levels of qualifications to support their labour market chances, social integration, and preparation for active aging. In 2012, particular attention will be given to upgrading the qualifications of the low skilled (currently 74 million), including migrants.

In the specific field of **vocational education and training (VET)**, the objectives of the **Copenhagen process** (Bruges Communiqué 2010) call for Member States to modernise also their VET systems, so that they can strongly contribute to both economic growth and social cohesion. As one concrete commitment formulated in the Communiqué, this DG will prepare in 2012 a Services Working Paper on the increasing importance of vocational excellence for smart and sustainable growth. Considering the growing demand for higher level of vocational

skills, excellence in both initial and continuing VET can contribute to enhance productivity, innovation and regional development as well as to shift to a low-carbon economy.

VET is already recognised as providing good employment opportunities, but must become more appealing to both young people and their families as a learning path which offers good opportunities for career development. To this end VET must become more flexible and easily accessible for people in different life situations. The lifelong learning tools should enable users to link and build on learning acquired at various times, and in both formal and non-formal contexts. 2012 will mark the 10th anniversary of the Copenhagen process and this DG will submit an interim evaluation of progress towards the Bruges deliverables at the Education Council meeting in November 2012. In order to reinforce the cooperation between businesses and vocational training, this DG will also organise a Business Forum in this field every two years, building on the model of the established University-Business Forum. The first Forum of this kind will tackle in June 2012 the question of continuing training in European companies.

On a cross-cutting note in line with the Europe 2020 agenda¹¹, DG EAC will propose in 2012 several initiatives in the context of the communication "Rethinking skills in Europe". Firstly, policies for **multilingualism** are essential to preserve and valorise the cultural plurality that is at the root of European identity. Communication in foreign languages is not only one of the key competences necessary for personal fulfilment and development, but also for the employability of young people. The objective of 'mother tongue + two' for all European citizens has been promoted by the EU for several years. 56% of EU citizens are able to participate in a conversation in another language than their mother tongue. 57.9% of pupils in lower secondary education across Europe in 2009 learnt at least two foreign languages. In 2012 this DG will prepare in the framework of the aforementioned communication a proposal for a European language benchmark based on the results of the European Survey on Language Competences.

Furthermore in the context of the aforementioned communication, DG EAC will propose in 2012 European-wide approaches to support Member States in the integration of **ICT and digital competences** into core lifelong learning policies. It will develop tools to identify and recognise the competences of ICT users, linked to the European Qualifications Framework (EQF) and to Europass, and support pilot projects aiming at developing creative classrooms. By 2013 it will contribute to EU-wide indicators of digital competences and media literacy.

The Europe 2020 strategy also highlights the need to embed creativity, innovation and entrepreneurship into curricula. DG EAC will work in particular to accelerate the promotion of **entrepreneurship education** at all levels of education in Europe by supporting Member States in developing effective policies to foster the sense of initiative. In 2012, this DG will focus on fostering Member States' exchanges of good practices (particularly on teacher training) and provide Member States with guidance on critical factors in entrepreneurship education to support their implementation efforts (Rethinking skills in Europe).

Moreover, European policy developments have generated interest for mutual learning well beyond the EU. **International dialogue**, comparison and competition are key drivers for enhancing quality in the fields of education and training, in particular higher education. The need to reinforce cooperation with world partners has been stressed by the Member States in their conclusions since 2009. It is also a component of the "Youth on the Move" initiative, the

¹¹ Flagships initiatives such as Digital Agenda, Youth on the Move but also Innovation Union and Agenda for New Skills and Jobs.

"Agenda for new skills and jobs" and the EU agenda for modernising higher education. As requested by the Council of the EU, work in 2012 will focus on preparing a new **Commission Communication on the internationalisation of higher education in Europe**, to be adopted in early 2013. This Commission Work Programme initiative will reflect upon global challenges and put forward an internationalisation strategy for the higher education sector in the 2020 context, for instance through higher education partnerships which can generate research and teaching capacity.

Education programmes

Only an EU programme can guarantee that all Member States can participate in and benefit from mobility, exchanges of experience, transfer of good practices and policy support in the field of education and training. Against the strategic background presented above, DG Education and Culture will start preparing in 2012 the implementation of the Multiannual Financial Framework and the generation of programmes 2014-2020 in the area of education and training. The Commission proposed in 2011 to merge notably the Lifelong Learning, Youth in Action and Erasmus Mundus programmes into a single programme "Erasmus for all". Building on the success and good practices from current programmes, the Commission proposal aims at strengthening the lifelong learning perspective, breaking the barriers between formal and non formal learning as well as between education sectors. It proposes to include new activities such as knowledge alliances and sector-based skills alliances to support a larger participation of enterprises and therefore promote innovation and employability. It gives also a stronger focus to teachers and staff mobility to ensure long lasting impacts on education systems.

The **Lifelong Learning Programme** (LLP) will remain in 2012 the European action programme enabling individuals at all stages of their lives to pursue learning opportunities across Europe, to have the results of their learning activities easily recognised across borders and aiming at fostering cooperation between education and training systems within the EU so that they become a world quality reference. The largest share will carry on supporting transnational (intra-EU) learning mobility, be it of university students (sub-programme Erasmus), pupils (sub-programme Comenius), people in vocational education and training (sub-programme Leonardo da Vinci), adults (sub-programme Grundtvig), and education staff from all education sectors. Furthermore in 2012 three enlargement countries (Albania, the Former Yugoslav Republic of Macedonia and Serbia) will be integrated into the centralised actions of LLP. The LLP programme is indeed a telling example of progress towards the EU objective of **fostering mobility**. Since the inception of the Erasmus programme in 1987, 2.5 million students have benefited from its support, an important landmark on the way to reaching the target of 3 million students by 2012/13. 54% of former Erasmus students believe that the period abroad was helpful in obtaining a first job. Similarly, 85% of the participants in Leonardo da Vinci mobility find that their training placements were beneficial for their career. According to latest data for 2010, over 77.000 persons have benefited from vocational learning or teaching mobility thanks to this sub-programme. With Comenius every year some 12.000 (future) teachers are awarded to develop competences and skills and more than 700 pupils to follow a study period abroad in the context of the Individual pupil mobility action. Complementarily within School Partnerships and the eTwinning scheme, 20.000 schools, 150.000 teachers and 400.000 pupils will experience Europe in their everyday life at school. As confirmed by evaluations, LLP will also continue to prepare the ground for the progress made by the EU in **improving the relevance of skills** to labour market needs and promoting the use of EU tools for the transparency of qualifications (European quality assurance reference

framework (EQAVET), the European credit system for vocational education and training (ECVET), the European qualification framework (EQF). About 15 million Europass curriculum vitae have already been completed on line since 2005 (well above the target of 3 million). It is also evidenced that spending time in a company abroad helps students to better meet the requirements of the labour market. More than 40% of the employers consider that internationally experienced graduates have higher competences than those without international experience. Increasing the number of **placements in enterprises abroad** is therefore crucial to overcome youth unemployment. Since 2007, traineeships are the fastest growing action in LLP. More than 250 000 work placements abroad were funded, for both students in higher education and in vocational education and training. It is proposed to reinforce this trend in 2012 by gearing additional funds towards traineeships in enterprises with a target of 130.000 new placements. DG EAC shall launch a 1.5m€ campaign in 2012 to raise business awareness of European placements.

Beyond its individual benefits, student mobility triggers also **systemic changes in the European and training systems**. LLP helps steer national policies and practices in the directions agreed at European level under the Europe 2020 strategy. Erasmus will carry on contributing directly to the consolidation of mobility infrastructure for the 1.5 million out of 19 million European students who study with or without EU support outside their home country. They represent over half the number of foreign students worldwide whereas the EU represents less than 10% of the world population. In the school education sector, cooperation supported by the Comenius sub-programme will contribute to continuous improvement of teachers' pedagogical skills. This year again an average of 250 regions will work closely with schools, business and other organisations to modernise school education within Comenius Regio Partnerships. eTwinning, an Internet exchange platform providing pedagogical support for teachers, will further stimulate innovation in European school cooperation very cost-effectively. In accordance with the recommendation by the interim evaluation of LLP to extend this concept to other sectors, the extension to adult learning will be launched in 2012 through a new Electronic Platform for Adult Learning in Europe. Adult education organisations will benefit from new materials or curricula developed through European partnerships and projects. Backed by the LLP 2011 interim evaluation results, DG EAC in 2012 will in particular continue promoting digital literacy and other transversal competences such as entrepreneurship education across the sub-programmes, as well as the Jean Monnet strand promoting studies on European integration.

Lifelong learning instruments supporting mobility and lifelong competence development will be further implemented and reinforced in 2012. As a follow up to the Council Recommendation on promoting learning mobility of young people adopted in 2011, further evidence gathering in 2012 will create a baseline picture against which future progress in removing obstacles to mobility can be judged. New impetus should be given to the implementation of strategies for new skills and competence development in the framework of the Commission Work Programme initiative "Rethinking Skills in Europe" mentioned above. The implementation of the European Qualifications Framework (EQF) will make a major leap with the majority of countries reference their qualifications levels to the EQF levels and establishing national qualifications framework based on learning outcomes. The EQAVET network will continue in 2012 to provide national services with guidance about how to help VET providers to develop their quality assurance system. In line with this, a European skills passport will be developed within the Europass framework. Besides, in the framework of the recently set-up expert group on media literacy, this DG plans to open a debate on the inclusion of **media literacy** in the compulsory education curriculum (See below under 4.3). Lastly, with

a view of reinforcing participation in the European project, attention will continue to be paid to increasing **knowledge about the European integration** process worldwide at the level of higher education institutions and at school level.

As for cooperation in higher education across the globe, the **Erasmus Mundus Programme** 2009-2013 will carry on contributing to strengthening academic cooperation, mobility and the development of relevant skills with a range of non-EU countries raising the quality and attractiveness of EU higher education worldwide. Up to now, the programme has allocated scholarships to over 20,000 students (approximately half of which is under the responsibility of DG EAC) and 3,000 academics. 81 out of the 100 best-ranked EU universities in the Shanghai ranking participate in Erasmus Mundus joint programmes. At least 80% of the 21 Erasmus Mundus programmes visited by external evaluators since 2008 meet very high quality standards. Besides the ex-post evaluation results of "Erasmus Mundus I" have shown that this type of programme has helped to strengthen a twin process of "Europeanization" on the supply side and "internationalisation" on the demand side. According to the evaluation, the programme has also enhanced the overall quality of the European higher education offer by creating new, high-quality courses of a type rarely seen before the programme was established. This is why these encouraging results will be pursued in 2012. In contrast, although the recent evaluation of the **EU/USA and EU/Canada bilateral agreements** indicates that they have been highly relevant to the needs generated by the internationalisation of education, in facilitating the development of innovative joint curricula and of high quality transatlantic student exchanges, actions funded under these agreements will not be pursued in the future, at least as such, due to the lack of available funds from the countries states. As a result in 2012 EU funds allocated to these activities will be redeployed and in the future bilateral support will be pooled in the framework of the new programme generation.

Indeed, so as to allow the continuation and improvement of all these actions after the end of the programmes, DG EAC in 2012 will follow up and prepare for the adoption of the proposed new legal basis for the single programme "**Erasmus for all**" 2014-2020, including its strand dedicated to education.¹²

Education, research and innovation synergies

Across the European Union there is a general challenge to create a better interaction between higher education, research and innovation with a view to contributing to sustainable economic growth and competitiveness. The **European Institute of Innovation and Technology (EIT)** is being established to foster the integration of this knowledge triangle¹³. Its priorities remain the transfer of long-term innovation activities (e.g. at present ICT, climate change, sustainable energy) to commercial applications, in particular through start-up and spin-off enterprises. The first evaluation of the EIT contains valuable recommendations which the Commission will follow up in 2012.

Considering that the first Knowledge and Innovation Communities (KIC) started their work in 2010 with the support of the EIT (75% of KIC budget coming from other sources of funding) and that conditional financial autonomy was granted to the Institute in 2011, DG Education and Culture will help the EIT to become fully operational in promoting and integrating innovation, research and higher education of the highest standards in an innovative way, in the framework

¹² COM(2011)788 of 23.11.2011.

¹³ Regulation (EC) 294/2008.

of the **Innovation Union flagship initiative**. Based on a proposal from the EIT, the Commission adopted in November 2011 a proposal for an EIT Strategic Innovation Agenda, so as to define long-term priorities, activities for the period 2014-2020 and further operational modalities for the Institute. The proposal includes a draft amendment of the EIT Regulation. DG EAC will follow-up in 2012 the discussions on the adoption by the European Parliament and the Council of this initiative.¹⁴ It complements the proposals made by the Commission in the context of the next **Framework Programme for Research and Innovation, Horizon 2020**. For the period 2014-2020 the EIT will indeed contribute inter alia to the pillar "Tackling societal challenge" of Horizon 2020 from which it will receive a financial contribution.

Although part of another activity-based budget, **Marie Curie Actions** operate simultaneously in the fields of research and education, ensuring equally the reinforcement of the knowledge triangle (See below 4.2).

¹⁴ COM(2011)817 and COM(2011)822 of 30.11.2011.

ABB ACTIVITY 15.02:

LIFELONG LEARNING, INCLUDING MULTILINGUALISM

SPECIFIC OBJECTIVE 1:

**Modernisation and reform of EU education and training systems
in line with the 'Europe 2020' strategy and the Youth on the Move initiative**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Number of Member States making use of the results of the education and training Open Method of Coordination (OMC) in their national policy development	A majority of Member States as well as candidate countries reported that they used these results in adjustments of their system. This trend is confirmed by the ET 2020 national reports provided in April-May 2011.	National policy makers take the relevant information/results available from the education and training OMC systematically into consideration by 2012
Share of peer-learning activities involving relevant civil society stakeholder alongside Member States representatives	10 peer learning activities on modernisation of higher education, assessment of key competences, professional development of teachers, maths, sciences and technology and on implementing the EQF were organised in 2011 with the participation of social partners or stakeholders organisations. All peer learning activities supported in 2011 on the modernisation of Higher Education (Oslo, Ljubljana) included social partners and relevant stakeholders.	All peer learning activities continue to involve representatives of the European social partners and relevant stakeholder organisations every year. Particular attention is given to the participation of Roma organisations
Europe wide coverage of societal impact of education and training by a set of valid, comparable and relevant indicators and benchmarks endorsed by Member States	The monitoring of the two Headline targets – Early School Leaving and Higher Education attainment rates were ensured through the appropriate indicators. 12 indicators exist on which progress is reported annually by the Commission in the framework strategic framework for European cooperation in education and training ("ET 2020"). The Report "Progress towards the Common European Objectives in Education and Training" was published in April 2011.	Coverage of all 16 indicator areas by 2014 and development of new indicators on Languages skills (results to be released in 2012), Learning to learn skills (2012 based on PISA 2009) , VET (2012/13), Adult skills (2013) and Creative skills (postponed to 2015/16)
Number of EU universities involved in Erasmus Mundus that are among the 100 best-ranked EU Universities in the Shanghai ranking	81 out of the 100 best-ranked EU universities in the Shanghai ranking participate in Erasmus Mundus joint programmes (65 in 2009; 76 in 2010)	By end of 2012 up to 80 universities.
Number of EU universities involved in Marie Curie that are among the 100 best-ranked EU Universities in the Shanghai ranking	This target for the first indicator has been reached: 100 out of 100 best ranked EU universities in the Shanghai ranking participate in	

<p>New indicator : % of Marie Curie funded researchers (trained on universities) going to the Top 500 world universities in the Shanghai ranking</p>	<p>Marie Curie actions (2010). 2011: 75.2% going to the Top 500 world universities in 2011 (2010: 75.6%)</p>	<p>80% by 2013 going to the Top 500 world universities</p>
<p>Quality of Erasmus Mundus Joint Masters and Doctoral programmes</p>	<p>21 Erasmus Mundus (EM) programmes were visited and assessed from 2008 to end 2010 (12 by end 2009). At least 80% of the assessed programmes met very high quality standards and fewer than 5% of courses can be considered to be underperforming</p>	<p>2012: all EM programmes visited and assessed by the end of the year.</p>
<p>Degree of cooperation between universities and the business world measured by : - agreements between business and universities or association of universities established - University-Business cooperation part of the strategy of universities - Concrete University-Business cooperation</p>	<p>Data collection by third party was on-going at the time of writing. Study/survey finalised.</p>	<p>End 2011: Results of data collection available 2012: Dissemination and publication of the results of the study/survey.</p>
<p>Number of Member States with structured induction programmes for new teachers</p>	<p>10 Member States have such systems (Eurydice) since 2009 Next Data available in 2012.</p>	<p>All Member states make appropriate provision for all new teachers to participate in a programme of induction offering both professional and personal support during their first year in a teaching post</p>
<p>Impact of European policy cooperation activities on Adult Learning as reported at national level</p>	<p>The importance of intensifying work in this area is underlined by the fact that participation in adult/lifelong learning fell to 9.1% in 2010. In 2011, discussions on a renewed European Agenda for Adult Learning stressed the importance of further European cooperation as a stimulus for reform of adult learning at national level.</p>	<p>Increase in impact as measured by the evaluation. 2012: Monitor 2011 adult participation level and countries' contributions to implementing the new resolution (to be Adopted) launching a "European Agenda for Adult Learning", with a specific set of priorities for the period 2012-2014.</p>
<p>Degree of implementation of the VET modernisation agenda of the Copenhagen process as reviewed in Bruges 2010, measured by the implemented short term deliverables.</p>	<p>Preparation for a continuous monitoring with CEDEFOP is underway.</p>	<p>By 2014 all Member States have initiated concrete activities in line with the short term deliverables of the Copenhagen process. (First Data from Member States available in 2012)</p>

Policy outputs to be delivered in 2012 and beyond

Initiative from the Commission Work Programme 2012:

Commission Communication on Rethinking Skills in the context of Europe 2020 (3rd quarter 2012)

The Communication, implementing several Europe 2020 flagships, will provide policy recommendations for MS to improve the situation of skills development and recognition in Europe, feeding into the Annual Growth Survey and including proposals for actions. It will propose support actions at European level, including the extension of the key competences framework to all sectors of learning. As announced in Agenda for new skills and jobs, it will also present forthcoming instruments to increase transparency on skills supply and demand in the EU (EU skills Panorama, European skills passport). The communication will be complemented by a number of documents: Policy handbooks on entrepreneurship education, digital/media-literacy, assessment of basic skills, a technical document in support of the benchmark on languages, and a country analysis document.

Other initiatives

A Communication on the teaching professions in Europe (December 2012) will contribute to tackling foreseen challenges including recruitments of new teachers following forthcoming retirement waves and identification of relevant skills required by teacher educators. It will support Member States in adopting more effective policies for the recruitment, support and development of teachers and teacher educators. The Communication will be based on peer learning, latest research and a review of the implementation of current policies.

Commission Services Working paper on equity in education and training (June 2012)

As a contribution to Europe 2020 (European Anti-Poverty Platform flagship), this Paper will encourage Member States to design comprehensive strategies that will link up policy measures in the various levels of education and training with measures in other relevant policy fields (employment, housing, health care, migration, youth, etc) with a view to achieving more effective interventions against the cycle of disadvantage and increasing personal fulfilment and employability of individuals. The initiative will summarise the most relevant evidence from research and concrete examples of joined-up policy interventions in the Member States so as to set out a framework for effective intervention.

Commission Services Working paper: Policy handbook on assessment of key competences (2012) This handbook will provide an analytical overview of trends in the EU in the assessment of key competences at school and transversal competences.

Council Recommendation on the promotion and validation of informal and non-formal learning (January 2012)

Council Conclusions on equity and excellence in vocational education and training, to be adopted by the Education Council in November 2012.

A Commission Services working paper on the role of vocational excellence for smart and sustainable growth as announced in the Bruges Communiqué of 2010, is foreseen by mid-2012 so as to feed possibly into the aforementioned Council Conclusions. Its aim is to define the concept of vocational excellence and analyse how it can support economic development and shift to low carbon economy.

Commission Services Working paper on Prison Education: The Staff Working Paper on Prison Education will provide a factual analysis of the present situation regarding prison education and training in the countries participating in the EU's Lifelong Learning programme, complemented by a set of case studies containing examples of good practice. It will serve as the basis for further work at European and national level in the shorter and longer term.

Commission Services Working paper on learning outcomes in relation with the EU tools

Expenditure-related outputs to be delivered in 2012

Grants to some 171 multilateral projects, 28 networks and 17 accompanying measures; 250 study visits for approximately 2.700 participants; Grants to CEDEFOP and ETF

Funding of 33 national teams of Bologna experts.

Financial support to two networks of scientific experts in the fields of economics of education (EENEE) and social science of education and training (NESET) as well as 1 network of knowledge brokerage initiatives.

Pilot Project for the development of knowledge partnerships/Knowledge Alliances: aiming to fund partnerships which should be structured and bringing together businesses with higher education and training institutions to design and deliver new curricula, new courses, to develop new and innovative ways of delivering and utilising education and knowledge, and to facilitate the flow of knowledge between higher education and companies – first results available of the projects funded under 2011 budget and launch of the new call for proposals under 2012 budget pilot project initiative.

Other relevant activities to be implemented in 2012

Input into the preparation of the next Cohesion Policy Structural funds programmes.

Input to Europe 2020: preparation of Annual Growth Survey, analysis of Member States' National Reform Programmes and preparation of country specific recommendations

Input to the Youth Opportunities Initiative, namely by supporting the adoption of a benchmark on "Education&Training for employability".

Launch of a pilot scheme for a new independent multi-dimensional international transparency and information tool for benchmarking higher education performance in the framework of the Innovation Union flagship initiative

Development of indicators and an initial baseline picture for a Mobility Scoreboard to show progress in reducing obstacles to learning mobility, in line with the Council Recommendation promoting learning mobility of young people (adopted in June 2011).

Launch of a pilot survey on mobility in initial vocational education and training to monitor progress towards the European benchmark of 6% of graduates with a mobility experience of at least two weeks by 2020.

SPECIFIC OBJECTIVE 2:

In the context of Europe 2020, develop an European area of lifelong learning and in the context of 'Youth on the Move' foster mobility in view of strengthening Europe's competitiveness and inclusiveness, building its knowledge-intensive economy and deepening the sense of European identity and citizenship

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Participation in individual mobility activities	<p>a) Higher Education Graduates with learning mobility > 3 months: 2011: 14% (source: Eurobarometer study).</p> <p>b) Good comparable data on learning mobility levels in vocational training are missing. Some indications suggest levels around 2-5% for a few leading countries. However, a EUROBAROMETER survey recently carried out suggests mobility levels of close to 7%.</p> <p>c) Mobility financed by the LLP: Comenius: so far 11.700 individual mobility grants for teachers (IST action), assistants and pupils in 2010 (only two out of 3 selection rounds have been finalised) (13,876 in 2010).</p>	<p>a) By 2020 all young people in Europe must have the possibility to spend a part of their educational pathway in other Member States. When it comes to higher education, 20% of graduated students should have completed part of their studies or training abroad</p> <p>b) In 2020, at least 6% of EU graduates from initial VET should have had a study or training abroad.</p> <p>c) Targets for the LLP Comenius: 14,000 individual mobility grants per year in 2013; participation of at least 600 pupils in new Comenius Individual Pupil Mobility action in school year 2010/11</p>

	<p>Leonardo da Vinci: 72,513 placements in enterprises in 2010 selected projects. (67,545 in 2009)</p> <p>Grundtvig: 2,595 individual mobility grants for staff in 2010 (2,483 in 2009) and 3,627 adult learners in 2010 (3,540 in 2009)</p> <p>No indicator available</p> <p>Erasmus: 2.5 million individual participants in student mobility since the start of the Erasmus action in 1987 until mid 2011 (2.15 million to 2009)</p> <p>213 000 Erasmus student mobility periods in 2009/10 (4.5% of the annual overall number of European higher education graduates), including 35.500 placements in enterprises.</p> <p>38 000 individual Erasmus staff mobility periods for teaching and training as well as 3000 teaching mobility periods within intensive programmes in 2009/10</p> <p>3000 higher education institutions sent students and staff on Erasmus mobility in 2009/10</p> <p>Mobility financed by the Marie Curie Actions in FP7:</p> <p>33,400 fellows have been funded until 2011 so far compared to an <i>estimated</i> number of 21,000 until 2010.</p> <p>Individual actions: 4,751 fellows have been funded since 2007 (2 973 to 2010)</p> <p>Marie Curie Host actions: (ITN/IAPP): an estimated number of 4,047 participant organisations have been funded since 2007 (2 274 to 2010) and 4,230 fellows had been funded at the time of writing.</p> <p>IRSES (International Research Staff Exchange Scheme): around 18,496 fellows have been funded since 2007.</p> <p>COFUND (Co-funding of Regional, National and International Programmes): some 5,919 individual fellowships will be co-financed (5,200 to 2010). 2011 data not all available yet.</p> <p>Erasmus Mundus: 2,016 individual mobility grants for students and approximately 500 for academics in 2011 (2,292 and 469 in 2010).</p>	<p>Leonardo da Vinci: 85,000 placements in enterprises in 2012</p> <p>Grundtvig: 7,000 individual mobility grants for staff and adult learners per year by 2013</p> <p>Particular attention is given to gender balance</p> <p>Particular attention is given to the participation of disabled learners (specific indicator to be developed)</p> <p>Erasmus: at least 3 million individual participants in student mobility by 2012/13 since the start of the Erasmus action in 1987</p> <p>45,000 placements in enterprises in 2012</p> <p>50,000 fellows funded under FP7 by 2013</p> <p>Particular attention is given to gender balance (a career restart panel is part of the IEF action)</p>
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	<p>Up to now approx 60% male and 40% female.</p> <p>Bilateral cooperation projects with Industrialised Countries: 5.153 individual mobility grants for students and 2.448 for staff members between 2006 and 2011 plus 130 Schuman-Fulbright grantees between 2006 and 2011</p> <p>Due to severe cuts in their respective annual budgets, both the U.S. and Canada governments cancelled not only the 2011 bilateral calls, but also the ones foreseen in 2012 and 2013. These cancellations will lead to a significant decrease in the number of individual mobility grants for students.</p>	<p>Erasmus Mundus (Action 1 under the responsibility of DG EAC): 9,600 individual mobility grants for students and 4,000 for academics from 2009 to 2013.</p> <p>Particular attention is given to gender balance</p> <p>Bilateral cooperation projects with Industrialised Countries: 7,750 individual mobility grants by 2013 (target downsized in 2011 from 10,500 to 7,750 due to the lack of matching funds from US and Canada).</p>
<p>Number of Higher Education institutions using European reference tools and having been granted the labels based on excellence</p>	<p>3,879 institutions holding the Erasmus University Charter in 2009/10</p> <p>12 Higher Education institutions (HEIs) obtained the ECTS label in 2011 (5 in 2010 and 23 in 2009).</p> <p>The target for the 2009-2012 period was based on the experience of the first year. Since then, the number of successful label applications has dropped due to rigorous self-selection by the institutions and the severity of selection process.</p> <p>55 HEIs obtained the DS label in 2011 (54 HEIs in 2010 and 52 in 2009)</p>	<p>4,700 institutions holding the Erasmus University Charter by 2012</p> <p>100 universities that obtained the ECTS label during the period 2009-2012</p> <p>In 2012 EAC and EACEA will simplify procedures and improve communication around the label in order to make label application more rewarding for HEIs</p> <p>200 universities that obtained the DS label during the period 2009-2012</p>
<p>Implementation of the European Qualifications Framework for Lifelong Learning (EQF): number of countries with national qualifications frameworks and number of countries having referenced their frameworks to the EQF.</p>	<p>In 2011, 15 countries (corresponding to 2010 target) had national qualifications frameworks and 11 have referenced their systems to the EQF (4 at the end of 2010).</p>	<p>By end 2012, 27 countries have referenced their levels to the EQF.</p> <p>As from 2014, all new qualification certificates, diplomas and Europass documents issued at national level contain a clear reference to the EQF to enhance their portability throughout Europe.</p> <p>As from 2014, all Member States have national qualification frameworks implementing lifelong learning based on learning outcomes, flexible pathways and the validation of formal, non-formal and informal learning.</p> <p>Early 2012: a Commission proposal for a Council Recommendation on the promotion and validation of non-formal and informal learning supporting the development of national qualifications frameworks linked to the EQF, as foreseen under the Europe 2020 strategy.</p>

<p>Implementation of the European reference tools in VET European Credit system for Vocational Education and Training (ECVET) and European Quality Assurance Reference Framework (EQAVET)</p>	<p>2011: ECVET users' guide (on-going).</p> <p>2011: EQAVET Working Group and Steering Committee established. In autumn, 13 countries had designed their EQAVET national approach and 7 were in the process of doing it by 2013 at the latest.</p>	<p>By 2012 Member States have created the conditions and adopted the measures for ECVET to be gradually applied to VET qualifications.</p> <p>Reporting for EQAVET implementation starts in 2012</p>
<p>Availability and use of Europass CV and related tools</p>	<p>15 million Europass CV generated online. Visits to the Europass portal, and production of online CV have grown by 30%, with peaks close to 1,3 million visits and 620,000 CV in October 2011.</p> <p>The revamp of the Europass portal and the development of the skills passport are ongoing.</p>	<p>By 2015, 5m people should be able to attach their skill passport to their Europass CV.</p>
<p>Access to national databases on learning opportunities provided by PLOTEUS and use of the databases.</p>	<p>The PLOTEUS portal is being merged with the EQF portal, launched with a comparison function activated for four countries.</p> <p>The technical implementation for the extension of the PLOTEUS search function to more national databases on learning opportunities is on-going (currently 8 in operation, 3 in test and 4 in development).</p> <p>Two countries are experimenting interconnection with both portals.</p>	<p>By 2012, synergy between the EQF and PLOTEUS portals should be achieved, offering search functions on both learning opportunities and qualifications.</p>
<p>LLP contribution to Equal opportunities, i.e.:</p> <ul style="list-style-type: none"> - fight against discriminations based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation) <p>and</p> <ul style="list-style-type: none"> - contributes to social cohesion 	<p>30 % of centralised projects focus on at least one of the target groups / topics in 2009</p> <p>Data not yet available on decentralised projects.</p>	<p>2012: at least 35 % of centralised and decentralised projects should include an equal opportunities dimension / focus on the target groups.</p>
<p>Deepening the sense of European identity and citizenship</p>	<p>2011: Jean Monnet projects aimed at increasing knowledge on European integration in 72 countries on the five continents.</p> <p>The overall number of students participating in 2010 Jean Monnet activities can be estimated at around 250,000 (including about 125,000 students in contracted projects.)</p>	<p>By 2020, to deepen the knowledge on European integration in primary and secondary schools and to reinforce it in strategic third country partners.</p>

<i>Policy outputs to be delivered in 2012 and beyond</i>
See above under specific objective 1
<i>Expenditure-related outputs to be delivered in 2012</i>
<p><u>Individual mobility grants under the Lifelong learning programme (+/-variation 2011/2010):</u> Comenius: 11.700 (+886) individual mobility grants for assistantships, in-service training and pupils Erasmus: 240,000 (+27,000) student mobility grants, including 45,000 placements; 39,500 (+1,800) staff mobility grants Leonardo da Vinci: 95,000 (+15,000) mobility grants, including 85,000 (+15,000) placements in enterprises, of which about 16,000 (+1,000) mobility of apprentices Grundtvig: 2,600 individual mobility grants for assistantships, in-service training, visits and exchanges</p> <p><u>European partnerships and projects under the Lifelong learning programme:</u> Comenius: 5.200 grants each year to partnerships involving schools, teachers and pupils and 300,000 pupils involved in project activities; 260 regions involved in the new action Comenius Regio in 2011 E-Twinning: Over 96.000 (+16,000) teachers registered in the eTwinning platform, around 16.000 (+1,000) schools taking part in approximately 6,000 (-500) projects that were implemented during the school year. Erasmus: 420 (+40) intensive programmes, 400 (+40) intensive language courses, 62 centralised projects Leonardo da Vinci: 1,000 partners involved in partnerships; 300 transfer of innovation projects Grundtvig: 2,050 (+225) grants to organisations participating in Partnerships Learning Partnerships, 260 (=)grants for Workshops and 130 grants (=) for organisations participating in Senior Volunteering Partnership projects)</p> <p><u>Jean Monnet:</u> 160 project grants to higher education institutions in European integration studies; 6 operating grants to the specified institutions (College of Europe– Bruges and Natolin campuses – EUI, EIPA, ERA, CIFE, Agency for Special Needs Education); 15 operating grants to European associations active in education and training. One action grant to the College of Europe – Bruges and Natolin campuses – for implementing a "pilot project" to cover the cost of studies for students coming from the European Neighbourhood countries and for related academic activities". Learning EU at School: some 40 projects have been selected following a specific call launched on 15 June 2011.</p> <p><u>Erasmus Mundus:</u> 131 joint masters programmes (+8), 34 joint doctoral programmes (+12), 1,257 scholarships offered to third-country students and 876 scholarships to EU students, 367 scholarships offered to third-country academics and 97 scholarships to EU academics.</p>
<i>Other relevant activities to be implemented in 2012</i>
Quality framework for traineeships (together with DG Employment) addressing in particular legal and administrative obstacles for the mobility of apprentices (2012)

SPECIFIC OBJECTIVE 3:

Building the basis needed for the EIT to operate independently in view of pursuing world-class innovation in an innovative way

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Ability for the EIT to operate independently beyond the initial phase	In June 2011, conditional financial autonomy was granted to the EIT. A "Memorandum of Understanding" DG EAC/EIT was signed for managing financial transfers after financial autonomy. However, DG EAC has maintained enhanced coordination mechanisms and ex-ante verification in two areas (i.e. KIC grant management and high value tender procedures).	The EIT obtains its full financial autonomy by 2012
The extent to which Knowledge and Innovation Communities (KIC) exist, produce results, and are sustainable	First KICs are operational since 2010 in 3 areas: climate change, sustainable energy and information and communication technologies. In 2011, Framework Partnership Agreements covering a period of 7 years were signed. Results expected from KICs and monitoring mechanism were defined.	Compliance of KICs and of EIT with their key Monitoring and Performance Indicators, as regularly measured by the newly adopted Monitoring Mechanism. The revised EIT regulation should improve the selection process and establishment of future KICs.
Degree of Private-Sector financial input	The EIT Foundation has been established under Dutch law in 2010. A work plan was launched during the EIT Foundation's event hosted by President Barroso in 2011.	Annual increase of private-sector financial input (loans, donations) as from 2012
<i>Policy outputs to be delivered in 2012 and beyond</i>		
<i>Expenditure-related outputs to be delivered in 2012</i>		
Financial autonomy awarded to the EIT by end 2012.		
<i>Other relevant activities to be implemented in 2012</i>		
Input into the preparation of the next Framework Programme for Research and Innovation– Horizon 2020 as EIT will be one of its key players implementing the pillar "Tackling societal changes" of Horizon 2020.		

SPECIFIC OBJECTIVE 4:

Make Multilingualism enabling European citizens to use several languages, to access culture and to participate as active citizens in view of them benefitting from better communication, inclusiveness and wider employment as well as business opportunities

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Range of languages taught in the Member States	On average, pupils in lower secondary education are taught 1.4 foreign languages and pupils in upper secondary education 1.6 in 2009, the same levels as in 2006.	The range of languages taught in the Member States should be closer to 2 by 2020 in comparison to 2006
Percentage of citizens able to speak one foreign language	2006: 56% of citizens of the EU are able to participate in a conversation in another language than their mother tongue	59% by 2012
Percentage of citizens able to speak more than one foreign language	2006: 28% of citizens of the EU are able to participate in a conversation in two other languages than their mother tongue	30% by 2012 The Agenda for new skills and jobs foresees that the Commission will propose by 2012 priorities and a European language benchmark based on results of the European Survey on Language Competences.
<i>Policy outputs to be delivered in 2012 and beyond</i>		
Proposal for a European language benchmark in 2012 based on the results of the European Survey on Language Competences Communication Rethinking Skills (including multilingualism, entrepreneurship education and digital literacy (2012)		
<i>Expenditure-related outputs to be delivered in 2012</i>		
20 to 25 multi-lateral projects, 1 to 3 accompanying measures projects and 2 to 6 networks in the framework of the Lifelong learning programme		
<i>Other relevant activities to be implemented in 2012</i>		

SPECIFIC OBJECTIVE 5:

Bring other countries' experiences into internal EU policy dialogue and programme formulation, enable partner countries to benefit from EU achievements, and support people to people contacts and mutual understanding

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
<p>Number of candidate countries or potential candidates integrated into learning programmes</p>	<p>2011: 3 candidate countries participating fully in LLP and Youth in Action (Iceland, Turkey and Croatia).</p>	<p>2012 :Participation of Albania, the former Yugoslav Republic of Macedonia and Serbia in the centralised actions of LLP</p> <p>Resumption of preparatory measures for full participation of the former Yugoslav Republic of Macedonia in LLP</p> <p>2013 : Participation of Bosnia and Herzegovina and Montenegro in the centralised actions of LLP</p> <p>2014-2016: Preparatory measures for full participation of other Western Balkan countries in the Erasmus for All programme</p> <p>By 2020, full participation of some other Western Balkan countries in Erasmus for All (depending on their capacity)</p>
<p>Sustained policy dialogue with partner countries' on the modernisation of education and training systems following EU best practices</p>	<p>Enlargement process:</p> <ul style="list-style-type: none"> - Iceland: EU negotiating position on education and culture adopted - Serbia: Commission delivered its opinion on application - All Western Balkan countries: Strategy adopted for progressive integration into the EU policy cooperation frameworks and programmes. <p>Neighbouring countries</p> <p>Adoption of Communication on EU's response to the developments in South Mediterranean (March 2011) and Communication on strengthened cooperation with Neighbouring countries (May) with strong emphasis on higher education and youth and increased budgets for participation in programmes.</p> <p>Eastern Partnership: conference on mobility co-organised with the Polish Presidency; regional information event on Tempus and Erasmus Mundus (Kiev).</p> <p>In the course of 2010-2011, policy dialogues in education and training</p>	<p>All Policy dialogues should result in at least 1 concrete output such as a conference, expert seminar or joint study</p> <p>Establishment of a regional policy dialogue with the Western Balkans countries in order to familiarise them with the relevant EU policies and stimulate peer learning activities among these countries.</p>

	<p>took place with several countries and in particular:</p> <ul style="list-style-type: none"> - 3 industrialised countries (USA, Canada and Australia); - 4 strategic partners among BRICS (China, Mexico, India and Brazil); - Israel. <p>In most cases, events were accompanied by joint studies or expert seminars.</p> <p>Africa: Higher education became an integral part of the 2nd action plan of the EU-Africa Strategy and deliverables progressing according to plan (e.g. Tuning feasibility study, launching of a pilot exercise in 60 African universities).</p> <p>International conference on Higher Education Quality Assurance (Bologna Policy Forum).</p>	
Articulation of objectives and enhancement of outcomes of EAC programmes and policies with international partners	<p>Active collaboration with relevant <u>international intergovernmental organisations</u> such as the OECD, Council of Europe and the UN family (mainly Unesco) as well as non-state actors such as international umbrella networks such as EUA, ACA and EAIE.</p> <p>Promotion of European programmes and policy achievements for education outside the EU: in the course of 2011, DG EAC supported "Study in Europe" stands at international higher education fairs in non-EU countries (Taiwan, Nairobi, Sao Paulo, Seoul, Johannesburg, Vancouver, , Guadalajara, Querétaro and Mérida Kiev, Moscow)</p>	<p>Increase in "Study in Europe" activities in world partner countries: Promotion of EU higher education programmes and achievements (annual increase by 10% of the number of international fairs with a presence of "Study in Europe" booths)</p> <p>Completion and public dissemination (through Internet, dedicated seminars, fairs) of Erasmus Mundus Graduate Impact Survey and 10 thematic studies related to the ongoing international policy dialogues (on mobility, doctoral studies, new skills needs, etc) by the end of 2011.</p>
Increasing knowledge in partner countries on EU achievements and mutual understanding	<p>Over target - 2011: Jean Monnet projects aimed at increasing knowledge on European integration in 72 countries on the five continents. (2010: 68 countries)</p>	<p>Further development of the Jean Monnet Programme in more than 70 countries by 2015.</p>

Policy outputs to be delivered in 2012 and beyond

Possible Initiative from the Commission Work Programme 2012:

Communication on the internationalisation of higher education (1st quarter 2013)

A growing number of higher education institutions enrol students from non-EU countries, exchange students, staff and knowledge, and engage in international academic and research cooperation. As requested by the Council of the EU, the Commission will issue in 2013 a Communication dealing with the internationalisation strategy of the EU higher education sector.

In an increasingly interdependent world, a strategic way of addressing global challenges for the EU is through higher education partnerships which can generate research and teaching capacity, and empower universities as agents of knowledge transfer.

Expenditure-related outputs to be delivered in 2012

Cooperation with Industrialised Countries: 15 bilateral double degree and 20 bilateral curriculum development projects; 1,800 individual mobility grants offered to EU and non-EU students.

Other relevant activities to be implemented in 2012

4.2 PEOPLE: MOBILITY OF RESEARCHERS

Europe's lower growth than its main competitors is largely due to a productivity gap caused in part by lower levels of investment in research and development and difficult access to innovation. The capacity to attract and retain abundant and highly trained qualified researchers in the Union is a necessary condition to advance science and to underpin innovation. By strengthening researchers' mobility, skills and attracting young people to become researchers, the "**Marie Curie**" **Actions** play an important role for the implementation of the Europe 2020 strategy objectives and its flagship initiatives "Youth on the Move", "Innovation Union" and "Agenda for new skills and jobs". The strategy aims indeed at reinforcing the human resources in research, investing better in innovation and delivering the European Research Area.

These European mobility actions have been brought under the responsibility of DG Education and Culture. They contribute actively to a European knowledge based economy. They are opened to researchers from all nationalities and contribute to the competitiveness of Europe. Against the background of growing competition at world level, the 'Marie Curie' Actions encourage European researchers to stay in Europe and strive to attract the best from abroad. A particular focus is given to the **mobility of young researchers** and the collaboration between young and "star" researchers so as to increase the employability and the career prospects of the former in both public and private sectors.

In line with the **Commission's Charter and Code for Researchers** these actions foster the development of an open European labour market for researchers free from all forms of discrimination and encourage the diversification of skills and career paths of researchers. Throughout Europe, they offer support to the organisation, performance, and quality of research training and active career development of researchers as well as knowledge-sharing between (public/private) sectors and research organisations. They allow for a strong participation of women and early-stage researchers in research and development.

The Marie Curie actions address major societal challenges by supporting a bottom-up approach and financing numerous interdisciplinary and international research projects. They lever additional financing from regional, national or private funds through the co-funding mechanism of individual fellowships dedicated to the experienced researchers. They have a pronounced structuring impact on the European Research Area by aligning national resources, influencing national fellowship programme design, but also by setting standards of attractive employment conditions and open recruitments for all EU-researchers.

Through the **People Programme** the cooperation between universities, research organisations and businesses, including SMEs, from different countries is strengthened. Businesses are encouraged to be more involved in the career development of experienced researchers as well in doctoral training so that skills better match industry needs. DG EAC will implement the 2012 Work Programme adopted by the Commission including its two new initiatives: European Industrial Doctorates and Innovative Doctoral Programmes, aiming at improving the quality of training for doctoral students and researchers.

The People Programme is a key component of the current Seventh Framework Programme (FP7). DG Education and Culture is already actively involved under the coordination of DG Research in the preparation of the next **Framework Programme for Research and Innovation, Horizon 2020**, a high priority for the years to come. In 2012, DG EAC will continue to work for preparing a streamlined Marie Curie Action programme under **Horizon 2020** with a reduced set of actions and common rules.

**ABB ACTIVITY 15.07:
PEOPLE: MARIE CURIE**

SPECIFIC OBJECTIVE 1:

To support training, transfer of knowledge and the structuring of the research careers through mobile researchers (European and International dimension)

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Number of national/regional programmes newly opened-up to international mobility (among programmes funded by COFUND (Co-funding of Regional, National and International Programmes))	Over target: 48 in 2011 38 in 2010	New target: 65 programmes by 2013 Former target (35 programmes by 2013) reached in 2010
Number of Marie Curie fellows who have employment positions by the end of their fellowships (only for individual actions)	71% in 2011 on the basis of the available follow-up questionnaires 70.1% in 2010.	80% by 2013 Particular attention is given to gender balance

SPECIFIC OBJECTIVE 2:

To foster the inter-sector mobility and the participation of women in research

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Percentage of private enterprises as host organisation in actions supported by the "PEOPLE" Specific Programme (only for actions relevant to industry participation – Marie Curie Initial Training Networks (ITN) and Industry and Academia Partnership and Pathways (IAPP))	Over target: 22% until 2011 21% until 2010 19% in 2009	20% by 2013
Percentage of women participation in actions supported by the "PEOPLE" Specific Programme	37.9% until 2011 (Data for IRSES not yet available) 37.8% until 2010 37% in 2009	40% by 2013

Policy outputs to be delivered in 2012 and beyond

n/a

Expenditure-related outputs to be delivered in 2012

Projects to be funded (comparison with 2011 targets):

110-120 Marie Curie Initial Training Networks (ITN) (85-90)

650-655 Intra-European Fellowships for Career Development (IEF) (610-620)

520-525 Marie Curie Integration Grants (1600)
35-40 Co-funding of Regional, National and International Programmes (COFUND) (28-32)
unchanged International Outgoing Fellowships for Career Development (IOF) (160-165)
unchanged International Incoming Fellowships (IIF) (215-220)
unchanged Researchers Night (NIGHT) (45-55)
unchanged Industry-Academia Partnerships and Pathways (60-65)
unchanged International Research Staff Exchange Scheme (IRSES) (125-130)

Other relevant activities to be implemented in 2012

Support for an EU Presidency event in Cyprus

Input into the preparation of the next Framework Programme for Research and Innovation– Horizon 2020

4.3 DEVELOPING CULTURAL COOPERATION AND ENHANCING THE COMPETITIVENESS OF THE AUDIOVISUAL INDUSTRY IN EUROPE

An EU policy for cultural diversity

Cultural cooperation at EU level seeks to ensure that culture makes its full contribution to both a competitive economy and an inclusive society. The essential added value of the action at EU level lies in a greater awareness of a common European heritage and of the diversity of European cultures, throughout intercultural dialogue and transnational mobility of artists/cultural professional and of their works. In line with the Europe 2020 strategy, creative industries supported by EU action contribute furthermore to innovation, to job creation and to territorial development (e.g. European Capitals of Culture, translation of fiction, EU Prizes, etc).

On the basis of the Treaty (Article 167 TFEU), the action by the Union is supporting and supplementing action by the Member States. Union action in this field includes policy cooperation aiming for instance at the effective organisation of dialogue on cultural issues at European level, as well as better mainstreaming of the cultural dimension in other Union policies with a view to contributing to growth, employment and cultural diversity. At the international level, the Union plays a similar role of partner in the preservation and promotion of cultural diversity as well as the development of dialogue between peoples and cultures.

In 2012, DG Education and Culture will further implement the Europe 2020 agenda in preparing a Commission **Communication on unlocking the potential of cultural and creative industries**, as a follow-up to its 2010 communication. This new initiative will propose enhanced action in order to foster at EU level the right environment for Cultural and Creative Industries to flourish.

Union action in this area also takes the form of financial support granted under the **Culture Programme 2007-2013**. The Programme co-funds trans-national cultural cooperation projects across all (non-audiovisual) cultural sectors. These activities can take the form of festivals, master classes, international exhibitions, artistic tours, literary translations, conferences, projects involving cultural operators from different Member states, etc. The Programme also provides funding to cultural bodies of European interest for their operating costs. Work in 2012 will confirm what the mid-term evaluation of the Culture Programme evidenced. The programme will continue to play a unique role in stimulating at EU level cross-border cooperation between cultural operators (contributing to Youth on the Move), promoting peer learning, fostering the professionalisation and internationalisation of the sector, and helping the international careers of thousands of artists/cultural professionals as well as increasing the access of European citizens to non-national European works. Since its launch in 2007, millions of citizens have been reached directly and indirectly through the projects funded. In 2010 only, some 20,000 artists/cultural workers were mobile and several thousands of works circulated thanks to the support provided. The programme contributes to the development of content which is essential for growth and jobs (New Skills and Jobs flagship initiative), and stimulates innovation (Innovation Union agenda). So as to allow the continuation and improvement of this action after the end of the programme, DG EAC in 2012 will follow-up and prepare for the

adoption of the proposed new legal basis for the programme "Creative Europe" 2014-2020, including its strand dedicated to culture.¹⁵

Another milestone in 2012 will be the preparation of a proposal for a decision of the European Parliament and of the Council about **the European Capitals of Culture (ECoC) post 2019**. The European Capitals of Culture (ECoC), which were created in 1985, have become a highly visible deliverable of the EU. Their aim is to promote cultural diversity and exchanges, as well as the long-term development of cities. As indeed the results of the ex-post evaluation of the 2007-2009 Capitals of Culture showed, cultural activities can also have long-term positive impacts related to economic, social, tourism and urban development objectives. The leverage effect in some Capitals has been estimated to generate up to 8 euros in return per each euro invested and the title helps to generate between 15 and 100 million investment in the cultural programmes of the cities.

As the selection procedure for an ECoC starts six years in advance, the Commission will put forward in 2012 its proposal for the strengthening and continuation of the scheme beyond 2019. For this purpose, DG EAC will prepare a Services Working Paper, on the basis of all ex-post evaluation findings available, as well as the results of the on-line consultation run in 2011.

ABB ACTIVITY 15.04:

DEVELOPING CULTURAL COOPERATION IN EUROPE

SPECIFIC OBJECTIVE 1:

Create a supportive environment for artistic creation and cultural works/operators with a view to boosting the sector's contribution to creating jobs and economic growth

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Information made available more systematically to artists and cultural professionals to foster their cross-border mobility within the EU (information on the administrative, legal, regulatory, fiscal etc rules applying to artists and cultural workers)	As foreseen in the Work-Plan for Culture 2011-2014, an experts group led by the Commission produced in December 2011 a set of common information standards to enhance artists and culture professionals' mobility.	As foreseen in the Work-Plan for Culture 2011-2014, the Commission will organise thematic seminars to share good practice in managing information on the administrative, legal, regulatory, fiscal etc rules applying to mobile artists and cultural professionals.
Improvement of national systems and procedures affecting the mobility of artists and cultural workers	The group established under the Open Method of Coordination has started screening mobility support programmes.	2011-2012: The Open Method of Coordination group set up to screen mobility support programmes to identify barriers faced by small-scale culture operators and disseminate good practices to overcome these difficulties will release conclusions and a good practice manual in 2012.
Increased availability and better quality of statistical data in the cultural field for policy makers at EU and national levels).	Two main results in 2011: 1) Eurostat published an updated Pocketbook on cultural statistics and 2), as a result of a two year work, the ESSNet on Culture (Member State	2011 onwards: Following the Action plan proposed by ESSNet at the end of 2011,

¹⁵ COM(2011) 785 of 23.11.2011.

	<p>statistical services working together with Eurostat) presented a set of recommendations to enhance the comparability of statistical data in the EU, leading to an Action Plan for the coming years.</p>	<p>continue working with Eurostat and the Member States statistical offices to try and have more statistics on the cultural and creative sector produced, which are of better quality and more comparable throughout the EU, in order to enhance policy making in the cultural field.</p>
<p>Contribution to regional development</p>	<p>Participation in DG REGIO's work on smart specialisation (2011: realisation of a guide, workshop on cultural and creative industries/smart specialisation strategy).</p> <p>A working group of Member States' experts reflected in 2011 upon the <i>"strategic use of support programmes, including structural funds foster the potential of culture for local regional development and the spill-over effects of CCIs on the wider economy"</i>.</p> <p>The evaluation for the 2010 Capitals published in the summer 2011 confirms that this action can efficiently contribute to the long-term regeneration of cities and their regions.</p> <p>Essen for the Ruhr 2010 appears to have been successful in generating economic benefits. These include a 13.4% increase in visitors, with a record 6.5 million overnight stays generating estimated €90m additional gross revenue for the area. As a follow-up, the promotion of cultural tourism to the Ruhr will continue to be given priority and a specific new entity will also carry on the work of developing the region's cultural offer, with an annual budget of nearly €5m.</p> <p>Pécs 2010 made an important contribution to the social and economic development of the city, primarily through five key infrastructure projects. The ECoC also gave greater impetus to complete the motorway from Budapest to Pécs in time for the title year. Pécs also enjoyed an increase in tourism during the title year, with the number of visitors rising by 27.5% compared to 2009. The legacy of Pécs 2010 is strongly linked to the new and improved cultural infrastructure which has the potential to increase the quantity and the quality of the city's cultural offer in the long-term.</p> <p>Whilst many ECoC over the years have adopted economic and social developmental objectives, there was no requirement for such explicit objectives for Istanbul 2010 in their activity programme and indeed they were not</p>	<p>Two main outputs are due to be delivered by early 2012:</p> <ul style="list-style-type: none"> - a <u>policy handbook</u> that compares good practice in this field; it will also examine the spill-over effects of the CCIs on the wider economy, particularly in terms of innovation, and the potential for making better use of EU support programmes to foster these effects; - a <u>reflection on a joint EU-wide awareness raising initiative</u> by the Commission and Member States to promote the integration of culture in regional and local development policies and to support smart specialisation strategies. <p>As foreseen in the Work Plan for Culture 2011-2014, two new working groups of Member States experts groups on the issue of CCIs (export and financial engineering) will be set up in 2012 and 2013 respectively.</p> <p>Positive cultural, social and economic benefits from the European Capital of Culture initiative for every Capital as measured through the annual evaluations.</p> <p>July 2012: evaluation for the 2011 Capitals.</p>

	pursued. Istanbul 2010 will nevertheless leave a very significant legacy, in terms of the renovation of many cultural heritage sites and this legacy will be supported by more strategic and informed management of cultural heritage.	
Incorporation of cultural aspects in Union action	The cooperation with other DGs has been focused on the preparation of the new MFF and the new generation of EU instruments.	<p>First quarter 2012: Commission Communication following up the Green Paper on unlocking the potential of cultural and creative industries (in collaboration with notably DG Regional Policy, DG Employment, Social affairs and equal opportunities, and DG Enterprise and Industry)</p> <p>By 2013: Inclusion of support for culture as a priority for national operating programmes under the current and future structural funds (in collaboration with DG Regional Policy and DG Employment, Social affairs and Equal Opportunities)</p> <p>By 2013: Implementing Innovation Union (in collaboration notably with DG Regional Policy and DG Employment)</p> <p>By 2013: Implementing the Digital Agenda (in collaboration with other DGs notably Internal Market and Services and Information Society and Media)</p>
<i>Policy outputs to be delivered in 2012 and beyond</i>		
<u>Communication on unlocking the potential of cultural and creative industries</u> (1st quarter 2012)		
As a follow-up to the 2010 communication on creative industries, the Commission proposes further action in order to foster at EU level the right environment for Cultural and Creative Industries to flourish and contribute to smart, sustainable and inclusive growth.		
<u>Proposal for a Decision of the European Parliament and of the Council establishing a European Union action for the European Capitals of Culture (ECoC) event</u> (2012)		
The European Capitals of Culture (ECoC), which were created in 1985, have become a highly visible deliverable of the EU. Their aim is to promote the diversity of European cultures as well as their contribution to the long-term development of cities. The rules on ECoC were renewed in 2006 (Decision 1622/2006/EC) in order to stimulate competition between the cities and the quality of the bids especially in terms of long-term impact of the events. The current legal base for the ECoC includes a chronological list of Member States indicating the order in which they are entitled to host the title until 2019. As the selection procedure for an ECoC starts six years in advance, to enable a smooth transition in 2020, the Commission will put forward in 2012 a proposal for the continuation of the scheme.		
<i>Expenditure-related outputs to be delivered in 2012</i>		
n/a		
<i>Other relevant activities to be implemented in 2012</i>		
Open Method of Coordination expert groups on cultural and creative industries, and skills and mobility.		
All the OMC working groups foreseen in the 2011-2014 Work Plan for Culture should be convened three times a year.		

SPECIFIC OBJECTIVE 2:

Support European cultural cooperation by promoting intercultural artistic creation, new professional pathways for artists, increasing the circulation of cultural works throughout Europe as well as the audiences for non-national European works, with a view to promoting cultural diversity, enhancing intercultural dialogue, and promoting a sense of European citizenship

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Transnational mobility of artists and cultural workers	Incorporation of this indicator in the application forms for the Culture Programme as a first step towards establishing quantifiable measurement. The number of artists/cultural workers who will be mobile as a result of the funding was estimated to be 19,423 in 2010.	Clear European added value from the funding under the Culture Programme to support these activities as measured by the final evaluation in 2014. About 20,000 artists/cultural workers mobile each year as a result of the funding.
Circulation of cultural works	On the basis of 2011 funding applications, several thousands of works circulated thanks to EU support to date. In the first semester of 2011 with the support of the Culture Programme: 495 books were translated (which makes a total of over 2,000 over the period 2007-2011), including 15 written by winners of the EU literature prize 24 books were translated into certain key dominant languages (EN, FR, DE) (25 in 2010, 19 in 2009). Translations into EN: 7 in 2011 (9 in 2010, 0 in 2009).	Clear European added value from the funding under the Culture Programme to support these activities as measured by the final evaluation in 2014. At least 500 books translated each year as a result of the funding. Increase in translations of books from less dominant to dominant languages funded by the Culture Programme in order to achieve a more even balance by 2013.
Citizens to be reached by European cultural cooperation initiatives	The mid-term evaluation of the Culture Programme indicated that hundreds of thousands of citizens were reached through the projects during the first three years. The 2011 edition of the European Border Breakers Award reached again this year hundreds of thousands of citizens through TV broadcasts, millions of listeners through broadcasts on public radio stations and 1 million people through the internet. The EU prize of cultural heritage reached some 14,000 people between 2008 and 2010 through award ceremonies and 53,016 visits have been made to their website. The travelling exhibition of the EU's contemporary architecture prize, due to start in the second semester, is	Clear European added value for citizens from the funding under the Culture Programme as measured by the final evaluation in 2014. Constant number of citizens reached each year through the Programme. Constant audience reached by each edition of the European Border Breakers Award through broadcasting on public radio stations and through the internet. Some 17,000 people between 2008 and 2012 expected to be reached through award ceremonies of the EU prize for cultural heritage and about 50,000 visits to their website.

	<p>expected to attract some thousand visitors.</p> <p>European Heritage Days: in 2010 an estimated 22,630 sites were opened up to the public and some 25 million people reached. An Irish study found that there was a ten-fold return of the investment as a result of the event in 2008.</p> <p>The evaluation on the European Capitals of Culture (ECoC) initiative for 2010 indicates the following figures:</p> <p>Essen for the Ruhr:</p> <p>2010 proved successful in implementing a large number of cultural activities with 5.500 individual projects under the ECoC banner and many more taking place across the region in 2010.</p> <p>In total, the ECoC attracted audiences of around 10.5 million. The cultural programme contributed to widen participation and improve access to culture, particularly for certain target groups. New partnership structures, including with youth groups, churches and sporting associations, were created to promote participation in culture and it is likely that these structures will continue beyond the event.</p> <p>Pécs 2010</p> <p>Around 900.000 visitors took part in cultural events up until November 2011. In total, 650 projects were supported involving 4,675 different cultural events during the title year, as well as 360 projects during the preparatory years 2007-09. The programme included projects that attracted a mass audience. Some projects specifically targeted local communities especially from deprived areas, members of minority groups, and disadvantaged people. The cultural programme also incorporated a European dimension (co-operation projects with other Balkan countries and with the other cities hosting the ECoC title).</p> <p>Istanbul 2010 featured both a diverse cultural programme and an extensive programme of renovation of cultural</p>	<p>Around 20,000 sites opened to the public and more than 20 million people reached thanks to each edition of the European Heritage Days.</p> <p>Clear European added value from the European Capitals of Culture initiative as measured by the annual evaluations and the meta-evaluation which was completed in 2011 in view of the renewal of the European Capitals of Culture beyond 2019.</p>
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	<p>heritage sites. In size and form, it represented something of a first both for the city and for Turkey; some 586 projects were implemented in total during the years 2008-2011, which involved nearly 10,000 activities or events attended by nearly 10 million people. Much collaboration took place with artists and operators in other countries and with the other cities holding the ECoC title. An extensive volunteer programme was also operated.</p>	
<p>Culture programme contribution to equal opportunities, i.e.:</p> <ul style="list-style-type: none"> - Fight against discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation; - contribution to intercultural dialogue; - contributes to combating social exclusion 	<p>Under the Culture programme the following rates for funded projects related to these themes were reached in 2010: (results for 2011 will be known during the first quarter 2012)</p> <ul style="list-style-type: none"> - over target: 244 out of 313 accepted projects (78%) in 2010 contributed to intercultural dialogue (80% in 2009) - 45 out of 313 accepted projects (14.3%) contributed to combating social exclusion (18% in 2009). <p>The mid-term evaluation estimated that 23% of cooperation projects have specifically aimed to promote equality between men and women and an estimated 51% of projects reported that they had specifically promoted opportunities for the disadvantaged (over target).</p>	<p>2012: at least 1/3 of projects contributing to these themes</p>
<p>Policy outputs to be delivered in 2012 and beyond</p>		
<p>Expenditure-related outputs to be delivered in 2012</p>		
<p>Culture programme: approximately 10 grants for multiannual and 110 cooperation projects (respectively 11 and 110 in 2010), 65 operating grants and 115 literary translation projects (65 and 111 in 2010)</p> <p>For the 2012 ECOC:</p> <p>2 Melina Mercouri Prizes for the 2013 European Capitals of Culture (ECOC): Kosice, Marseille</p> <p>Prizes respectively for Cultural Heritage, for Contemporary Literature and for Pop Music</p> <p>A grant to the Council of Europe for organising the European Heritage Days</p>		
<p>Other relevant activities to be implemented in 2012</p>		
<p>Open Method of Coordination expert group on cultural heritage, including mobility of collections, and on cultural diversity and intercultural dialogue</p>		

SPECIFIC OBJECTIVE 3:

**Promote the systematic integration of the cultural dimension
as a vital element of the EU's international relations in all external and development policies and programmes,
with a view to enriching political dialogue and cultural exchanges with 3rd countries**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Number of candidate countries or potential candidates integrated into the Culture programme	2011: 7 candidate countries or potential candidates participating fully in the Culture programme (Iceland, Turkey, Croatia, Serbia, the former Yugoslav Republic of Macedonia, Montenegro and Bosnia and Herzegovina).	2012 :Participation of Albania in the Culture programme 2013 : Participation of Kosovo in the Culture programme (subject to the prior conclusion of a framework agreement establishing the general principles of its participation in the EU programmes) 2020: Participation of all the candidate countries and potential candidates in the Creative Europe programme.
Strengthening of the cultural dimension in EU Neighbourhood Policy (ENP), including Union for the Mediterranean and Eastern Partnership	Eastern Partnership: positive progress in the context of people-to-people contacts (Platform 4). Union for the Mediterranean: political tensions in the region mean that progress on a new culture strategy continues to be blocked.	2012: continue implementation of Eastern Partnership culture programme. Postponed from 2011 to 2012-2013: EuroMed ministers adopt a Culture Strategy 2012: launch of a new MED culture programme
Strengthening of the role of culture in development policy	The ACP Cultures and ACP Films Programmes merged into a new Programme in 2011: The ACP-EU Support Programme to the ACP Cultural Sectors, with 30m€. The UN Millennium Development Goals Review Summit in 2010 recognises culture's contribution to human development.	By 2013, the main EU development policy instruments, including national indicative programmes, thematic and regional programmes, address culture in one or several of its aspects i.e. cultural industries, cultural heritage, people-to-people contacts, civil society . The reviewed UN Millennium Development Goals in 2015 recognise culture's contribution to human development
Number of ratifications and implementation of the 2005 Unesco Convention on the protection and promotion of diversity of cultural expressions	117 parties + EU have ratified the Convention so far (115 in 2010; 104 in 2009).	Increase by 10 ratifications between November 2011 and end of December 2012

Policy outputs to be delivered in 2012 and beyond

n/a

Expenditure-related outputs to be delivered in 2012

15 grants for special actions with third countries co-funded by Culture Programme (16 in 2010)

Other relevant activities to be implemented in 2012

n/a

An EU policy for audiovisual competitiveness

In line with the Europe 2020 Strategy, the main objectives of the European Union in the audiovisual area are to strengthen the competitiveness of the European sector, to increase the circulation of European audiovisual works inside and outside the European Union and to preserve and enhance European cultural and linguistic diversity and its cinematographic and audiovisual heritage. Against the background of the recent credit crunch and highly fragmented national markets, the under-capitalised European cinema industry needs EU public support to get better access to financing, to meet the challenges of the digital revolution and to fight back in the global competition notably in terms of distribution and promotion. Without EU intervention, neither the market share of European cinema (30% of EU box office) nor the still modest distribution of non-national European films (about 9% EU-wide in 2010) would resist global competition and both would be considerably lower.

As a consequence, DG Education and Culture will prepare in 2012 a Proposal for a **Council Recommendation on the challenges and opportunities for the European film industry in the digital era**. This Commission initiative will recommend a number of actions in order to enable the EU film industry to take full advantage of digital technologies and new market developments through the active involvement of all relevant actors. Another related priority for DG Education and Culture in 2012 will be the adoption of the Communication on enhancing cultural and creative industries mentioned above.

In the field of **Media Literacy**, further progress is also planned for 2012. Studies on the way of measuring media literacy levels were carried out in 2009 and in 2011 in view of the obligation for the Commission to report on such levels. As stated above in the context of education programmes, the Commission has also launched a debate on the inclusion of media literacy in the compulsory education curriculum. An experts' group is established to this end. Furthermore, in 2012, the Commission will be looking at the situation of **film literacy** throughout Europe. A report on current practices will include initiatives in formal and informal education settings, as well as recommendations on how to strengthen the Commission's work on film literacy, including possible actions under the future MEDIA strand of the framework "Creative Europe" programme 2014-2020 (see below).

On a more general note, the competitiveness of the European audiovisual sector depends on its capacity to attract the necessary financing and to exploit the potential of these global challenges. The **MEDIA 2007 Programme (2007-2013)** will remain in 2012 the main Union instrument in this domain. It will pursue supporting training and networking for professionals, the development and the cross-border circulation of European films and audiovisual works (e.g. about 300 new films supported every year representing 50% of European films displayed on screen). The added value of EU action measured through its overall leverage effect is indeed very significant. One euro invested from the MEDIA 2007 programme triggers the generation of € 6 from private financing sources, culminating in a multiplier of 14 in the funding of cinema network. As confirmed by its interim evaluation, the MEDIA 2007 Programme is achieving its main objective to improve the competitiveness of the European film industry and contributes substantially to the promotion of cultural diversity in Europe. Films supported by MEDIA have above-average success in A-rated festivals (e.g. 8 out of 10 "Palme d'Or" between 2000 and 2010 were MEDIA supported films). Backed by evaluations, this EU programme will aim in 2012 at bringing the same added value to national interventions and demonstrating a similar impact in the reduction of imbalances between European countries of high and low audiovisual production capacity.

In addition, since 2010, the new **MEDIA Production Guarantee Fund** aims at facilitating access to financing for European audiovisual production companies. The Commission estimates that, thanks to the leveraging effect of the MEDIA Production Guarantee Fund, more than €100 million will be freed up for loans to film producers.

In a global context of tough competition in the audiovisual market, the **international dimension of audiovisual policy** appears increasingly important. The **MEDIA Mundus programme** (2011-2013) will keep on supporting cultural and commercial cooperation between professionals of the audiovisual industry from the EU and from third countries. It will offer the consumer a larger choice by bringing more culturally diverse products to European and international markets and by creating new business opportunities.

So as to allow the continuation and improvement of these actions beyond 2013, DG EAC will follow-up and prepare in 2012 for the adoption of the proposed new legal basis for the integrated programme "Creative Europe" 2014-2020, including its strand dedicated to the audiovisual sector.¹⁶

SPECIFIC OBJECTIVE 4:

To develop the competitiveness of the European cinematographic and audiovisual industry through the continued development of a Union support policy and strategy in the audiovisual sector and through the implementation of the annual work programme for 2012.

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Extended circulation of non-national European films	<p>In 2010, 38% of European non-national films were programmed by Europa Cinemas Network against 7-8% across Europe (5% in 1990)</p> <p>* 2081 Europa Cinema screens supported in 2010 (1680 in 2009)</p> <p>* 324 European films supported for distribution outside of country of origin in 2010 (2009: 374)</p> <p>* 12 video-on-demand platforms supported with quality European catalogues.</p>	<p>To increase the circulation of non-national European films by the end of 2013 in comparison to 2007 by adapting the mechanisms to the changing European audiovisual sector, for example:</p> <p>* by pursuing support to the Europa Cinema Network and extend the number of screens showing a substantial proportion of non-national European films</p> <p>* by increasing the support to European films distributed outside of their own territory</p> <p>* by supporting 16 video-on-demand platforms with quality European catalogues</p>
Strengthened competitiveness of the European audiovisual sector in the digital area	<p>1. Specific support for the digitisation of targeted cinema theatres has started as from autumn 2011</p>	<p>1. To provide a specific support for the digitisation of cinema theatres screening a substantial rate of non-national European audiovisual works (indicative number of 100 interventions per year</p>

¹⁶

COM(2011)785 of 23.11.2011.

	<p>2. The MEDIA Production Guarantee Fund was launched in December 2010 for a period of 4 years. By facilitating access to bank credits, it contributes to improving the competitiveness of the sector.</p>	<p>between 2011 and 2013).</p> <p>2. To pursue efforts in view of structuring the industry with a view to increasing its competitiveness, for example by facilitating access to private sources of finance for producers mainly through the MEDIA Production Guarantee Fund.</p>
Degree of success of the promotion of European cultural and linguistic diversity	<p>1. 98 out of 105 EU regions are covered by the MEDIA Programme.</p> <p>2. 96 festivals showing over 70 % of European films supported in 2010 (81 in 2009) providing opportunities for non-commercial films to be seen.</p> <p>3. Films supported by MEDIA have above-average success in A-rated festivals (8 out of 10 Palmes d'Or between 2000 and 2010 were MEDIA supported films)</p>	<p>1. Maintain wide geographic coverage and increase linguistic diversity of supported films</p> <p>2. Maintain throughout the current MEDIA 2007 programme support for festivals taking into account, as appropriate, criteria linked to audience participation and privileging actions for young people.</p>
Reduction of imbalances between countries of high and low audiovisual production capacity	<p>Support for the films originating from the new Member States has increased (12% of supported films compared with a current market share of 5.4%). An increase in comparison to 2009 (10% with 6.5%)</p> <p>The final evaluation of MEDIA Plus demonstrated that the programme had some impact in the reduction of those imbalances The interim evaluation of MEDIA 2007 confirms this trend, although the current system of positive discrimination seems insufficient to fully achieve this objective.</p>	<p>Possible revision, where appropriate, of the current positive discrimination system.</p>

Policy outputs to be delivered in 2012 and beyond

Proposal for a Council Recommendation on challenges and opportunities for the European film industry in the digital era (June 2012)

To recommend a number of actions and orientations in order to enable the EU film industry to take full advantage of digital technologies and new market developments.

Expenditure-related outputs to be delivered in 2012

Ca. 15 call for proposals (managed by EACEA) covering:

1. Training scheme (80 training activities for audiovisual professional (80 in 2010); 1620 audiovisual sector professionals trained) (unchanged)
2. Development scheme (270 companies having received development support (265 in 2010); 480 films, TV projects and interactive works supported in the development phase) (450 in 2010)
3. TV broadcasting and i2i (160 companies and projects supported (150 in 2010); 80 TV projects supported) (unchanged)
4. Distribution and exhibition of films (270 distribution companies supported; 1250 distribution campaigns supported (1170 in 2010); 350 films distributed outside their country of origin (324 in 2010); 857 cinemas/ 2108 screens supported for showing European films (831/1081 in 2010)); 20 sales agents supported (unchanged)
5. Promotion (53market access events and co-production forums for European professionals (unchanged); 96 festivals showing

over 70 % of European films supported) (unchanged)
 6. Digital distribution (18 video-on-demand platforms with European quality catalogues (16 in 2010); 2 Digital Cinema Distribution projects) (unchanged)
 7. Pilot Projects (4 projects); 5 in 2010
 8. New Actions (access to finance for SMEs)
 9. Digitisation of cinemas – 100 screens
 Support to 44 MEDIA Desks and Antennae in all MEDIA Programme countries (approximately € 3.85 million)
 Managed by the Commission: Participation of the EU to the European Audiovisual Observatory (approximately € 0.25 million)
 Total budget for 2012: € 115,8 million

Other relevant activities to be implemented in 2012

SPECIFIC OBJECTIVE 5:
To strengthen artistic and industrial cooperation between audiovisual professionals of third countries and those of the European Union; to improve the promotion and the circulation of audiovisual works of third countries within European markets and, reciprocally, of European audiovisual works in third country markets through the implementation of the first annual work programme of the MEDIA Mundus Programme for the year 2012.

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Geographic coverage of the projects implemented under MEDIA Mundus	The target to ensure an adequate geographical coverage of the selected projects taking into account the economic size and potential of various regions in the world has been achieved in 2011 (e.g. involved partners from Argentina, Canada, the United States, Hong Kong, India, Japan, Russia, South Africa and the United Arab Emirates).	To ensure an adequate geographical coverage taking into account the economic size and potential of various regions in the world.
Sustainable international cooperation through the projects funded under MEDIA Mundus	Projects implemented under the MEDIA International Preparatory Action since 2008 and MEDIA Mundus since 2011 favour enhanced international cooperation in the audiovisual field. Projects lead to the emergence of sustainable networks between European and third countries' professionals.	To favour throughout the duration of the Programme (2011-2013) the creation of sustainable networks between professionals from the EU and from third countries. Networks established are expected to be consolidated and further enlarged under the MEDIA Mundus Programme.

Policy outputs to be delivered in 2012 and beyond

Expenditure-related outputs to be delivered in 2012

To support a maximum number of 38 projects (36 in 2011 for a budget of 4.94 million)

To delegate the MEDIA Mundus programme management to the Executive agency EACEA (second quarter of 2012)

Other relevant activities to be implemented in 2012

**SPECIFIC OBJECTIVE 6:
To get media literacy levels measured**

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term targets</i>
Comprehensive assessment of media literacy levels in cooperation with Member States	A first study carried out in 2009 defined the assessment criteria, which have been further tested and refined as from 2010 in the framework of a second study (online since July 2011). The later came up with a complete set of criteria including a solution allowing the assessment of the level of critical understanding on the part of media users.	<p>Launching a comprehensive assessment exercise in cooperation with Member States</p> <p>Getting commitment of Member States in cooperating in the media literacy assessment exercise</p>
<i>Policy outputs to be delivered in 2012 and beyond</i>		
<i>Expenditure-related outputs to be delivered in 2012</i>		
n/a		
<i>Other relevant activities to be implemented in 2012</i>		
Follow-up of the works of the experts' group on media literacy and education		

4.4 ENCOURAGING AND PROMOTING COOPERATION IN THE FIELD OF YOUTH AND SPORT

Against the background of ageing societies faced with a deep economic crisis, the European Union contributes to the delivery of coordinated policies in favour of young people by encouraging cooperation between Member States and by supporting and supplementing their action. Young people are almost 100 million across the EU, but the number of over-60s is now increasing twice as fast as it did before 2007 – by some 2 million a year instead of 1 million previously. A better knowledge economy with more opportunities will help the youth to find new jobs and work longer so as to relieve the strain of ageing. As regards Youth, the EU activity stems from the Treaty, notably article 165 TFEU: "*The Union action shall be aimed at [...] encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe*"

Under the Europe 2020 strategy, the Commission notably aims at encouraging the development of these exchanges, at facilitating the challenging access of young people to the labour market and at developing an active participation and inclusion of young people in the society. In developing the EU flagship initiative 'Youth on the Move' and contributing to the new Youth Opportunity Initiative, DG Education and Culture will continue in 2012 to promote the opportunities for cross-border learning mobility and employability, as well as personal development, entrepreneurial spirit and active participation in social life for young people. It will also keep on encouraging the modernisation of education and training systems at all levels to enhance their quality, attractiveness and equity.

In particular, DG Education and Culture will prepare as from 2012 a proposal to be adopted in 2013 by the Commission for a **Council recommendation concerning the Youth on the Move (YoM) card**, an action announced in the Youth on the Move flagship initiative. This Commission Work Programme initiative should facilitate both the mobility and participation for all young people between 13 and 30 years old residing in Europe. It would not replace but build on existing cards which already provide young people with benefits (discounts, access to information, networking opportunities, etc) in various fields (travel, culture, goods, accommodation, etc). Existing cards meeting the EU quality criteria could be granted a YoM label. This would bring European value in offering new or more Europe-wide benefits. The YoM label could also add features using new technologies (smart cards, links to Internet, etc) so as to provide on-line training, professional support or practical information when going abroad. In the long term, the YoM card could include legal features to facilitate the mobility and participation of young people.

In 2012, DG Education and Culture will contribute to prepare the **European Year of Citizens 2013**. A specific focus will be given to political participation of young people and the implementation of the democratic principles of the Treaty (Title II TEU), serving as a run up to the European elections in 2014.

The EU Youth Strategy will continue in 2012 to complement the Europe 2020 flagship 'Youth on the Move'. In 2009, the Council of Youth Ministers adopted a Resolution on an **EU Strategy for Youth** (2010-2018). This strategy highlights eight fields of action: education and training, employment and entrepreneurship, health and sport, participation, voluntary activities, social inclusion, youth in the world as well as creativity and culture. The result indicators of DG Education and Culture are defined for each of these heading fields. The EU Youth Strategy follows a cross-sector approach, implying that different policy areas with an impact on young people must be all be delivered and coordinated at all levels of government. Following the first

3 year cycle of the EU Youth Strategy (2010-2018), this DG will prepare in 2012 a Commission communication to draw the lessons from the implementation of the eight fields of action of the strategy by the Member States and the Commission. It will propose adjustments of its objectives for the next 3-year cycle until 2015. Together with a Services Working Paper presenting examples of good practice from the Member States in this field as well as the latest statistics and analysis of the situation of young people in the European Union, this initiative will make up the EU Youth Report 2012.

The **Open Method of Coordination** will equally be pursued in 2012 in this field, providing added value to national youth policies by acting as a catalyst for national policy initiatives and facilitating peer-learning aimed at exchanging examples of good practice among Member States. In addition the structural dialogue between young people and decision-makers will be pursued in 2012 at all levels of government. For that purpose, a European Steering Committee, in which the Commission plays an active role, has supplemented National Working Groups established to ensure a continuous involvement of young people in policy development in the youth field.

The **Youth in Action programme** will remain in 2012 a pivotal instrument to deliver the new Youth strategy and the Youth on the Move flagship initiative. The programme's added value will continue to relate to its effectiveness as regards its two main objectives: the enhancement of the human resources in Europe through a particular support to non formal learning experiences (with a European dimension) and the development of the active citizenship (including European citizenship) of young people. Since 2007, more than 650,000 young people or youth workers participated in projects supported by this Programme. Since 2007 more than 130,000 Youthpass certificates (non formal learning outcomes certificate) were delivered in the framework of the programme documenting better the improved skills hence increasing the employability. In many countries no such programmes of mobility exist. Moreover, the possibilities to exchange best practices or to complement at national/regional level the 'seed money' of Youth in Action generate a strong multiplying effect which justifies an action at European level. In addition, the programme ensures due consideration of youth issues within EU policy-making and helps bringing the European Union closer to young people. In terms of efficiency, organisation of transnational youth mobility schemes at European level allows economies of scale. Backed by these results, the programme will confirm its performance in, 2012. The mid-term evaluation and a 2011 beneficiary survey largely confirmed its added value, evidencing that the Programme addresses effectively the problems identified at the time of its conception and actively targets young people with fewer opportunities, a unique feature compared to other programmes. Its actions are considered relevant by the participating young people and other stakeholders. 95% of the former participants consider for instance that they learned to communicate better with people who speak another language and 66% believe that their job chances have increased thanks to the co-funded project experience. So as to allow the continuation and improvement of this action after the end of the programme, DG EAC in 2012 will follow-up and prepare for the adoption of the proposed new legal basis for the single programme "Erasmus for all" 2014-2020, which will also cover non-formal learning.¹⁷

¹⁷ COM(2011)788 of 23.11.2011.

ABB ACTIVITY 15.05:

ENCOURAGING AND PROMOTING COOPERATION IN THE FIELD OF YOUTH AND SPORTS

SPECIFIC OBJECTIVE 1:

In the context of 'Youth on the Move', promote the mobility of young people with a view to improving their employability and their European citizenship through non formal learning activities

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
Number of young people benefiting from mobility opportunities in the area of non formal learning, notably through the Youth in Action programme	2010: +6,7% (+2,9% in 2009) participants in Youth in Action with around 69,000 young people having made an experience of learning mobility through the Programme 2011: data available end 2012 See also below (under specific objective 2 / Youth participation) concerning the Youth on the Move Card Label aiming at promoting youth mobility.	By 2013, 5% increase (comp. levels 2008) of young people who have made an experience of learning mobility through the Youth in Action Programme Attention is given to the participation of disabled young people (specific indicator to be developed)
Number of young volunteers experiencing cross-border mobility, through the Youth in Action programme and through national schemes	2010: 6,900 young volunteers take part in European Voluntary Service (increase by 8.3% compared to 2009). 2011: data available end 2012	By 2013, 10,000 young volunteers take part in European Voluntary Service By 2012, one fifth of Member States provide opportunities for cross-border volunteering as part of their Civic Service schemes
Number of young people improving skills and employability through learning mobility - via the Youth in Action programme and the EU Youth Strategy: Investing and Empowering	2011: Survey on the impact of the Youth in Action Programme (March 2011) showing that 67% of participants believe that their job chances have increased thanks to the project experience. (61% in 2010). 2007-2011: more than 130,000 Youthpass delivered (in the framework of the Youth in Action programme documenting the improved skills hence increasing the employability	By 2013, 75% of young people who state having gained or improved key-competences through their participation in a Youth in Action programme project By 2013, Youthpass is widely used as instrument to validate and recognise skills acquired during experiences of non formal learning mobility,
Number of candidate countries or potential candidates integrated into learning programmes	2011: 3 candidate countries participating fully in Youth in Action (Iceland, Turkey and Croatia).	2012-2013: further enlargement of the Youth in Action programme

Policy outputs to be delivered in 2012 and beyond

NOTE: Outputs for specific objective 1 and 2 were grouped under the latter. See below.

Expenditure-related outputs to be delivered in 2012

NOTE: Outputs for specific objective 1 and 2 were grouped under the latter. See below.

Other relevant activities to be implemented in 2012

NOTE: Activities for specific objective 1 and 2 were grouped under the latter. See below.

SPECIFIC OBJECTIVE 2:

Promote the potential and well-being of all young people by developing their skills, creating more opportunities and encouraging their participation in democratic life

<i>Result Indicators</i>	<i>Latest known result¹⁸</i>	<i>Medium-term Targets</i>
<p>Education and Training policies</p> <p>Recognition of non-formal education as a valuable supplement to formal education in the youth field</p> <p>Usage of tools for recognition in all MS.</p>	<p>Youth on the Move and the New Skills for New Jobs flagship initiatives acknowledge the need to promote the recognition and validation of non-formal learning (i.e. a Recommendation on the validation of non-formal and informal learning and a Skills Passport to record skills gained through non-formal education experiences).</p>	<p>Youth dimension in the Council Recommendation on Validation of non-formal and informal learning and the Communication "Rethinking skills".</p> <p>Effective use of the European Skills Passport and other tools for recognition in MS.</p>
<p>Employment and entrepreneurship policies</p> <p>Measures at EU level and in Member States in favour of youth employment and entrepreneurship</p>	<p>The Commission took the following measures in support of youth employment and entrepreneurship:</p> <p>Under Youth on the Move, it introduced a Youth Employment Framework to facilitate transition from education to work and promote youth employment including through EURES.</p> <p>The Structured Dialogue with young people addressed youth employment as the thematic priority until end June 2011. This allowed formulation of joint recommendations between young people and policy-makers that were passed onto the Commission. The Council endorsed parts of these recommendations in a resolution addressing Member States and the Commission.</p> <p>During European Youth Week, youth entrepreneurship was given a high profile in e.g. the Youth on the Move debate in presence of President Barroso and a Conference held in the context of the EU-China Year of Youth.</p>	<p>Better tools for transparency on the labour market and specific measures in MS to support youth employment (2018).</p> <p>Take up of results of the Structured Dialogue on Youth Employment at EU level and in MS.</p> <p>Increased policy support for youth entrepreneurship by measures set out in the EU Youth Strategy (2018).</p>
<p>Number of participants in the Youth in Action</p>	<p>2011: Survey on the impact of the</p>	<p>By 2013, 90% of participants report</p>

¹⁸ For all fields of action of the EU Youth Strategy, measures taken in Member States will be assessed as part of progress reporting on the EU Youth Strategy in 2012.

<p>Programme stating that this has been valuable in view of their future working life</p>	<p>Youth in Action Programme (March 2011) showing that 67% of participants believe that their job chances have increased thanks to the project experience. (61% in 2010).</p>	<p>that participation in the Youth in Action programme has been valuable in view of their future working life</p>
<p>Social inclusion policy</p> <p>Number of measures to support inclusion of disadvantaged youth as a key-component of social inclusion policies</p>	<p>Efforts were stepped-up in 2010 in most following areas. Number of Youth in Action programme projects focussing on:</p> <ul style="list-style-type: none"> - disability: 608 (9%) - gender equality: 146 (2%) - minorities: 352 (5%) - Roma communities: 101 (1.5%) - non-discrimination based on sexual orientation: 34 (0.5%) <p>- gender equality: 50% of the Youth in Action programme participants were female over 2007-2010.</p> <p>2011 should confirm the tendency</p> <p>A closing conference for 5 youth research projects on social inclusion funded by FP7 has been organised in mid-November, this will bring new knowledge to youth policy.</p>	<p>By 2012, percentage of Youth in Action programme projects focussing on:</p> <ul style="list-style-type: none"> - disability: 10% - gender equality: 2% - minorities: 6% - Roma communities: 2% - non-discrimination based on sexual orientation: 1% <p>Percentage of female participants in the Youth in Action programme is maintained at current level.</p> <p>Better understanding of youth aspects of social inclusion as input to policy recommendations (2018).</p>
<p>Health, sport and physical activity policies</p> <p>Number of measures in Member States addressing issues related to healthy living of young people and the value of physical education and sport</p>	<p>2 Member States: Conferences to tighten links between health and youth policy-makers were held in Malta and Italy in 2011.</p>	<p>Ensure that Member States stress the youth dimension in health-related initiatives e.g. through events and other initiatives cutting across the fields of youth and health (2018).</p>
<p>Participation of young people</p> <p>Percentage of young people engaged in active participation, in particular through the structured dialogue mechanism and by participating in the Youth in Action programme</p>	<p>79% of participants in projects supported by the Youth in Action Programme (77% in 2009) report that they 'felt more European' (survey March 2011)</p> <p>Youth participation is the thematic priority of Structured Dialogue to be conducted during the PL-DK-CY Team Presidency (01.07.11-31.12.12)</p> <p>A study on youth participation was launched in summer 2011 to explore new forms of youth participation in democratic life in Europe. Results expected June 2012.</p> <p>National Working Groups in all Member States contribute to consultations launched prior to EU Youth Conferences. The first cycle of Structured Dialogue has been successful with political conclusions received by the Commission and a Council Resolution. In the last</p>	<p>Youth participation mechanisms such as Structured Dialogue to encompass representative groups of young people, including through the use of online mechanisms (2018).</p>

<p>causes) Number of young people who have greater understanding of global realities or of situations in regions outside Europe, thanks to participation in non-formal education projects and initiatives.</p>	<p>with Partner Countries outside the EU. 2011 data available end 2012. The Commission reached out to youth in third countries in organising events with partners such as the Council of Europe, the League of Arab States and youth organisations. 2012: Youth policy symposiums on topics of the EU Youth Strategy are planned to be organised under the EU-CoE youth partnership, with special focus on Southern Mediterranean and Eastern European/Caucasus .</p>	<p>outside the EU. By 2013, youth NGOs in the Southern Mediterranean and East European and Caucasus countries to be familiar with the EU Youth Strategy in general plus at least one specific field of action. The European Commission and youth organisations continue to cooperate on global policy-making by organising yearly an intercontinental exchange.</p>
<p>Support to youth work and youth support systems Number of promoters involved in young people's development under Youth in Action</p>	<p>2010: nearly 25,000 promoters active in the field of youth (NGOs, public bodies, informal groups) have taken part in a project supported under Youth in Action (22,000 in 2009). In 2011, 90% of the Youth in Action programme promoters state that the project increased their organisational capacity (89% in 2010). Further to the 2010 Youth Work Convention held in Gent, the Commission produced audiovisual evidence to promote youth work. A call for tender for a study on Youth Work has been launched in 2011 (via EACEA).</p>	<p>By 2013, 30,000 promoters involved in Youth in Action By 2013, 80 % of the Youth in Action programme promoters state that the project increased their organisational capacity Wider recognition of the value and diversity of youth work across the EU. In particular, better recognition of non-formal learning and effective use of the skills passport. Study to provide evidence on the impact of youth work in 2013.</p>

Policy outputs to be delivered in 2012 and beyond

Possible Initiative from the Commission Work Programme 2012:

Council Recommendation on the 'Youth on the Move' Card (March 2013)

The Youth on the Move (YoM) card, an action of the Youth on the Move flagship initiative, should facilitate both the mobility and participation for all young people between 13 and 30 years old residing in Europe. It would not replace but build on existing cards which already provide young people with benefits (discounts, access to information, networking opportunities, etc) in various fields (travel, culture, goods, accommodation, etc). Existing cards meeting the EU quality criteria could be granted a YoM label. This would bring European value in offering new or more Europe-wide benefits. The YoM label could also add features using new technologies (smart cards, links to Internet, etc). In the long term, the YoM card could include legal features to facilitate the mobility and participation of young people.

Other initiative:

Communication on the EU Youth Report 2012 - Results of the first 3 year cycle of the EU Youth Strategy (2010-2018) and priorities for the second cycle until 2015 (September 2012)

Following the first 3 year cycle of the EU Youth Strategy (2010-2018), this communication will summarise the implementation of the eight fields of action of the strategy by the Member States and the Commission. It will propose adjustments of its

objectives for the next 3-year cycle until 2015. Together with a Services Working Paper presenting examples of good practice in this field from the Member States as well as the latest statistics and analysis of the situation of young people in the European Union, this initiative will make up the EU Youth Report 2012.

Expenditure-related outputs to be delivered in 2012

Youth in Action programme in 2012: financial support to 90 European youth organisations; 50,000 young people involved in youth exchanges, 7,400 volunteers involved in the European Voluntary Service, 550 projects involving the mobility of youth workers (by means of the standard activities supported since 2007 and the publication of a specific call for proposals supporting the mobility of youth workers)

Partnership activities with the Council of Europe in the field of youth to be continued in 2012

Operating Grant for the European Youth Forum (YFJ) to be pursued in 2012

Express empowerment to the Executive agency EACEA to carry out a 'Eurydice-type' of action under the YiA programme as from 2012.

Other relevant activities to be implemented in 2012

A sixth edition of European Youth Week is scheduled to be organised, in cooperation with relevant stakeholders, during the last quarter of 2012.

Launch of the revamped European Youth Portal in 2012.

DEVELOPING THE EUROPEAN DIMENSION IN SPORT

The Treaty gives the EU a supporting, coordinating and supplementing competence for sport. Article 165 TFEU stipulates that "*Union action shall be aimed at developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen.*" In the promotion of European sporting issues, account should be taken "*of the specific nature of sport, its structures based on voluntary activity and its social and educational function.*" Other provisions of the Treaty remain applicable to sport.

With the adoption of the White Paper on Sport¹⁹ in 2007, the first comprehensive policy document in this area, the Commission has paved the way toward the implementation of the provisions on sport of the Treaty. In its 2011 Communication *Developing the European Dimension in Sport*²⁰, the Commission announced a number of initiatives, which DG EAC will prepare.

Notably, in 2012, this DG will work on a draft **mandate for negotiations on EU accession to the Anti-Doping Convention of the Council of Europe** based on Article 165 (3) TFEU which explicitly empowers the EU to cooperate with the Council of Europe in the field of sport. Considering that all Member States are Parties to the Convention, EU-Council of Europe unity of action is indeed expected in this field by many stakeholders.

In 2013, this DG will then put forward a draft **Council Recommendation on Health-Enhancing Physical Activity** to further develop commonly agreed standards based upon which benchmarks for a monitoring process can be developed, possibly in cooperation with the World Health Organisation. This initiative, which was equally announced in 2011 on the basis of the Treaty, will build on the 2008 EU Physical Activity Guidelines adopted on request of Member States' Sport Ministers under the previous Treaty.

Moreover, the presentation of the Communication led in 2011 to the adoption of a Council Resolution on a European Union Work Plan for Sport for 2011-2014. The Commission is called upon "to work with and support the Members States in cooperating within the framework set out by the Resolution". Six expert groups were set up in the fields of 1) anti-doping; 2) good governance in sport; 3) education and training in sport; 4) sport, health and participation; 5) sport statistics; 6) sustainable financing of sport. The Commission (DG EAC) shall provide expertise as well as logistical support to these groups. It shall adopt, before the end of 2013, a report on the implementation and relevance of the Work Plan as a basis for future work.

The objectives of the Treaty in the area of sport will also be pursued in 2012 in making the best of the lessons learnt from the 2009-2010 Preparatory Actions in the field of sport. These have contributed to identifying future policy actions and testing the reliability of suitable networks which serves as a basis for future EU incentive measures in the field of sport. So as to allow the continuation and improvement of these actions in the context of the future multiannual financial framework, DG EAC will follow-up and prepare for the adoption of the proposed new legal basis for the single programme "Erasmus for all" 2014-2020, including its sport

¹⁹ COM(2007)391 of 11.07.2007

²⁰ COM(2011)12 of 18.01.2011

chapter.²¹ This will provide European added value through the dissemination of best practices and the development of comparative research. In view of the specific organisational characteristics of the sport sector, incentive measures will target categories of stakeholders who are not addressed by existing EU programmes, and in particular sport organisations. They will create a critical mass by grouping together sport-related organisations and projects around a limited number of specific themes.

SPECIFIC OBJECTIVE 3:		
Develop the European dimension in Sport		
by strengthening the societal role, the economic dimension, and the governance of sport in the EU		
<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
European stakeholders (Member States and European sport organisations) accepting the strategic vision of the Commission on the implementation of the new Treaty provisions on sport	Broad consultation with European stakeholders in 2010. Priority areas for action at EU level identified in the Communication "Developing the European dimension in sport adopted in January 2011. Positive feedback by stakeholders in the EU Sport Forum (February 2011)	End 2012: Commitments from at least 75% of European stakeholders (Member States and European sport organisations) to reach shared strategic targets as defined by the 2011 Communication.
EU sport networks active in the three areas of the 2011 Communication (societal, economic and organisational) in all Member States	Over target: Preparatory actions (2009-2011) involved 325 partners from 26 Member states (and 3 third countries) in 42 networks (out of these, 40 in the fields of equal opportunities and/or social inclusion) EU networks presented their achievements at the EU Sport Forum 2011.	End 2012: 30 functioning sport networks covering all three areas and including at least 300 partners from all Member States. 30% of projects should cover equal opportunities and/or social inclusion
Implementation of the 31 actions foreseen in the Communication "Developing the European dimension in Sport" and support to the implementation of the EU Work Plan for sport 2011-2014.	<i>21 actions foreseen in the Communication "Developing the European dimension in Sport" in course of implementation (60% in 2011)</i> For the record, objective was achieved as regards the implementation of the 53 actions foreseen in the Action Plan "Pierre de Coubertin" accompanying the White Paper on Sport: 98 % of the actions were implemented in 2011 (target: 90%).	End 2014: 90% of the actions foreseen in the Communication "Developing the European dimension in Sport" implemented and report on implementation of EU Work Plan drafted.
<i>Policy outputs to be delivered in 2012 and beyond</i>		
Proposal for negotiating Directives: EU accession to Council of Europe Anti-Doping Convention (4 th quarter 2012)		
The Commission will propose a draft mandate for negotiations on EU accession to the Anti-Doping Convention of the Council of		

²¹ COM(2011)788 of 23.11.2011

Europe based on Article 165 (3) TFEU which explicitly empowers the EU to cooperate with the Council of Europe in the field of sport. EU accession was announced by the Commission in its Communication "Developing the European Dimension in Sport" (COM(2011) 12), considering that all Member States are Parties to the Convention and that EU-Council of Europe unity of action is expected in this field by many stakeholders.

Council Recommendation on Health-Enhancing Physical Activity (HEPA) (March 2013)

The Commission will propose a Council Recommendation on Health-Enhancing Physical Activity to further develop commonly agreed standards based upon which benchmarks for a monitoring process can be developed, possibly in cooperation with the WHO. This initiative, which was announced in the Commission Communication "Developing the European Dimension in Sport" (COM(2011)12), is based on Article 165 TFEU. It will build on the 2008 EU Physical Activity Guidelines requested by Member States' Sport Ministers under the previous Treaty.

Expenditure-related outputs to be delivered in 2012

- Final reports from the second wave of Preparatory Actions, launched in 2010 (12 projects)

Other relevant activities to be implemented in 2012

4.5 CENTRAL LIBRARY

SPECIFIC OBJECTIVE :

To conserve and develop collections in either print or electronic format on all subjects relating to European integration and to make them available to staff of the European Commission and other EU institutions, as well as to citizens.

<i>Result Indicators</i>	<i>Latest known result</i>	<i>Medium-term Targets</i>
New relevant material identified, acquired and catalogued	15,000 new relevant records catalogued in the first semester (same figure as in 2011).	Ensuring a steady annual increase in the number of publications with a view to building collections on all subjects relating to European integration.
Purchase new online resources; develop an internal webpage gathering the most relevant databases; improve IT facilities and review the space utilisation in the reading rooms	1,800 specialist periodicals available on-line (1,300 in 2010); 60,000 online articles downloaded (40,000 in 2010; 30,000 in 2009). 3,000 searches per day in the reading rooms and on-line ECLAS catalogue; new virtual reference collection and four thematic portals launched on the Library websites in 2011. Improvement of reading room in 2011: review of the space utilisation (Brussels) or renovation (Luxembourg)	Improving online and onsite access to information resources on a continuous basis.
Active participation in meetings of the working group on legal deposit set up by the Publications Office as well as in technical and management meetings with libraries across EU institutions (EUROLIB)	Draft study on preservation of and access to EU "grey" literature presented at the EUROLIB meeting in 2011.	Improving continuously cooperation with the Publications Office and with libraries of other EU institutions
- Launch regular surveys among users to rate each service offered - Set up a consultative representative panel of users.	Two meetings of a representative panel of users organised in 2011. Permanent users survey both online and in the reading rooms.	Identifying and responding to the information needs of users Permanent users survey both online and in the reading rooms.
- Give presentations and training courses to Commission staff on using library resources; set up information stands; update the video guides available on the library website .- Redesign the library website on EUROPA	- All training requests from Commission staff on using library resources in Brussels and in Luxembourg were satisfied; a number of information stands set up together with DG RTD in Brussels and DG HR in Luxembourg; regular updates of the video guides on ECLAS and the library electronic resources available on the internal library website. - Launch of the new EUROPA website in December 2011. - Newsletter on the services offered by the Central Library (to be launched in December 2011).	Building awareness of the services offered. - Updating the new website on EUROPA on a regular basis.
Provide professional training for new recruits; encourage participation of all	Library science course organised for new recruits; participation in specific	Supporting staff to develop existing and new skills.

staff in specific training	training and study visits on demand	
<i>Policy outputs to be delivered in 2012 and beyond</i>		
Confirm the role of the Central Library as depository library of all EU documents published by the Publications Office and as a top reference for studies on European integration.		
<i>Expenditure-related outputs to be delivered in 2012</i>		
6000 orders of books and 4000 subscriptions to newspapers and specialist periodicals.		
<i>Other relevant activities to be implemented in 2012</i>		
To satisfy all requests for visits, loans, bibliographic information, copies of documents and technical assistance for questions relating to the use of the Library Management System.		