ERASMUS+

THE EU PROGRAMME FOR EDUCATION, TRAINING, YOUTH AND SPORT

What is Erasmus+?

Erasmus+ is the EU’s flagship programme to support and strengthen education, training, youth and sport. For the past three decades, Erasmus+ and its predecessors have enriched lives and opened minds through opportunities for young people, learners and staff of all ages to study, train and gain experience abroad, in Europe or beyond, and have fostered the sharing of knowledge and experience between institutions, organisations and policymakers in different countries. At the same time, the programme fosters European identity and reinforces European values. The new Erasmus+ has a strong focus on social inclusion, the green and digital transitions, and promoting young people’s participation in democratic life.

Supporting education and training

- The programme contributes to the achievement of the objectives of the Europe 2020 strategy, notably the following: the headline education target; the objectives of the strategic framework for European cooperation in education and training for sustainable development of higher education in partner countries; the objectives of the renewed framework for European cooperation in the area of youth (2010-2018) for building best practices in education policy, gathering and disseminating knowledge and promoting educational policy reforms at national and regional levels; the objective of developing the European dimension in sport; and the promotion of European values, in accordance with Article 2 of the Treaty on European Union.

Why is it necessary?

The Erasmus+ programme is unique in its scale, scope and global recognition, covering 33 European countries (EU Member States plus associated countries) and is accessible to the rest of the world through its international activities. Erasmus+ is a true lifelong learning programme offering learning opportunities for people of all ages – from school pupils to adult learners; from higher education students to learners in vocational education and training; and from young people to youth workers and sports coaches, in Europe and beyond. It has stimulated cooperation among a wide range of institutions and organisations involved in education and training, supported the harmonisation of university degree structures and helped make higher education systems more compatible.

Erasmus+ also promotes activities outside of formal education – building the capacity of youth workers and enabling young people to develop their skills, intercultural awareness and active citizenship. It has also worked to make qualifications and skills for learners and workers more accessible.

Erasmus+ guarantees that schools, education and training organisations at all levels offering lifelong learning, youth organisations and young people in all participating countries can benefit from mobility and the exchange of good practices. The EU is helping to build bridges between people and bring about a border-free Europe.

Outlook for the 2021-2027 period

The new Erasmus+ programme for 2021-2027 aims to make the programme more inclusive and accessible to people from all social backgrounds; more forward-looking, more digital, simpler and greener; and more international and more supportive of a European identity, while continuing to support lifelong learning and innovative education and training in Europe.

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Legal basis


MORE INFORMATION

http://europa.eu/!tU79tW

Budget allocation 2014-2020

EUR 14 958.1 million

Overall execution

(2014-2020)

100%

93%

EXECUTED COMMITMENTS

EXECUTED PAYMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount (million EUR)</th>
<th>Amount (million EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>2 314.5</td>
<td>2 248.8</td>
</tr>
<tr>
<td>2019</td>
<td>2 786.4</td>
<td>2 608.7</td>
</tr>
<tr>
<td>2020</td>
<td>2 885.3</td>
<td>2 748.7</td>
</tr>
</tbody>
</table>

How is it implemented?

The Directorate-General for Education, Youth, Sport and Culture is the lead DG for the implementation of the programme. It is implemented through a combination of direct and indirect management (through grants and procurements) and financial instruments.

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### Key performance indicators

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>PROGRESS TO TARGET</th>
<th>Target</th>
<th>Results</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education – learners supported (in thousands)</td>
<td></td>
<td></td>
<td>2 080</td>
<td>2 009 thousand higher education learners out of 2 080 thousand</td>
<td>On track</td>
</tr>
<tr>
<td>Vocational education and training – learners supported (in thousands)</td>
<td></td>
<td></td>
<td>674</td>
<td>858 thousand learners in vocational education and training compared to 674 thousand</td>
<td>On track</td>
</tr>
<tr>
<td>Learners in higher education and vocational education and training, and school and adult-education staff supported (in thousands) (1)</td>
<td></td>
<td></td>
<td>650</td>
<td>817 thousand staff supported compared to 650 thousand</td>
<td>On track</td>
</tr>
<tr>
<td>Participants who declare an increase in skills</td>
<td></td>
<td></td>
<td>88%</td>
<td>95% of participants compared to 88% target</td>
<td>On track</td>
</tr>
<tr>
<td>Participants who have received a certificate or diploma (1)</td>
<td></td>
<td></td>
<td>69%</td>
<td>91% of participants out of 69% target</td>
<td>On track</td>
</tr>
<tr>
<td>Youth staff supported (in thousands) (1)</td>
<td></td>
<td></td>
<td>162</td>
<td>242 thousand staff supported compared to 162 thousand</td>
<td>On track</td>
</tr>
<tr>
<td>Long-term mobility results – share of participants who declare improved language skills (1)</td>
<td></td>
<td></td>
<td>98%</td>
<td>96% of participants out of 98%</td>
<td>On track</td>
</tr>
<tr>
<td>Partner country higher education institutions involved in mobility and cooperation actions</td>
<td></td>
<td></td>
<td>1 300</td>
<td>910 institutions out of 1 300</td>
<td>On track</td>
</tr>
</tbody>
</table>

| % of target achieved by the end of 2020 |

(2) Higher education is not included.
(3) Values based on education and training only, as youth is now reported under the European Solidarity Corps.

### Where are we in the implementation?

- In response to the outbreak of the COVID-19 pandemic, maximum flexibility and support measures were applied within the applicable legal framework to allow the participants and beneficiary organisations to adapt to the extraordinary circumstances. These included, among others, the activation of the *force majeure* clause in the grant agreements, the extension of application deadlines, the extension of the duration of ongoing projects, supporting additional costs up to the maximum amounts granted to projects under the applicable legal framework, and further flexibility to move towards blended activities (i.e. a combination of in-person mobility and online learning activities, allowing participants and beneficiaries to conclude, complete or ensure continuity of learning activities).
- Priorities were reshaped with the aim of protecting the beneficiaries and participants and to support Member States and non-EU countries associated with the programme in communicating and exchanging practices necessary for the immediate response, but also with a view to setting new and innovative policies in education and training, youth and sport.
- International actions with non-EU countries not associated with the programme were even more severely affected by the COVID-19 pandemic than those in the EU. Reasons for this include the closing of borders, the disruption of air routes, the limited functioning of consulates and the difficulties in obtaining visas. Flexibility arrangements for participating higher education institutions and individuals were put in place. For instance, students have been allowed to keep their Erasmus+ grants while completing their courses through remote studying arrangements in the host country and/or in case they still have expenses linked to their stay in the destination country, such as rent.

### Performance assessment

- **Erasmus+** is one of the best-known EU flagship programmes. Over almost 35 years of existence, the programme has increased its scope, involving more and more Europeans, to reach about 940 000 individual mobility opportunities per year in 2019, leading to a total of more than 10 million mobility periods since 1987.
- For the youth strand of Erasmus+, in the period from 2014 to 2020, the programme continuously exceeded its yearly targets in terms of the number of individual mobility opportunities. In terms of qualitative results, more than 94% of the participants declare that they have improved their key skills, while 96% have improved their language skills.
- Former Erasmus+ participants in higher education and vocational education and training find jobs more quickly than non-mobile students. One in four Erasmus+ students go abroad for a traineeship that leads to job opportunities. Three out of four Erasmus+ graduates consider their experience abroad to have been beneficial for finding their first job. 80% find their first job after graduation within 3 months, a slightly higher share than that of their non-mobile counterparts. 40% of participants who did Erasmus+ traineeships abroad were hired or offered a job by their host company. 84% of Erasmus+ graduates feel they have opportunities to grow professionally, compared to only 78% of non-mobile graduates, and they are more satisfied with their earnings than students who did not participate in Erasmus+.
- Former Erasmus+ students report gaining skills needed in the labour market: 9 in 10 reported improvements in adaptability, interactions with people from other cultures, communication skills and intercultural capabilities. In addition, more than half of Erasmus+ participants reported having improved their digital skills. Erasmus+ students also reported improvements in skills that foster social cohesion, a key issue in the current social and political environment. 95% reported having learned how to get along better with people from different cultures and 95% reported having improved their ability to take cultural differences into account.
- In-person mobility remains key to the success of the programme, but blended intensive programmes (i.e. combining periods of in-person mobility with virtual learning), which allow for groups of higher education institutions to jointly develop blended mobility-based curricula and activities for students as well as academic and administrative staff, will be strongly supported.
- The number of mobility opportunities in green, forward-looking fields will be increased – fields which foster the development of skills, enhance career prospects and engage participants in subject areas with special attention to rural development. Moreover, Erasmus+, with mobility at its core, will promote sustainable modes of transport and more responsible behaviour and will monitor the carbon footprint of beneficiaries.
- More than 80% of adult-education staff say that they have improved their intercultural awareness through their learning experience abroad thanks to Erasmus+.
The Erasmus+ Annual Report 2019 shows that the project-funding success rate, which is measured by the ratio between projects that request funding and those that receive it, ranges from 70% in higher education mobility projects to 18% for cooperation projects in the area of youth. In other words, the funds allocated to the programme were not sufficient to finance all projects, especially in relation to the cooperation projects (covered under Erasmus+ Key Action 2).

In the difficult context of COVID-19 in 2020, the programme has proved its resilience and adaptability. The number of projects submitted showed only a minor decrease, which demonstrated that interest in the organisation remains high. All flexibility measures legally allowed were used to soften the impact on individual mobility, using the allocation of additional funds, specific support calls and support for individual participants and organisations, and postponing deadlines for calls and projects. For instance, in August 2020, the Erasmus+ programme announced two new calls for proposals, each providing EUR 100 million to respond to the educational challenges resulting from the COVID-19 pandemic. Funding for digital education readiness will support projects in school education, vocational education and training, and higher education. It aims to enhance online, distance and blended learning, support teachers and trainers, and ensure inclusivity in digital learning opportunities. Funding for partnerships for creativity will support projects in the fields of youth, school education and adult education. It aims to develop skills and capabilities that encourage creativity and boost quality, innovation and recognition of youth work, and links education, training and youth with the cultural and creative sectors.

Concrete examples of achievements

<table>
<thead>
<tr>
<th>More than 2.6 million</th>
<th>284 higher education institutions</th>
<th>More than 760 000</th>
<th>Nearly 2 million</th>
<th>268 434</th>
<th>670 986</th>
<th>15.6 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>European student cards were produced by higher education institutions / student card issuers.</td>
<td>involved in the European universities initiative.</td>
<td>young people involved in youth exchanges.</td>
<td>language assessments took place as part of preparation for Erasmus+ mobility.</td>
<td>student and staff mobility opportunities between universities in Europe and partners around the world.</td>
<td>teachers, head teachers and other school staff registered with eTwinning in 2014 to 2020.</td>
<td>Europeans participated in the European Week of Sport (23-30 September 2020).</td>
</tr>
</tbody>
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