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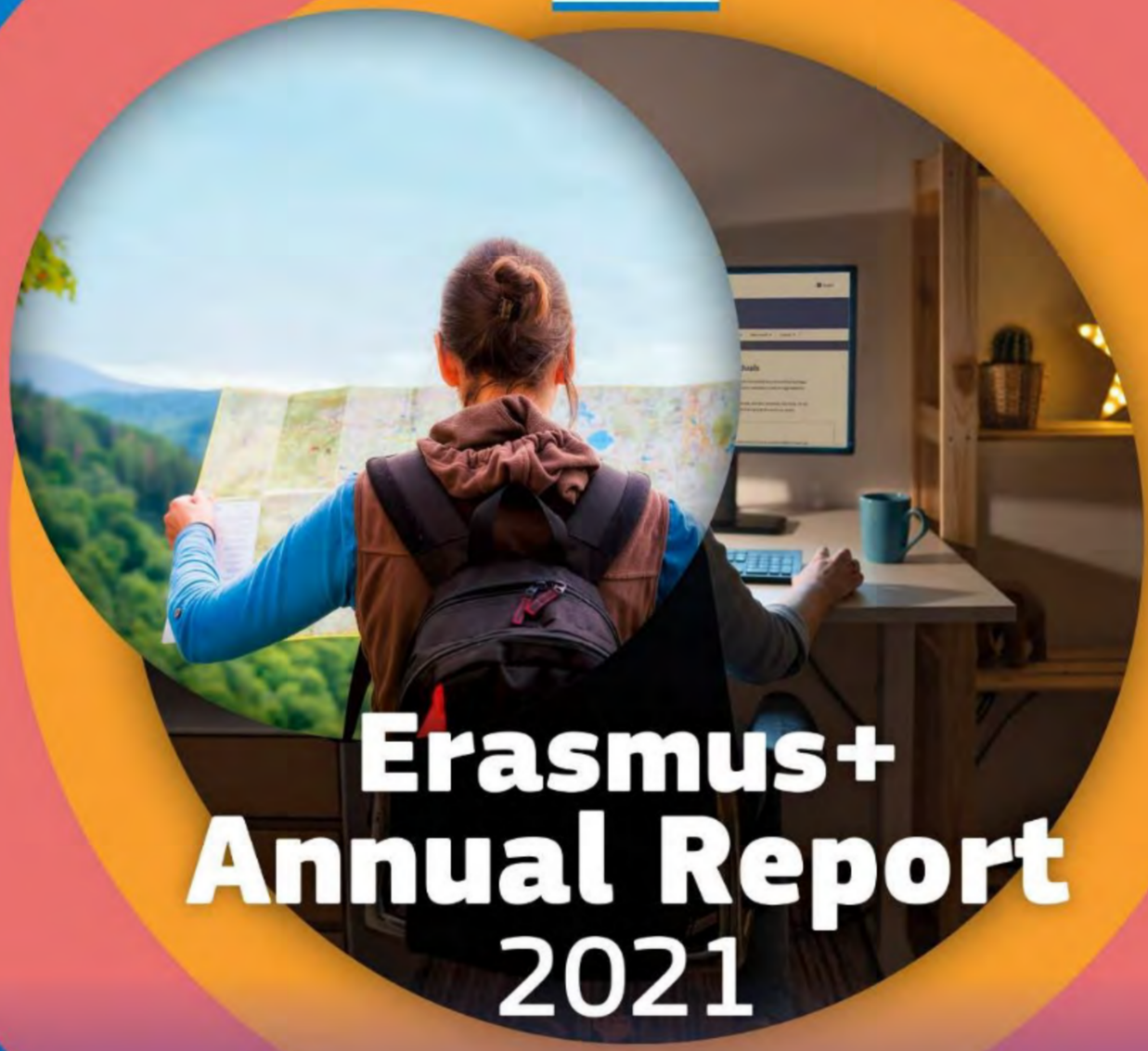

Erasmus+ Annual Report 2021

Erasmus+
Enriching lives, opening minds.

2021-2027

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Erasmus+

Annual report 2021

Foreword by the Commissioner

Since 1987, the Erasmus+ programme has had an immense positive impact. It has given millions of people the chance to study, train, work, or volunteer across Europe and beyond. It has increased young people's employability, helped them develop skills, confidence and independence. It has increased the participants' openness, innovation and entrepreneurship. In addition to these concrete results, there is also the well-known Erasmus+ effect: with each mobility, with each project, with each year the programme connected Europeans a little more. It helped us understand our neighbours, fall in love with their culture, with their way of being. It created a closeness and an appreciation between us.

2021 was a special year for Erasmus+. It marked the beginning of the new programme (2021-2027), one that, with almost double the budget (28 billion euro) committed to become greener, more digital and more inclusive. I am proud to say that the new Erasmus+ programme reflects the needs and wishes of the citizens of Europe and beyond.

The 2021 annual report shows that we have been able to build on the success, the brand popularity and the networks we have created since 1987. One of the main novelties of this year comes from the wish of young people to participate in democratic life. In this report you will find newly featured youth participation activities, which provide dedicated possibilities and space for our youth to develop a sense of European identity and active citizenship. I think in hindsight that to a certain degree, in 2021 Erasmus+ contributed to preparing the ground for the 2022 European Year of Youth.

I also heard the call to open the programme to an ever-bigger group of participants. So we have made sure that school pupils and adult learners now have the opportunity to carry out a mobility period abroad both individually and in groups. In the same spirit, Erasmus+ is now more accessible to smaller grassroots organisations, like youth groups and sports clubs. Ensuring coherence with the Digital Education Action Plan (2021-2027), we built on the very successful Digital Opportunity Traineeships in the field of Higher Education (2018-2020), and opened projects to acquire and develop digital skills to participants from the fields of Vocational Education and Training, School Education and Adult Education.

Looking back, I would say that over the years, Erasmus+ has grown into a programme that is able to cater for the most pressing needs of our society, and that responds to what Europeans want and care about. It remains integral to building a more participative and engaged Europe, greener, more digital, and more inclusive. And it contributes to improving access to quality education and training for all, which is at the heart of our vision of the European Education Area.

Mariya Gabriel
Commissioner for Innovation, Research,
Culture, Education and Youth

Foreword by the Director-General

Erasmus+ is our most iconic programme. We know that it has made a difference in the lives of millions of people, and it is our wish and hope that it will continue to have a positive impact on the lives of many more.

With the 2021-2027 programme, we were able to give Erasmus+ a broader scope, providing new opportunities in the fields of school education, vocational education and training, tertiary education, and adult education, as well as youth and sports activities. The budget of nearly a double increase compared to the last programme period allowed us to dream big for the sake of the beneficiaries.

2021 was the first year of this new cycle, we realised quickly that it would still be very much influenced by the COVID-19 pandemic. This is why it was particularly important that we offered more and greener mobility opportunities to people of different ages and from diverse cultural, social and economic backgrounds. Physical learning mobility is after all the essence and the backbone of Erasmus+. Moving to study, learn or train in another country is exactly what many are seeking and what makes the Erasmus experience so unique. But there is more than mobility: COVID-19 made the importance of digital skills undeniable. Erasmus+ played a vital part in preparing both individuals and organisations for the digital transition.

Throughout 2021, participants and beneficiaries were able to involve in non-formal learning, training, studying and countless other activities abroad. Implementing about EUR 2.9 billion for the year, we were able to support close to 650 000 learning experiences abroad. We co-financed more than 70 000 organisations, and co-funded almost 19 000 projects.

All these opportunities in 2021 contributed to giving people the experiences and skills they needed to start over after the pandemic. Erasmus+ made, and is still making, its contribution to our recovery from the pandemic.

Still, we do not rest. We want the Erasmus experience to be even more enjoyable. We are working hard to improve the programme further and are in the process of introducing a number of operational simplifications, including the extension of the accreditation scheme beyond higher education to new sectors, the full roll-out of the European Student Card Initiative, including the Erasmus+ App, and a more extensive use of simplified funding rules.

Finally, here is something we are particularly proud of: despite the gargantuan scope of the programme, this annual report shows that once more the Erasmus+ programme can report efficient implementation and use of funds in 2021. These results would not have been possible without the effort and dedication of the network of Erasmus+ National Agencies, the European Education and Culture Executive Agency EACEA, and of course the beneficiaries and participants themselves.

I thank all of them for their most valuable contributions, and look forward to our continued collaboration to make the Erasmus+ dream come true for generations to come.

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

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What is Erasmus+ about?

Erasmus+ is the EU programme in the fields of education, training, youth and sport for the period 2021-2027 supporting both individuals and organisations.

The Erasmus+ programme is one of the European Union's most visible success stories. It builds on the achievements of 35 years of European programmes in the fields of education, training, youth and sport, covering both an intra-European as well as an international partnerships dimension.

Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market.

Four overarching priorities – inclusion, digital, green, democratic participation – are streamlined across the Erasmus+ programme 2021-2027 actions and sectors.

Europeans from all backgrounds should be able to benefit from the opportunities offered by the Erasmus+ programme, which are real life-changing experiences, with positive effects on the professional, social, educational and personal development of the participants. The programme aims at being more inclusive by improving participation among people that are harder to reach and increase engagement with small organisations, in particular newcomer organisations and community-based grassroots organisations that work directly with learners with fewer opportunities of all ages.

Furthermore, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. is essential for Europe's future sustainable growth and cohesion. The programme can make a meaningful contribution by stimulating innovation and bridging Europe's knowledge, skills and competences gap. EU businesses need to become more competitive through talent development and innovation. This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to sustainable growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

Moreover, Erasmus+, with mobility at its core, strives for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behaviours. In line with the European Union's priorities in making its economy sustainable, project beneficiaries are encouraged to design their activities in an eco-friendly manner and to incorporate green practices in all facets.

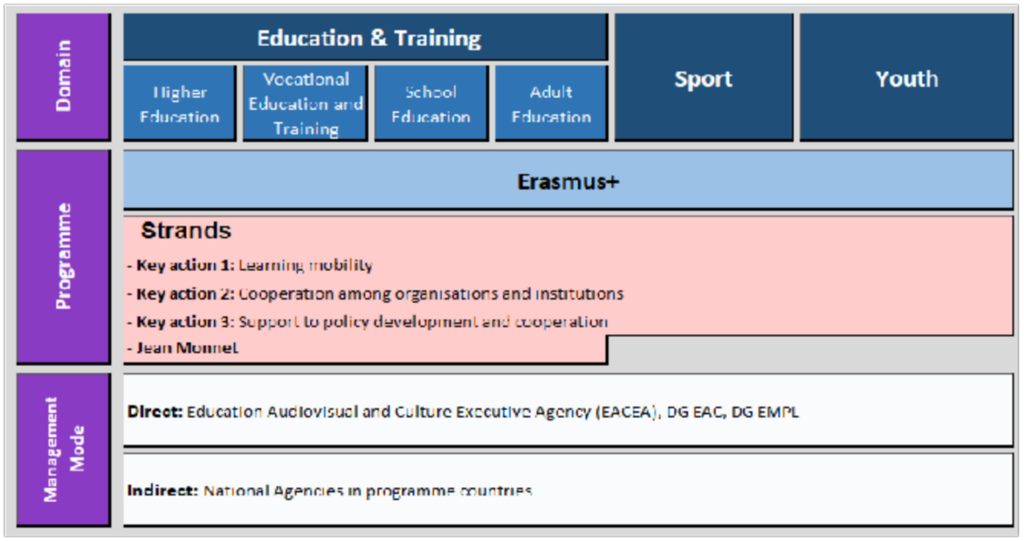
Another challenge relates to the Europe-wide trends of limited participation in democratic life and low levels of knowledge and awareness about European matters and their impact on the lives of all European citizens. Many people face difficulties in actively engaging and participating in their communities or in the European Union's political and social life. Strengthening European identity and the participation of young people in democratic processes is of paramount importance for the European Union's future. This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship.

Supporting and facilitating the transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential to empowering people with more key competences, reducing early school leaving and recognising competences acquired through formal, informal and non-formal learning. It facilitates the circulation of ideas and the transmission of best practices and expertise and the development of digital capabilities thus contributing to a high-quality education, while strengthening social cohesion.

What is the structure of Erasmus+?

Erasmus+ **Key Action 1 supports mobility** opportunities for all, in a lifelong learning perspective. Supporting physical learning mobility is and remains the essence and the backbone of Erasmus+. Moving to another country to learn is exactly what many learners are seeking and what makes the Erasmus experience unique.

Mobility can play an essential role in the development of cultural understanding, language skills, learning new pedagogies and for having a sense of belonging with peers across Europe.



The programme also invests in **cooperation projects (Key Action 2)** and **policy development activities (Key Action 3)** in which organisations gain experience in international cooperation, strengthen their capacities, produce innovative approaches, exchange good practices and network.

The European Commission (Directorate-General Education, Youth, Sport and Culture - DG EAC) and the European Education and Culture Executive Agency (EACEA) are responsible for the implementation of the Erasmus+ programme.

However, the Erasmus+ programme is mainly implemented through indirect management. This means that the European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third countries associated to the Programme. The Commission also entrusts some budget implementation tasks to Pillar Assessed International Organisations.

"Did you know?"

The Erasmus+ legal base for the 2021-2027 programme explicitly defines 'people with fewer opportunities' as people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

Erasmus+ in practice

Erasmus+ has a concrete positive effect on the professional, social, educational and personal development of its beneficiaries. It improves employability, develops new knowledge, skills, lifts confidence and independence, stimulates greater open-mindedness, boosts innovation and entrepreneurship, and enhances tolerance and understanding towards other people. And from a European perspective, it crucially contributes to a stronger European identity and active citizenship.

A big impact study in the Higher Education field[1] found that students who completed an Erasmus+ mobility for studying or training boosted their employability skills, with a large majority (72%) saying it had been beneficial or highly beneficial in finding their first job. Their mobilities increased their technical, inter-personal and inter-cultural skills and competences, as well as their self-confidence, ability to achieve goals, and social and cultural openness. 40% of participants who went on a traineeship were offered jobs with the companies/organisations in which they did their traineeship, and around 10% started their own company, with many more (75%) planning to do so in the future.

95% of participants in mobilities supported under the Erasmus+ programme 2014-2020 consider that they have benefited from their participation in learning mobility activities and 78% that they have improved their language skills.

[1] Erasmus+ Higher Education Impact Study, 2019, Publications Office of the EU

Who can participate in the Erasmus+ programme?

Erasmus+ offers mobility and cooperation opportunities to individuals and organisations respectively in the fields of higher education, vocational education and training, adult and school education (including early childhood education and care), youth and sport. In practice, the programme supports individuals by funding mobility activities and cooperation, and reaches them mainly through organisations, institutions, bodies or groups that organise such activities. **Participants can therefore be either individuals or organisations** (including informal groups and self-employed persons).

Eligible participating organisations

Erasmus+ projects are submitted and managed by participating organisations. If a project is selected, the applicant organisation becomes a beneficiary of an Erasmus+ grant and is to receive financial support for the realisation of their project.

Tools and resources available

The Programme provides support to Erasmus+ participants through different tools and platforms, including its official website[2], the Erasmus+ App, the Online Language Support (OLS) service and the EEA portal.

In the section 'How to take part' on the programme's website, candidate organisations can find all information regarding the application procedure.

The programme is mainly implemented in Member States and third countries associated to the programme[3] through 55 National Agencies. At European level, some actions are implemented by the European Commission, mainly via the Education, Audio-visual and Culture Executive Agency (EACEA).

Online language support

The Online Language Support (OLS) is designed to help Erasmus+ participants improve their knowledge of the language in which they will work or study abroad so that they can make the most out of this experience.

Between 2014 and 2021, over two million Erasmus+ participants benefited from OLS' assessment tools, which are available in all 24 official EU languages. The number of participants who benefitted from OLS continued to grow and in 2021, around 225 000 participants used OLS courses. The most popular language courses were the English, French, German, Spanish and Italian ones. Since October 2014, approximately two million participants have tested their language skills with OLS, and over one million have had the opportunity to enhance their language level through its tailored language courses.

[2] https://erasmus-plus.ec.europa.eu/

[3] https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries

Erasmus+ Actions

Higher Education

The 2022 Erasmus+ Call on European Universities was launched on 30 November 2021, delivering further on one of the key flagship initiatives of the European Education Area. It aimed to ensure the intensification of prior deep institutional transnational cooperation and the development of new deep institutional transnational cooperation. It gave opportunities for new higher education institutions to either join existing alliances or to form new ones.

Vocational Education and Training

The initiative on Centres of Vocational Excellence (CoVEs) launched in 2021 aims to support the gradual establishment and development of Centres of European platforms of CoVEs, contributing to regional development, innovation, and smart specialisation strategies as well as to international collaborative platforms.

School Education

The first annual European Innovative Teaching Award was launched by Commissioner Gabriel on 16 September 2021, followed by the first award ceremony showcasing outstanding teaching practices within the Erasmus+ programme and to recognise the work of teachers and their schools. The 2021 theme was 'Distance and Blended Learning', showing how blending various teaching and learning practices, among which also digital tools, contribute to effective and inclusive education.

The Erasmus+ Teacher Academies was another new action for achieving the objectives of the European Education Area. It supports networks of initial and continuous teacher education providers with the aim to improve teacher education policies, enhance the European dimension and the internationalisation of teacher education.

Adult Education

One of the main novelties of the programme is the introduction of mobility of adult learners in Higher Education. It is the first time that adult learners have a streamlined opportunity for learning mobility activities abroad in the scope of the Erasmus+ programme.

Youth

In 2021 the youth chapter saw the introduction of a new accreditation system and a new action format for Youth Participation Activities targeting youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations, fostering young people's participation in Europe's democratic life at local, regional, national and European level.

DiscoverEU joined the Erasmus+ programme and will be fully integrated from 2022, with its learning cycle and an inclusion action which will be run by the National Agencies, aiming at increasing the educational and inclusion dimensions of DiscoverEU.

Sport

In 2021 the Commission started to implement the Fourth EU Work Plan for Sport (2021-2024) which sets out the policy priorities and main actions for cooperation in the field of sport at EU level. Notably in 2021, the Commission launched two expert groups on the recovery from the pandemic and greening sport events and infrastructure as key topics for these years.

With more than 45 000 events all over Europe, the 2021 European Week of Sport was an occasion to celebrate a #BeActive lifestyle together for the fourth time with the Western Balkans and Eastern Partnership countries and regions.

Jean Monnet Actions

For Jean Monnet open calls in 2021, 861 applications were received, out of which 281 projects were selected from 63 countries with a support of EUR 16 million.

Erasmus+ Priorities

The new Erasmus+ programme focuses on different priorities:

Inclusion and Diversity

The Commission has set up dedicated inclusion measures to increase the inclusiveness and diversity of the Erasmus+ programme for the period 2021-2027.

Environment and Climate Change

The Erasmus+ programme supports the green transition, e.g. by promoting the incorporation of green practices in all projects. In line with the European Green Deal, the programme encourages participants to use lower-carbon transport as an alternative to flying.

Digital Transition

The COVID-19 pandemic highlighted the importance of digital education for the digital transformation that Europe needs. In particular, it emphasised the increased need to harness the potential of digital technologies for teaching and learning and to develop digital skills for all.

Democratic Participation

The Erasmus+ Programme addresses the citizens' limited participation in its democratic processes and their lack of knowledge about the European Union, and tries to help them overcome the difficulties in actively engaging and participating in their communities or in the Union's political and social life.

Erasmus+,

the programme in numbers

The Erasmus programme was launched in 1987, focussing only on Higher Education at the beginning. The current programme structure was setup in 2014 to include all EU's schemes for education, training, youth and sport. It is one of the European Commission flagship programmes and a success story since its beginning.

Mobility: continuous increase since 1987

At the end of 2021, the number of participants in mobility activities since 1987 reached 12.5 million.

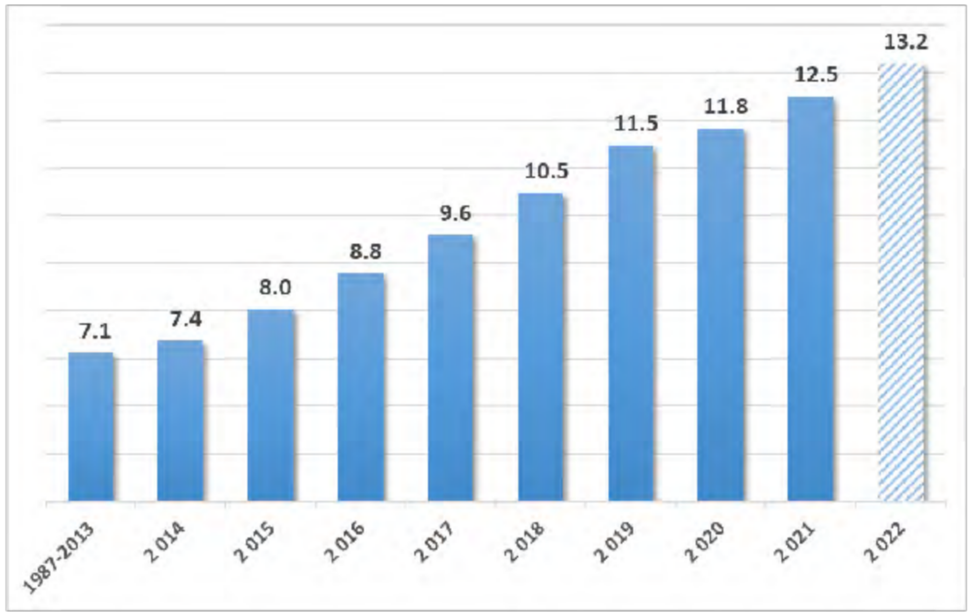


Figure 1 - Cumulative Erasmus+ mobility periods, all actions, learners and staff (total started per year in millions since 1987, 2022 is provisional)

The impact of COVID-19 is visible in 2020 and 2021 where some mobility periods foreseen could not be carried out and were either postponed or cancelled. Mitigation measures were implemented, including the extension of projects deadlines and budget transfers to cooperation projects (2020 calls projects are still ongoing).

The estimation for year 2022 is based on the mobility projects state of play on the date of the report production (Nov 2022).

Projects contracted

The 2021-2027 new Erasmus+ programme[4] has been built on the success of the 2014-2020 programme and its predecessors, keeping substantial stability and continuity in the programme structure and management modes.

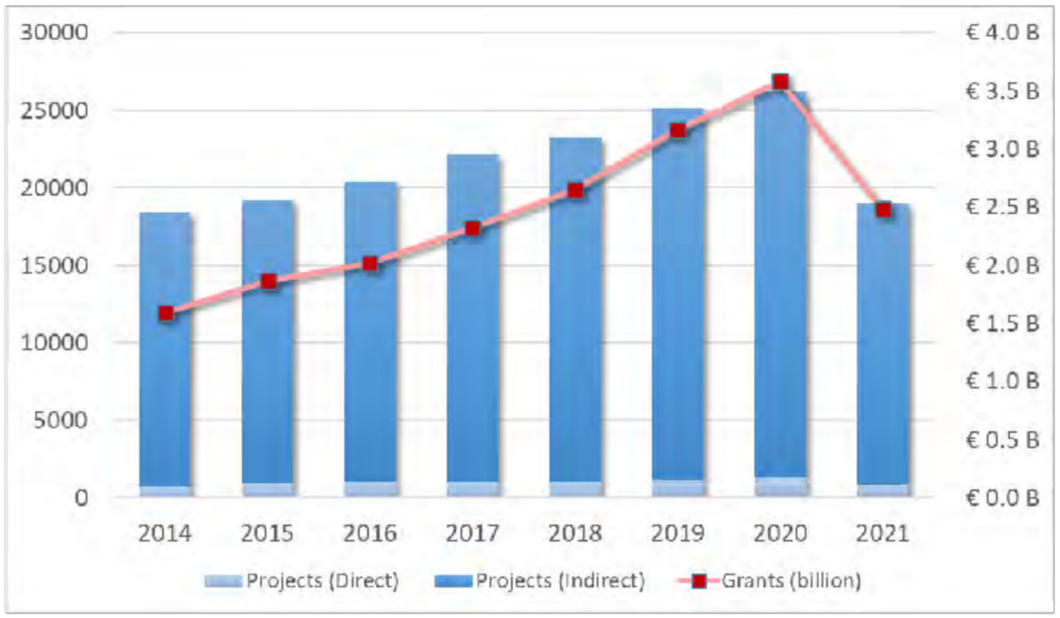


Figure 2 – Number of projects contracted under the 2021 budget, grants in billion (Data available only from 2014)

Although the programme funding was nearly doubled over the new Multiannual Financial Framework (MFF) covering 2021-2027 period, the financial allocation is not linear and the budget is lower in 2021 than in 2020, year 2022 budget will be nearly identical to 2020.

Organisations involved

The lower budget in 2021 results in fewer organisations being involved.

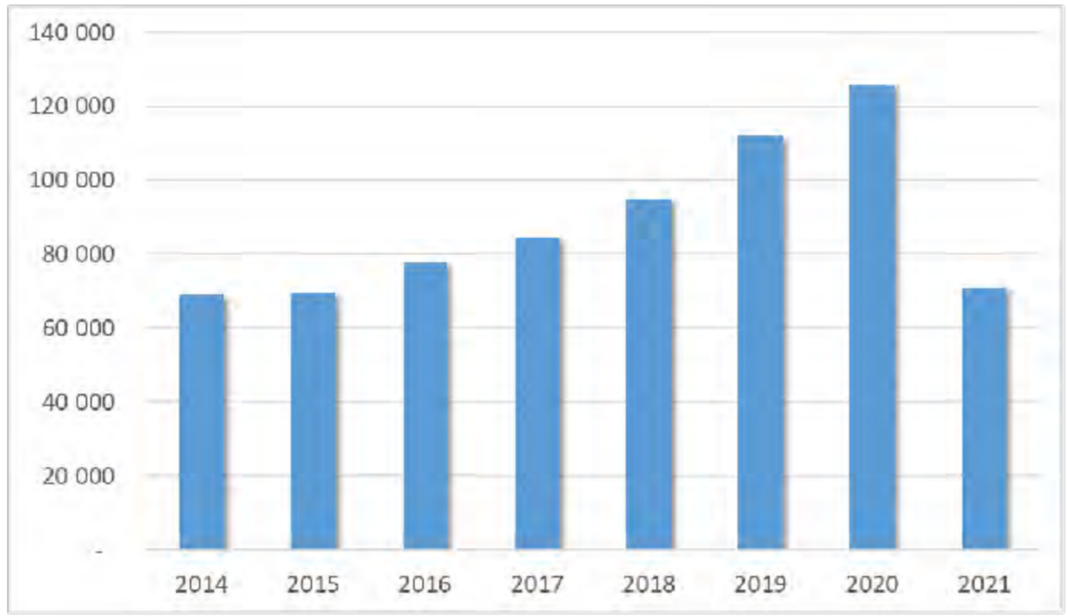


Figure 3 – Number of participations of organisations involved per year (data available only from 2014)

[4] Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013 (OJ L189/1, 28.5.2021): EUR-Lex - 32021R0817 - EN - EUR-Lex (europa.eu).

The programme in 2021

A reinforced budget tackling new challenges

The budget for the new programme is a key tool to face the increasingly complex global challenges the new decade has brought. Strengthening resilience and supporting recovery and innovation in the fields of education, training, youth and sport, have been high on the agenda of the intense negotiations on the EU's long-term budget culminating at the end of 2020.

These negotiations resulted in a major agreement on an indicative envelope of **more than EUR 26 billion for the programming period 2021-2027**[5], nearly doubling in size as compared to the previous seven years. In addition, the new programme benefits from a **further EUR 2.2 billion from the EU's external cooperation policy instruments**[6] as well as contributions from EFTA (European Free Trade Association) countries belonging to the European Economic Area and other non-EU participating countries.

More than EUR 28 billion
for the programming period 2021-2027
(EUR 26 Billion from Erasmus+ Budget
+
EUR 2.2 Billion from External Cooperation Instruments)

The Erasmus+ budget in 2021

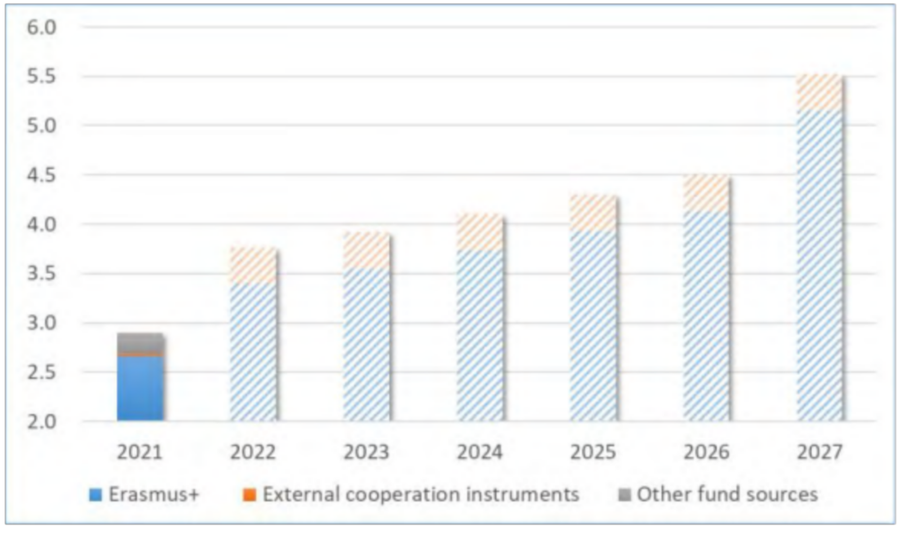


Figure 4 - Erasmus+ Financial Programming per year (billion EUR)

The new programme started in an exceptionally difficult context marked by the COVID-19 outbreak, due to the mobility of learners and staff being a flagship activity of Erasmus+. For two consecutive years, the programme confronted the worldwide impacts on mobility caused by the pandemic by showing remarkable flexibility and resilience. **In 2021, Erasmus+ succeeded at implementing about EUR 2.9 billion** (including EUR 23.5 million from external cooperation policy instruments and EUR 218 million from other fund sources[7]).

[5] The Erasmus+ programme budget is made of EUR 24.574 billion in current prices as part of the new Multiannual Financial Framework (MFF) 2021-2027 and an additional top-up of EUR 1.7 billion in 2018 prices, stemming from fines for infringements of EU competition law.

[6] Neighbourhood, Development and Cooperation Instrument (NDICI) and the Instrument for Pre-Accession (IPA III)

[7] Other fund sources (which include the financial contributions from the participation of EFTA and other non EU-associated countries, and recoveries) are defined and allocated on a yearly base and therefore cannot be forecasted for the whole period.

How the budget is managed

The European Commission's Directorate-General for Education, Youth, Sport and Culture (DG EAC) is responsible for the implementation of the Erasmus+ programme. It manages the budget and sets priorities, targets and criteria for the programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the programme as well as the **direct management of certain actions (1.8%).** The Commission's European Education and Culture Executive Agency (EACEA) is also responsible for the implementation of some centralised actions of the Erasmus+ programme under **direct management (17.4%).** However, the European Commission delegates' significant implementation tasks to National Agencies established in each Member State, third countries associated to the programme and international organisations, which means that **80.8% of the budget is implemented through indirect management**.

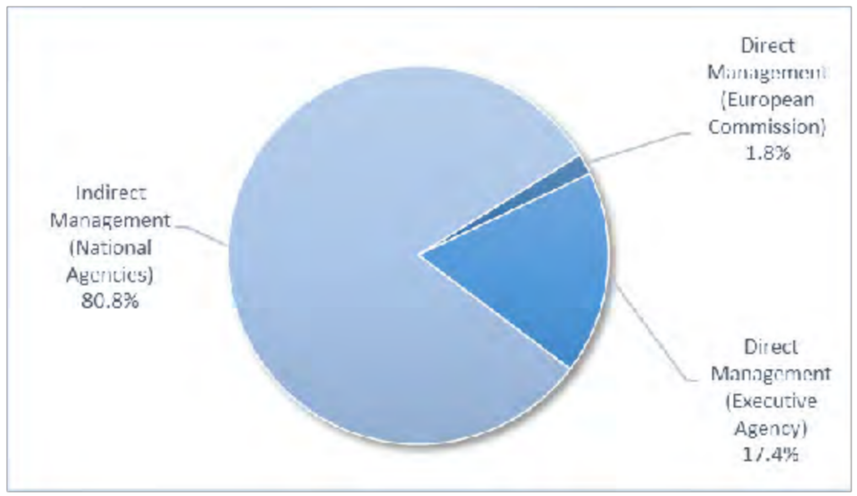


Figure 5 - Erasmus+ budget commitments 2021 per management mode

Funding distribution per sector

The actions implemented under the Erasmus+ programme are distributed in different sectors depending on the area of action. The Education and Training sector, which includes Higher Education, Vocational Education and Training, School Education, Adult Learning and Transectorial (actions which cannot be classified in a particular sector) received the largest budget share, with 79% of the commitments in 2021. The youth sector received almost 10% for the same period, also contributing to the preparation of the European Year of Youth celebrated during 2022. The remaining budget was distributed between Jean Monnet Actions, Sport, International Cooperation, as well as for essential administrative expenditure (including, e.g. financial support to National Agencies as a contribution to their management costs).

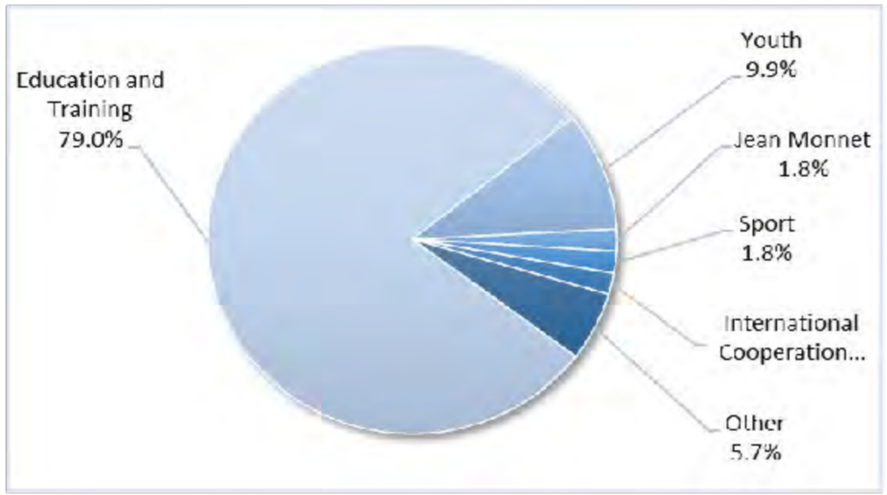


Figure 6 - Erasmus+ budget commitments 2021 per sector

Distribution per key action

As mentioned above, the Erasmus+ programme is applied through different actions, which at the same time act as indicators to assess the performance of the programme throughout its implementation. These key actions are as follows:

- Key Action 1 (KA1): Learning mobility of individuals
- Key Action 2 (KA2): Cooperation for innovation and the exchange of good practices
- Key Action 3 (KA3): Support to policy development and cooperation
- Jean Monnet Actions

Following previous years' trends, the combined allocation to Key Action 1 and Key action 2 remained stable overall with an 83% in 2021 compared to an 81% in 2020. The budget share for external cooperation instruments represented 2% compared to an 8% in 2020. Such amount will increase in 2022 and remain stable until the end of the programme in 2027.

The late adoption of the NIDICI-Global Europe and IPAIII instruments also meant that most of the international actions of Erasmus+ (i.e. International Credit Mobility KA171, Capacity Building for Higher Education, Capacity Building for VET, Erasmus+ Virtual Exchanges, Jean Monnet Networks) where not launched in 2021.

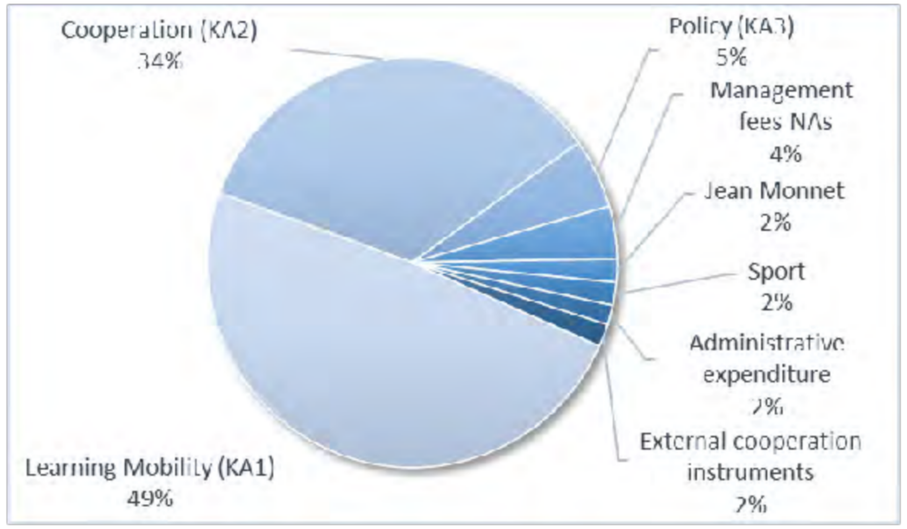


Figure 7 – Erasmus+ budget commitments 2021 per Key Action

The COVID-19 in 2020 and 2021: impact on the programme

The mobility part of the programme was seriously impacted by the COVID-19 pandemic. In comparison to the average number of mobility activities started per month over the period 2016-2019 *(grey curve)*, the decrease is clearly visible from March 2020 *(green curve)* to August 2021 *(blue curve)*.

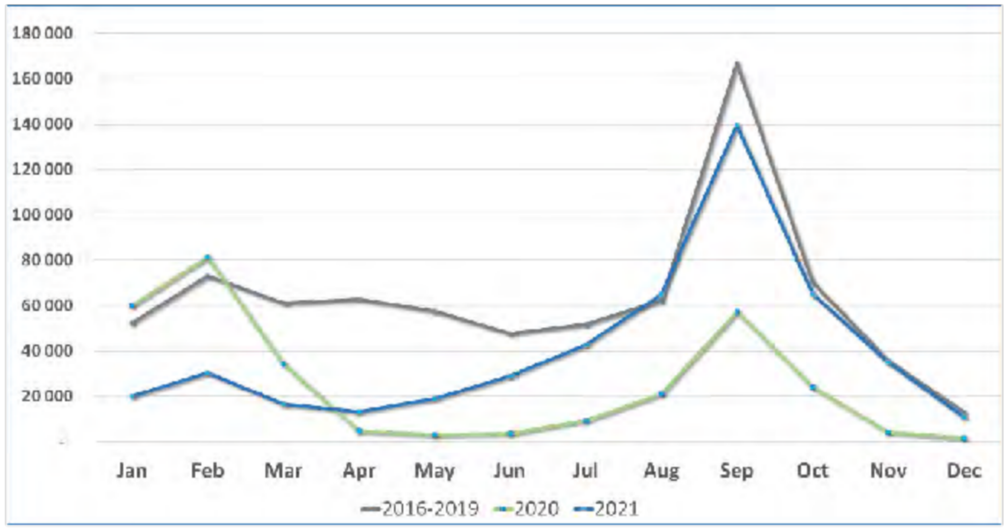


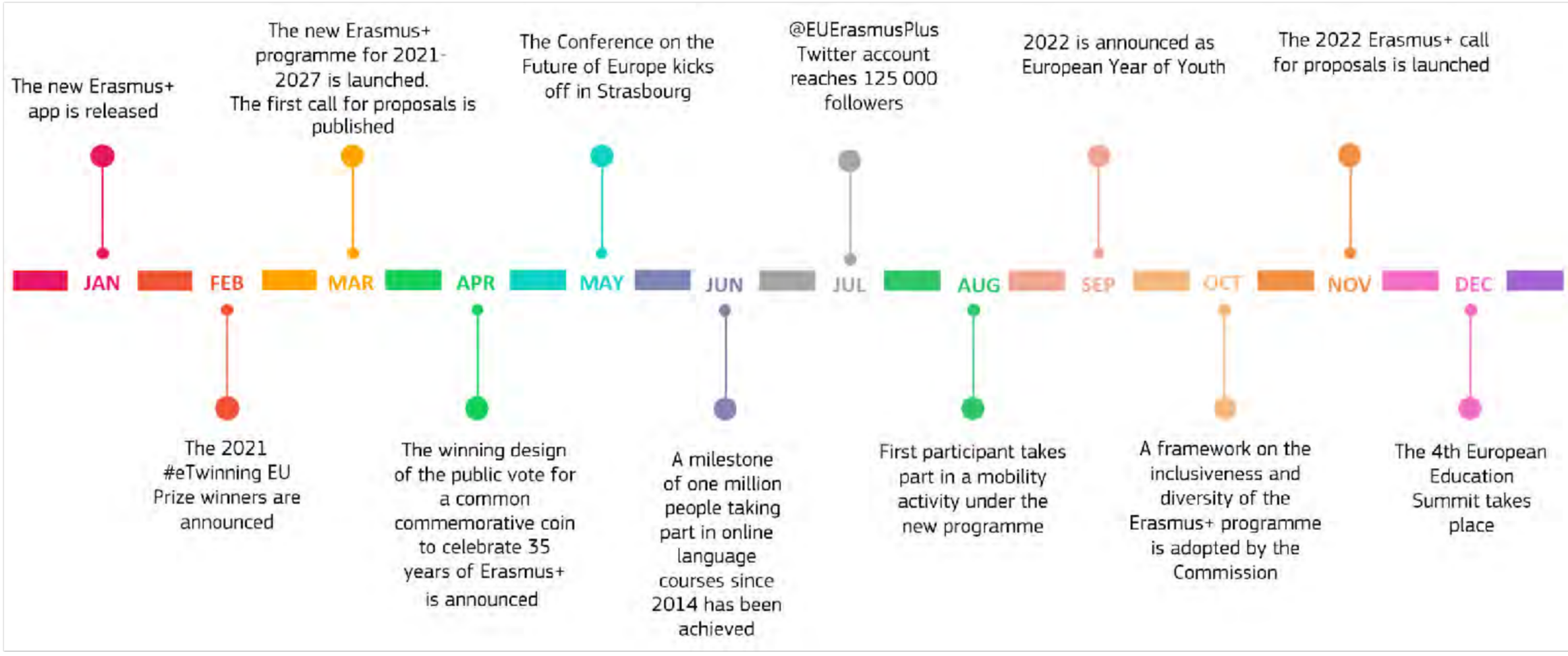
Figure 8 - The COVID-19 impact on Erasmus+ in 2020 and 2021
Total count of mobility periods started per month in Key Action 1

The overall decrease regarding the average over 2016-2019 is estimated at -60% in 2020 and -36% in 2021 for Key Action 1.

Thanks to the flexibility of the programme, consequent supporting measures were implemented with flexible arrangements put in place for participants and higher education institutions, allowing students to keep their Erasmus+ grants, while completing their course remotely and covering expenses linked to their stay in destination countries such as rent.

Other supporting measures were implemented for beneficiary organisations regarding management of their projects such as the extension of the deadlines, and increased financial support for the cooperation part of the programme (Key Action 2).

2021: the first year of the new Erasmus+ programme (2021-2027)



Key figures of 2021

*A total of close to **19 000** projects have been contracted, supporting more than **70 000** organisations from programme countries as applicant or partner.*[8]

*More than **648 000** learners and staff carried out a mobility activity in 2021 (Individual and group mobility).*

***About 65 000** participants with fewer opportunities were supported by the programme (**10%** of total).*

*By the end of year 2021, nearly **12.5 million** people had been supported by the programme **since 1987**.*

Projects funded by the 2021 budget

Most of the projects **(96%)** are coordinated by 55 National Agencies distributed across programme countries. In terms of funding, this represents more than **80%** of the budget allocated to projects (the programme supports management costs and other initiatives such as online platforms), the other projects are directly managed by the European Commission.

The financial support of the Higher Education field is the biggest while School Education concentrates more than 5 000 projects.

This distribution is in line with the EU regulation 2021/817[9] establishing the programme for the period 2021-2027 and defining the allocation of budget per action. It is adjusted regarding the changes in political priorities every year.

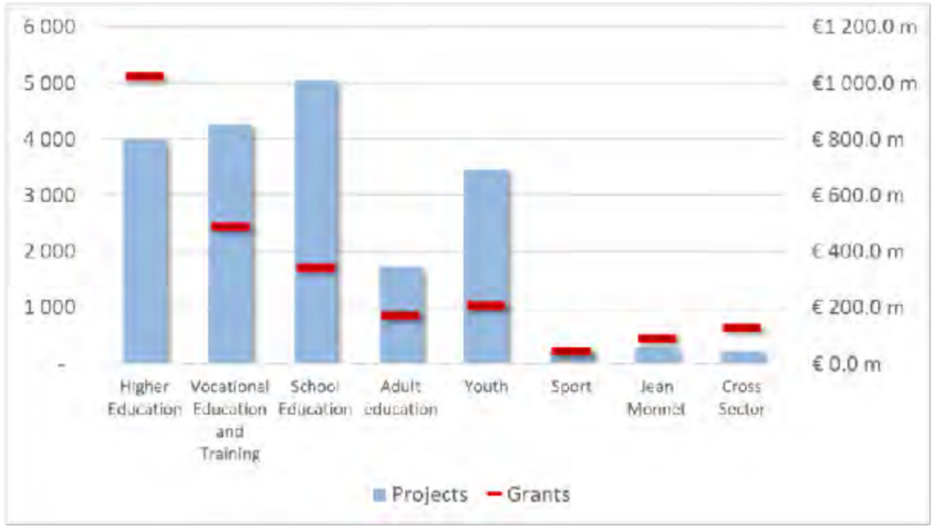


Figure 9 - Number of projects contracted under the 2021 budget per field, grants in million.

[8] An organisation can participate in several projects under the different actions of the programme.

[9] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021R0817

Most of the Erasmus+ projects support learning mobility (53%), and cooperation (41%).

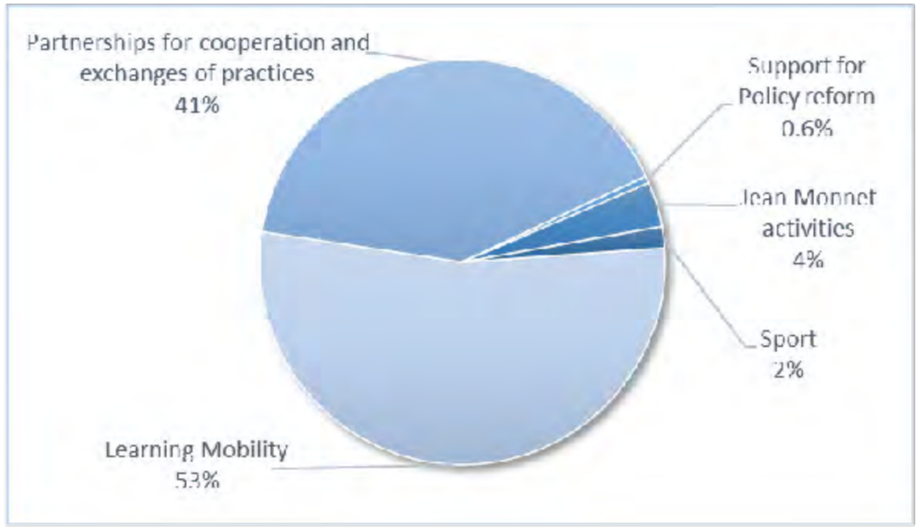


Figure 10 – Funding per key action

Under the call 2021, mobility projects are expected to allow more than **700 000 expected participants** to take part in a mobility activity within the **next few years**[10].

This expected number of participants should not be confused with the number of **actual participants** in mobility activities that took place in 2021 (see section mobility activity).

[10] A mobility project may last several years, and Erasmus+ supports participants during their mobility period.

Involvement of organisations

The implementation of the programme, which is mostly known for its mobility element, would not be possible without the involvement of thousands of organisations across programme countries and all activities of the programme.

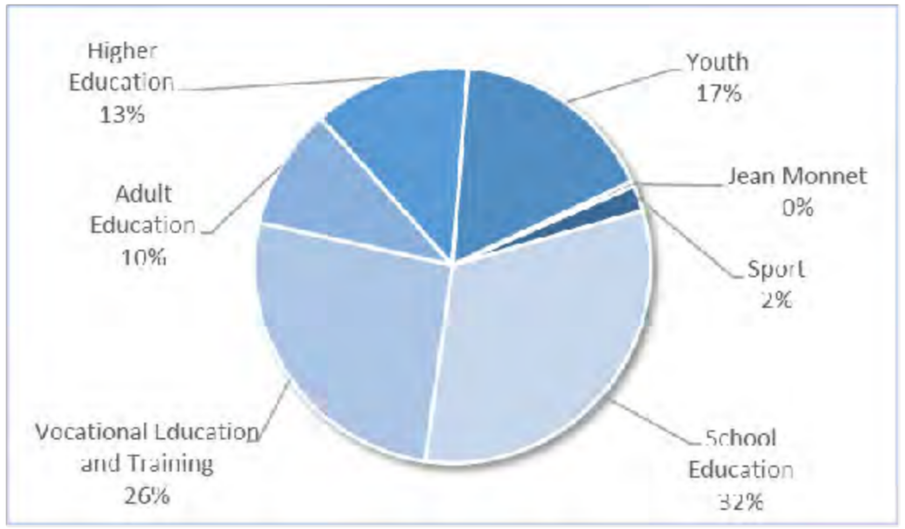


Figure 11 – Organisations per field

These organisations support participants with their mobility and also take part in numerous projects supporting cooperation and policy in the domain of Education and Training.

In 2021, more than 40 000 organisations received funds from the programme.

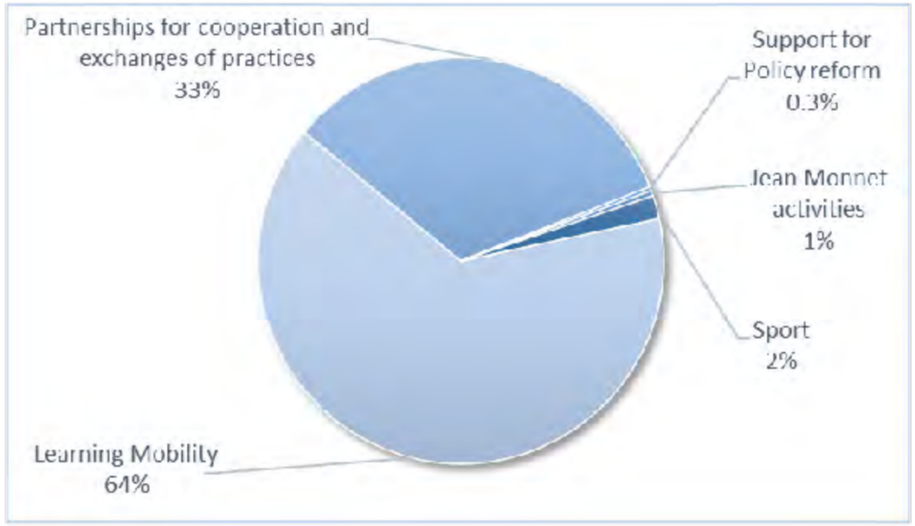


Figure 12 - Participating organisations per key action

The organisations involved can play different roles. The applicant organisation is responsible for the project's submission and coordination, but organisations can also take part in the programme as member of consortia partners in programmes countries or partners in other countries anywhere in the word.

In 2021, Erasmus+ involved organisations from more than 150 countries for mobility activities.

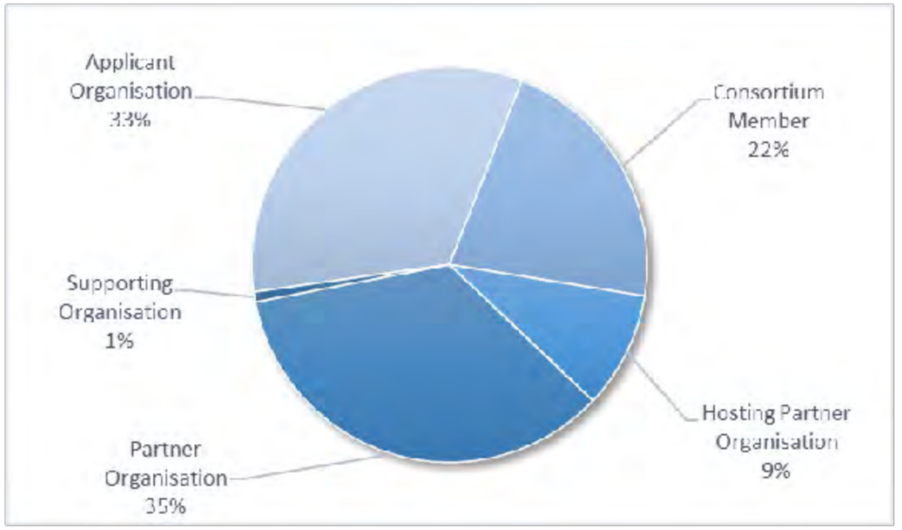


Figure 13 - Organisations per involvement type

With the new programme 2021-2027, the application process has been simplified to attract even more organisations, most of them (64%) are part of education systems but other types of organisations are involved.

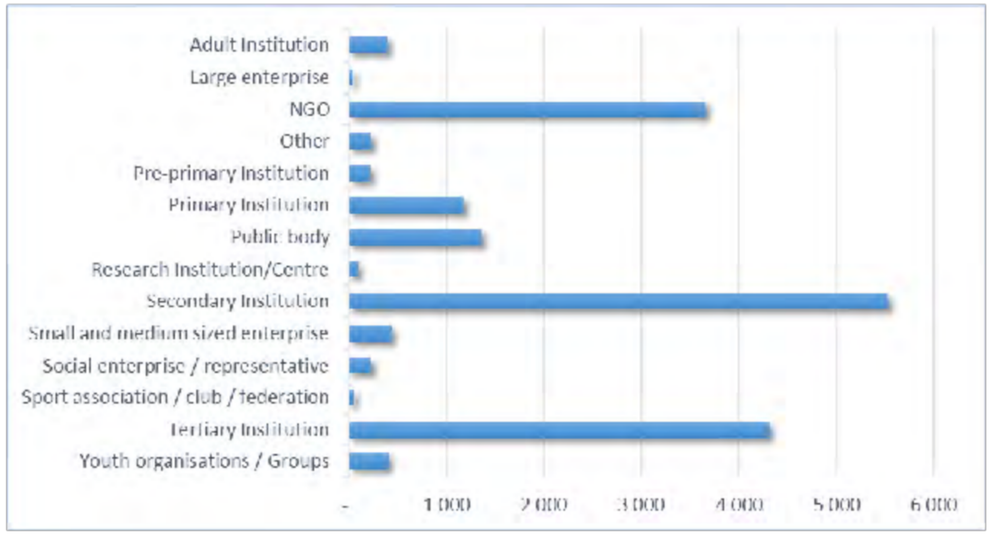


Figure 14 – Organisations per type – Applicants[11]

The accreditation: a key improvement for the new programme

One of the main novelties of the new Erasmus+ programme is the introduction of the accreditation scheme following the previously established scheme in the field of Higher Education, notably in School Education, Vocational Education and Training (VET), Adult Education and Youth.

The accreditation simplifies the application process, enables reliable and easier access to funds for Key Action 1 mobility activities for beneficiaries, while acting as an instrument for long-term/strategic planning.

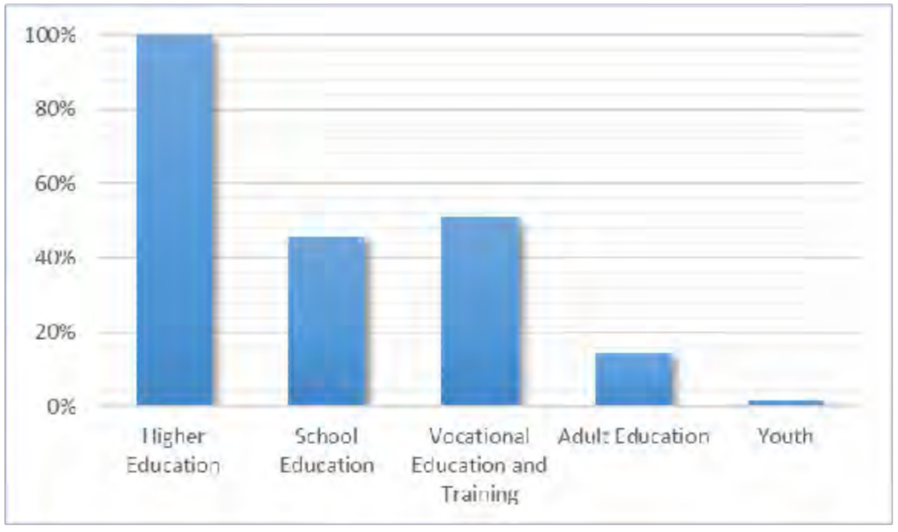


Figure 15 - Percentage of accredited organisations in each field

[11] Other includes: Accreditation; certification or qualification body; Counselling body; European grouping of territorial cooperation; Pre-Primary, Primary, Secondary, Tertiary and Adult Institutions include Schools and Educational centres.

Chart data displays applicant organisations for indirect management only

The accreditation scheme is designed to contribute to building the European Education Area by creating a critical mass of organisations that continuously participate in cross-border exchanges with the support of Erasmus+ programme. It has been successfully implemented and has attracted considerable demand.

I hope that many have the courage to throw themselves into the adventure of being accredited for Erasmus+. It offers unprecedented opportunities for international cooperation, both project cooperation and mobility in many different forms.

Mette Ernlund,
Head of International Relations and PhD in Internationalization at the University College South Denmark (UC SYD)

Learning mobility: what happened in 2021

2021 has been a challenging year for the mobility part of the programme due to COVID-19.

Although lower than before the COVID-19 period in 2019, participants started to travel again, and the programme achieved a nearly normal cruise mode after the summer (see Figure 8).

Key figures

648 640 **learners and staff** moved in 2021

10% participants with **fewer opportunities**[12]

83% **learners** (17% staff)

59% **women** (41% men, others less than 1%)

With more than 280 500 participants, Higher Education learners represent the majority of participants, followed by group mobility in schools (140 200 learners) and Youth (69 600 learners). Staff mobility amounts to 113 500 participants.

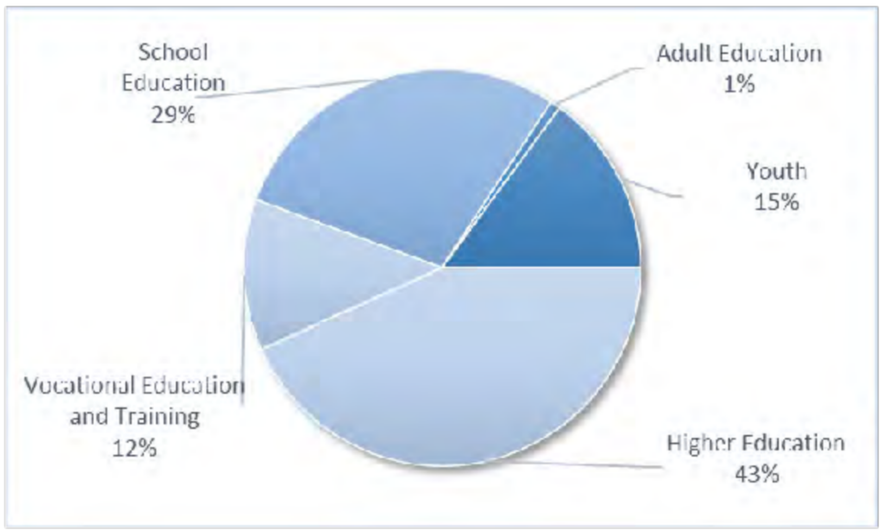


Figure 16 - Mobility in 2021 per field

Participants from the outermost regions

Since 2014, the number of participants from EU outermost regions (ORs) has steadily increased, with over 27 500 participants (learners and staff) in mobility activities. The majority of participants come from the field of Higher Education (54%), followed by Youth (24%), Vocational Education and Training (14%), School Education (8%) and Adult Education (1%). The distribution of participants among the ORs is as follows: Canary Islands (58%), Réunion (16%), Madeira (8%), Martinique (7%), Azores (6%), Guadeloupe (3%), French Guiana (2%) and Mayotte (1%).

[12] Participants with fewer opportunities, special needs, disadvantaged background, from outermost regions

Mobility activities in Key Action 1

An Erasmus+ mobility project may last several years. Participants starting their learning mobility in 2021 (from 1 January to 31 December) were consequently supported by projects contracted between 2018 and 2021 and covered by two Multiannual Financial Frameworks (MFFs).

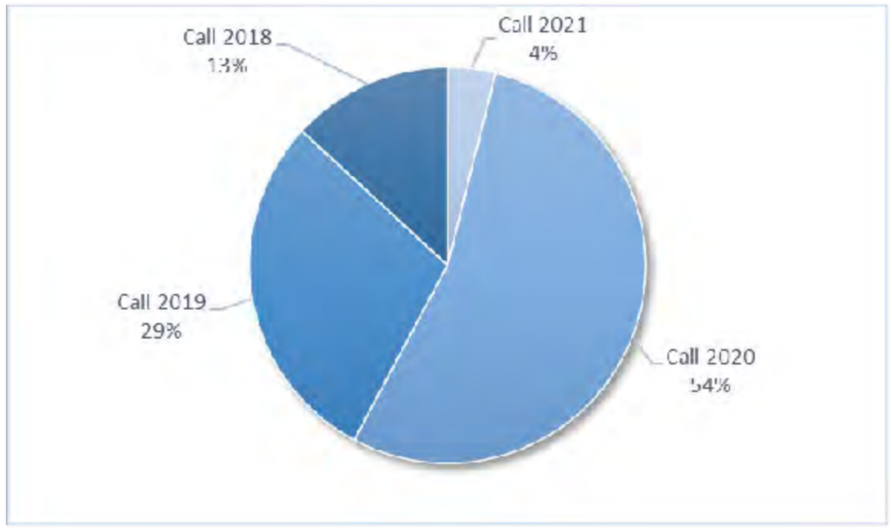


Figure 17 - Mobility funding in 2021, by call year

Upon application, organisations must provide a number of expected participants for their projects. At the end of the project, the number of actual participants finally supported might be different from the estimation.

For the sake simplicity, this document will always present reporting on mobility activity using all activities taking place in 2021, merging data from various financial periods.

Where do participants go? Where are they coming from?

The programme supports mobility of learners and staff mainly across programme countries. The new programme introduced more flexibility for international mobility, the impact will be visible in the coming years.

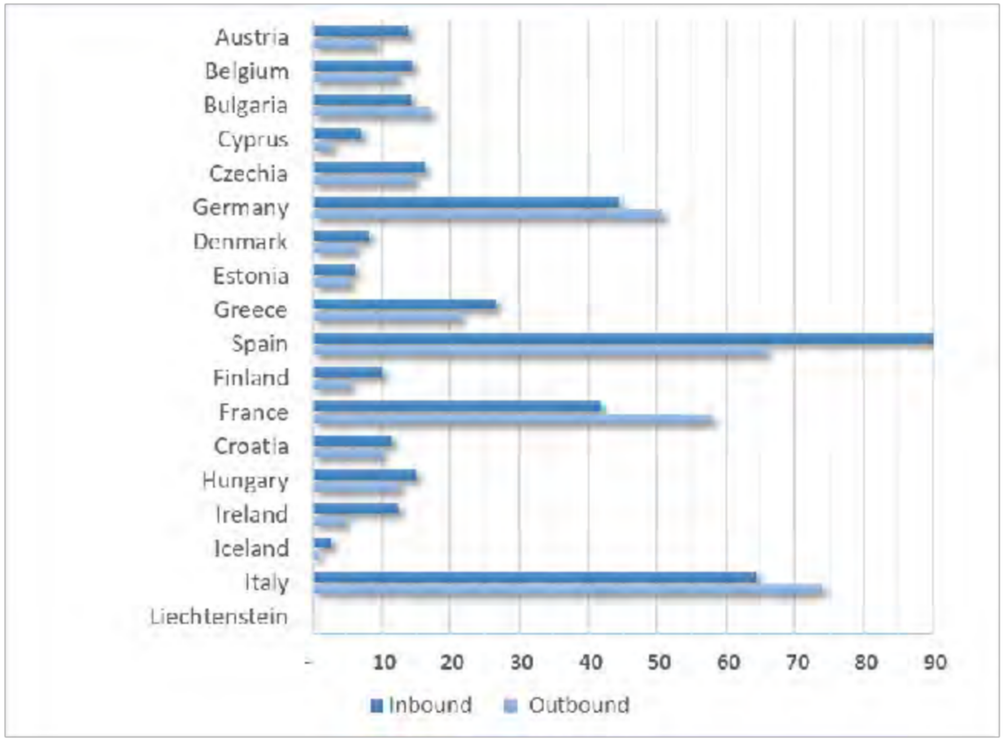


Figure 18 - Mobility flows in 2021 (thousands) – 1/2

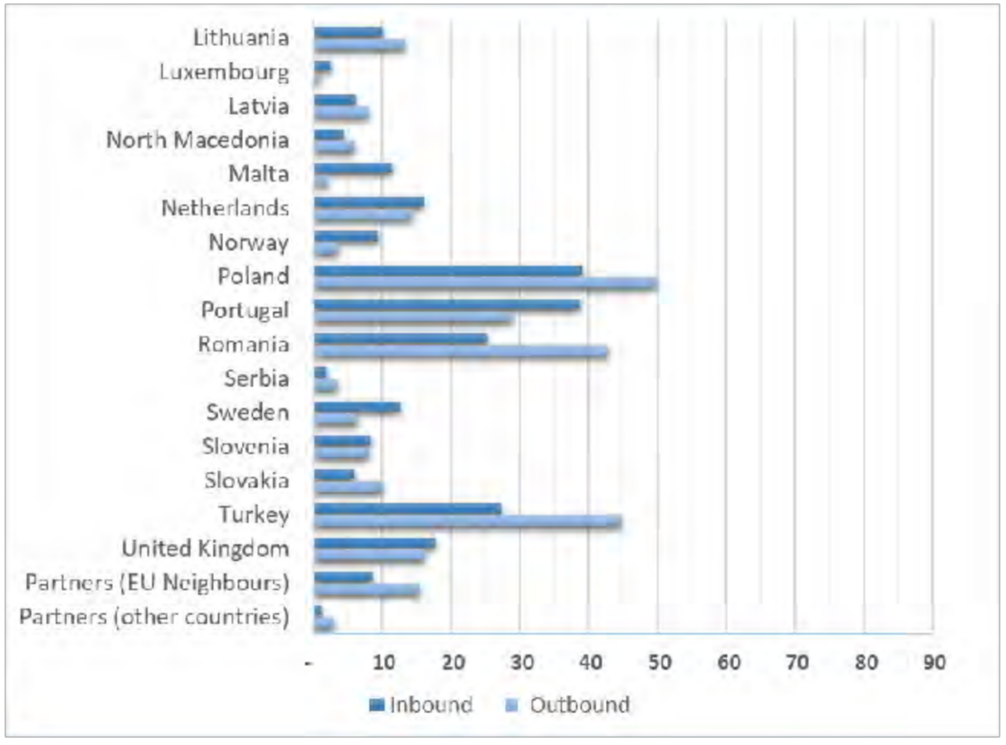


Figure 18 - Mobility flows in 2021 (thousands)[13] - 2/2

[13] Mobility periods from/to United Kingdom are linked to ongoing projects from the 2014-2020 programme

What do participants think about their learning mobility?

Every participant to a learning mobility activity has the opportunity to provide a comprehensive feedback about the experience.

This valuable feedback helps the organisations, the National Agencies and the European Commission to improve the programme[14] while providing a deep insight about a programme inspiring people all over the world since 1987.

95% of participants are either satisfied or very satisfied about their mobility, **99%** would recommend the experience.

78% have improved their foreign language competence, **87%** state that foreign languages are important.

75% think that they have better career opportunities, and **76%** have a better idea about their future career.

83% would like to work in an international environment.

89% feel more aware of European values, **73%** are more interested by European topics and **64%** feel more European

89% think that they have developed a better tolerance awareness.

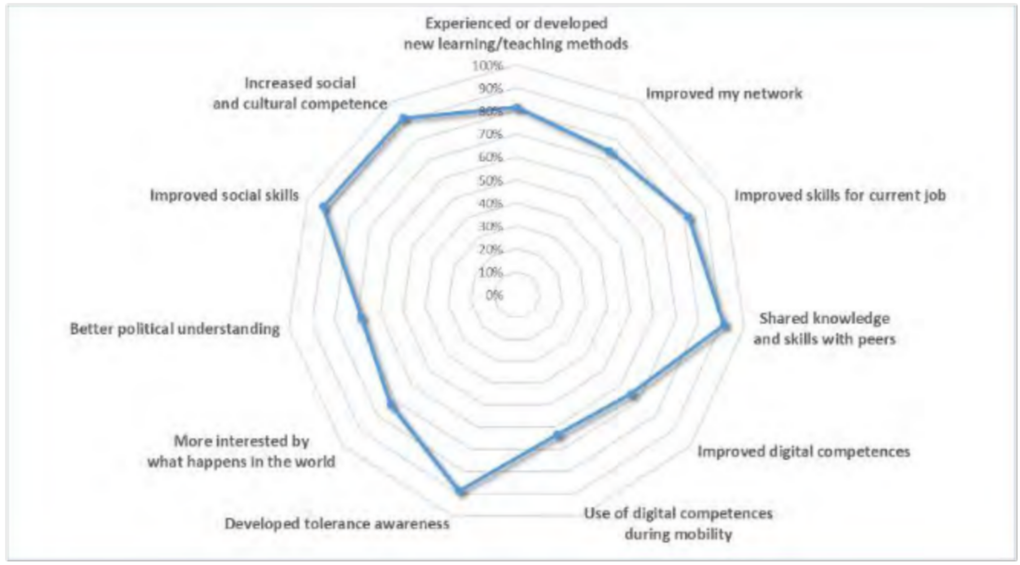


Figure 19 - Participants' feedback - Skills

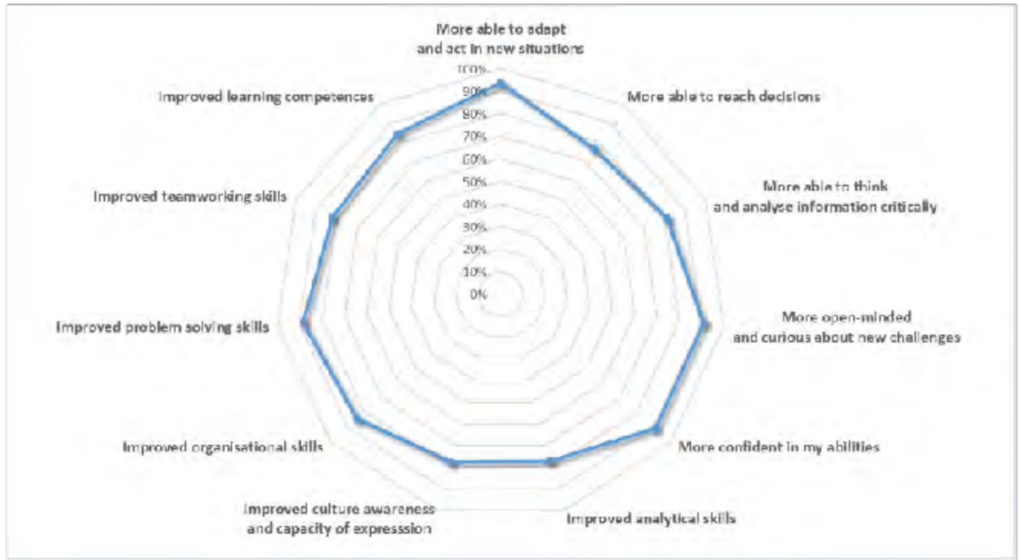


Figure 20 - Participants' feedback – Personal development

[14] Based on programme 2014-2020 programme feedback (representing 96% of mobility periods taken into account)

Programme's Activities

1. Higher Education

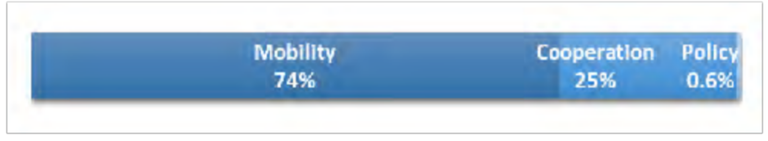
In Higher Education, Erasmus+ and its predecessor programmes have supported student mobility for studying purposes since 1987, making it one of the top benefits of EU membership.

Approximately 5 200 higher education institutions were awarded the Erasmus Charter for Higher Education (ECHE), following their applications in 2020. This accreditation is the entry ticket to Erasmus+ enabling these institutions to submit applications for mobility and cooperation activities under the programme for the whole Erasmus+ programme duration from call 2021 to 2027.

Key figures in 2021

EUR 1 013.6 million[15] in contracted projects

87% managed by National Agencies



Projects funded[16]
3 998

Beneficiary organisations[17]
8 110

Mobility activities

More than 280 500 **participants**[18]

89% of participants were **learners/students**

8%[19] **international mobility**

8% learners with **fewer opportunities**

[15] Total Erasmus grants allocated to projects contracted under the 2021 budget. Policy represents less than 0.5%.
[16] Projects managed by the European Commission and 55 National Agencies
[17] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[18] Learning mobility periods started between 01/01/2021 and 31/12/2021. Due to the implementation scheme of the programme, these mobility periods can be funded by budget allocated to years 2018 to 2021 (a mobility project may last several years).
[19] Participants moving from/to non-programme countries

Highlights in 2021

Learning mobility of individuals

The year 2021 was a transitionary year between two programme generations. Under the new programme, higher education students and staff have benefitted from **many new opportunities in mobility**. Mobility has become more inclusive, more digital, more international, more civically-engaged, more research-friendly and more sustainable. The higher education mobility action supported by internal policy funds included blended mobility combining physical and virtual learning and teaching, shorter student mobility periods, blended intensive programmes, inclusion measures powered through additional grants and student and staff mobility to any country in the world.

The call 2021 resulted in 3 480 higher education mobility projects receiving Erasmus+ funding. Of these, mobility consortia ran 154 mobility projects. Consortia are groups of institutions managing student and staff mobility together. Student mobility for studies was still the biggest activity in the Erasmus+ programme in 2021, accounting for EUR 425 million for more than 186 000 expected students, followed by traineeship mobility for EUR 154 million for around 78 000 expected students and recent graduates. Staff mobility received EUR 69 million of funding for 66 000 staff members. Finally, institutions received EUR 19 million to organise about 2 500 blended intensive programmes that will stimulate blended student and staff mobility and innovative learning and teaching methods.

In 2021, grant beneficiaries faced two challenges: First, the restrictions caused by the COVID-19 pandemic continued to make mobility activities difficult, mostly negatively impacting traineeship and staff mobility, while student mobility for studies was able to go ahead to a large extent, funded by the previous programme. Second, the Erasmus+ call 2021 budget for the higher education mobility action was significantly lower than that of call 2020. Overall, over EUR 750 million was granted to student and staff mobility in 2021 compared to EUR 940 million in the previous year. National Agencies increased mobility funds available to higher education for 2021 through budget transfers. While substantial funds in mobility projects of 2019 and 2020 were also left over, grant beneficiaries could fund the novelties of the new programme only through their call 2021 budget.

Cooperation among organisations and institutions

Partnerships for Cooperation

Thanks to a high budget in 2021 of EUR 130 million, the National Agencies were able to fund 436 **cooperation partnerships in the field of higher education.**

Of these funded higher education cooperation projects, 38% addressed the topic of creating new, innovative or joint curricula or courses; 27% new learning and teaching methods and approaches; 25% digital content, technologies and practices; 24% digital skills and competences; and 15% cooperation between educational institutions and business.

European Universities Initiative

The **European Universities Initiative** is paving the way for higher education transformation, by building the universities of the future. In 2021, 41 European Universities were funded and operational under Erasmus+. The 2022 Erasmus+ Call on European Universities was launched on 30 November 2021.

"Did you know?"

That academic staff who undertake a mobility teaching at a higher education institution abroad pave the way for student mobility and act as an important driver for internationalisation at home?

The KA2 strategic partnership project 'Teach with Erasmus+ (TWE+)' (2019-2021) conducted a comprehensive research on the quality and motivational aspects of teaching mobility of academics, benchmarked supportive methodological materials for teaching mobility and compiled a list of pedagogical methodologies for teaching mobility.

Aside from recommendations for teachers, institutions and policy makers on how to enhance teaching mobility, the project partners also created a platform where teachers can find and offer mobility opportunities - teachingmobility.eu

Erasmus Mundus Joint Masters

The call 2021 for **Erasmus Mundus** included major changes, in order to make its Joint Masters more attractive, sustainable, inclusive and international, and to simplify its application process and management. These changes are symbolised in the move from the Erasmus+ Key Action 1 to Key Action 2, highlighting the component of cooperation between higher education institutions while still maintaining the mobility of students. The creation of new Erasmus Mundus Design Measures proved the demand for such bridging activities, with 148 applications received, including 41 from third countries not associated to the programme. Notably, 40 Erasmus Mundus Design projects were funded, while 27 Erasmus Mundus Joint Masters were added to the list of Erasmus Mundus Joint Masters, making a total of more than 170 available programmes in the Erasmus Mundus catalogue.

Alliances for Innovation

The action **Alliances for Innovation** was launched for the first time within the Erasmus+ call 2021. It builds on the actions of Knowledge Alliances and Sector Skills Alliances of the previous programming period. It was widely publicised, with a successful virtual Info Day held in Brussels in June. The Alliances were organised in two lots: Lot One 'The Alliances for Education and Enterprises' and; Lot Two 'The Alliances for Sectoral Cooperation on Skills'. There were 300 eligible applications for Lot One and 17 for Lot Two, demonstrating the competitiveness of the action.

Project for higher education student and staff mobility between programme countries and partner countries

Coordinating organisation:	EU Grant:
PANTEIO PANEPISTIMIO KOINONIKON KAI POLITIKON EPISTIMON, Greece	**€905 650€**

The Erasmus+ in Panteion University aims to enhance skills and employability as well as to modernize education, training and youth systems in all areas of lifelong learning. Students can take advantage of the Erasmus+ Program in order to realize a study period abroad at a partner higher education institution, an internship abroad, in a company or other related workplace. In order for high quality mobility with maximum impact on students to be ensured, mobility should meet the learning and personal development needs of the students associated with the respective degree. Panteion has 321 inter-institutional agreements with program countries and 56 inter-institutional agreements with partner countries.

Project ID: **2020-1-EL01-KA103-077584**

Policy support, platforms and tools

HEInnovate

HEInnovate continued to be a popular platform for Higher Education Institutions (HEIs) to assess their own innovation and entrepreneurship capacities. Over 1 500 HEIs are now using the tool to enhance their performance, to develop their third mission role and help to foster smart specialisation strategies (S3). HEInnovate continued to run a series of workshops and train the Trainers sessions for practitioners. There are also a regular monthly webinars on topics linked to Higher Education (HE) and innovation which are well attended.

In the framework of HEInnovate, the **European Commission and the OECD** (Organisation for Economic Cooperation and Development) carried out another four HEInnovate country reviews to assist authorities in assessing the entrepreneurial and innovative capacities of their HEIs and give recommendations on ways to improve and move forward. The reports on Greece, Lithuania, Slovenia and Sweden were completed in 2021. Successful launch events held in those countries promoted the findings.

Another project run in cooperation with the OECD was "Labour Market Relevance and Outcomes" (LMRO II) and it continued its work during 2021, seeking to improve the articulation between HE and the labour market in four countries: Austria, Hungary, Portugal and Slovenia.

Higher Education for Smart Specialisation (HESS IV)

Work on **HESS IV** continued throughout 2021, attempting to enhance the capacity of Higher Education to link better with regional innovation eco-systems and develop smart specialisation strategies.

In 2021, work involved collaborations with European Institute of Innovation and Technology (EIT) Knowledge and Innovation Communities on innovation capacities for HEIs and knowledge triangle integration, targeted regional HEInnovate actions, European Universities and Knowledge Alliances and their connection to local ecosystems, Human Capital in European Structural Investment Funds (ESIF) in selected EU regions and Skills for Smart Specialisation Strategies (S3) co-creation teams (extended co-creation team of experts).

Skills & Education guarantee pilot

Building on the legacy of Erasmus+ Master Loan Scheme, the European Commission designed with the European Investment Fund (EIF, part of the EIB Group) activities that will be implemented under the InvestEU Fund as of 2022. Ahead of InvestEU's launch, the EIF initiated in 2021 the Skills & Education guarantee pilot (a 50 million euro guarantee fund), which is piloting 17 projects in 14 EU countries.

The pilot scheme provides a broad coverage of individual and institutional beneficiaries, as well as a broad range of financial intermediaries:

- Individual support for students and learners, to support studies and training, including for studying abroad (at Bachelor, Master & doctoral level, as well as for VET trainings & digital / coding skills);
- Institutional support for enterprises investing in skills and organisations providing education and training, thus covering both supply and demand side of education and training.

Further information can be found here: Skills & Education Guarantee Pilot (eif.org)

European Student Card Initiative

The **European Student Card Initiative** aims at making it as easy as possible for students across Europe to be mobile. Through its key components, the Erasmus+ Mobile App, the European Student Card and the digitalisation of the student mobility management, the initiative constitutes a real revolution and simplification of the way higher education institutions manage student mobility. By the end of 2021, the Erasmus+ Mobile App had been downloaded more than 137 700 times and more than 3 200 000 European Student Cards were produced by higher education institutions/student card issuers.

The **Erasmus Without Paper** (EWP) network is a large digital peer-to-peer network that aims to switch to digital mobility management and enable transfer of Erasmus+ participant data between different higher education institutions in Europe. Year 2021 marked the start of the digitalisation of the process of concluding interinstitutional agreements between partner institutions and the digitalisation of signing of Learning Agreements for students via the EWP network. By the end of the year, 2 376 higher education institutions had connected their IT systems to the EWP network enabling them to start exchanging data, of which 1 847 were ready to exchange Online Learning Agreements and 2 246 institutions were ready to exchange interinstitutional agreements.

2. Vocational Education and Training

In the field of Vocational Education and Training (VET), the Erasmus+ programme aims at supporting the personal and professional development of participants through the funding of a **wide range of mobility activities,** including job shadowing and professional development courses for staff, traineeships, and long-term placements (ErasmusPro), invited experts, etc.

Furthermore, strengthening the internationalisation and institutional development of VET providers and other organisations in the field is also supported by the programme. Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, and also produce high-quality innovative deliverables. Apart from developing capacities of organisations, cooperation projects contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

Finally, the initiative on **Centres of Vocational Excellence** (CoVEs) launched in 2021 aims to support the gradual establishment and development of Centres of European platforms of CoVEs, contributing to regional development, innovation, and smart specialisation strategies as well as to international collaborative platforms.

Key figures in 2021

EUR 558.6 million[20] in contracted projects

87% managed by National Agencies

Projects funded[21]
4 255

Beneficiary organisations[22]
16 832

Mobility activities

More than 79 960 **participants**[23]

91% of participants are **learners/apprentices**

12% learners with **fewer opportunities**

[20] Total Erasmus grants allocated to projects contracted under the 2021 budget.
[21] Projects managed by the European Commission and 55 National Agencies
[22] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[23] Learning mobility periods started between 01/01/2021 and 31/12/2021. Due to the implementation scheme of the programme, these mobility periods can be funded by budget allocated to years 2018 to 2021 (a mobility project may last several years).

Highlights in 2021

The year 2021 was still very much impacted by the COVID-19 pandemic. Mobilities were next to impossible for several months of the year, due to travel restrictions, organisation policies (focus on catching up after online learning, no travel to risk areas), and individual participants' risk avoidance.

In 2021, VET has been strengthened in Erasmus+ with **new opportunities, such as international mobility of VET learners and staff** to countries which are not partners of the programme (generally – worldwide), provided that participants are sent by an accredited organisation. This new opportunity promotes the policy objectives of the European Education Area, the Council Recommendation on VET and the Osnabrück Declaration, all calling for an international dimension of VET.

The new programme also reinforced the use of consortia, allowing local and regional VET authorities, VET coordination bodies and other organisations to involve multiple VET providers in their country in a joint mobility project. This format is designed to improve inclusion and access of VET providers, removing obstacles for newcomers and smaller VET providers.

The newly introduced accreditation scheme builds on the VET mobility charter. It will further increase the number of mobility activities and facilitate as well as stabilise the access to funds.

Learning mobility of individuals

Overall, over EUR 297 million were contracted for Key Action 1 mobility activities, utilising almost 100% of budgeted funds, with around 111 000 expected participants (81% VET learners, 19% staff).

The first call for accreditations was launched in October 2020, as a preliminary (and conditional) call before the full launch of the programme. This enabled the newly accredited organisations to benefit from the new scheme already in 2021, the first year of the new programme's implementation.

For organisations already in the possession of a **VET charter**, a fast-track procedure was launched, as the VET charter and the new accreditation scheme share a number of similarities. The main difference between the accreditation system and the VET charter is that the former was based on past merits and was relatively exclusive, while the new system focuses on future objectives and is open to everyone. Most organisations with a VET charter have taken up this opportunity and requested the accreditation through the fast-track procedure (of 852 currently valid VET Charters, 90% applied for the light procedure, 1.5% applied for the standard procedure and 8.5% did not apply).

The first call was successful, with 3 960 applications and 2 951 awarded accreditations, among them 2 416 for individual VET providers and 535 for consortia across the programme countries. Of the accredited organisations, 75% applied for funding under call 2021 and were contracted around EUR 235 million in grants. Overall, the consortia represented 4 780 distinct organisations which received funding.

A second accreditation call took place in 2021, resulting in further 1 902 applications and 958 accreditations being awarded to 829 individual VET providers and 129 consortium coordinators.

In parallel with the launch of accreditations, Key Action 1 opportunities remain open for VET providers that prefer to apply for small projects of a limited duration. The short-term projects for mobility of learners and staff are designed as a stepping-stone to the new programme. Under the call 2021, 1 048 short-term mobility projects were contracted, accounting for close to EUR 58 million of contracted funding.

Another novelty is the type of activity formats that these projects (short-term and accredited) can carry out. The new activity formats in this sector are: the participation of learners in VET skills competitions; the courses and trainings for staff and; the opportunity to invite experts and teachers in training.

The new programme has reinforced its support to **long duration mobility of learners with ErasmusPro**. The learning period must include a strong work-based component and an individual learning programme must be defined for each participant. Projects supporting long duration mobility of apprentices and VET learners are given additional points in the award criteria, and also benefit from additional financial incentives which include EUR 500 for organisational support per participant in long-term learning mobility (ErasmusPro), and EUR 300 per participant for language learning materials and training. These incentives are in addition to the general support for VET learner and apprentices' mobility.

Cooperation among organisations and institutions

Partnerships for Cooperation

With the **Partnerships for Cooperation**, new sector specific priorities were introduced as of 2021, as part of an exercise carried out to increase clarity and the pedagogic approach in linking these priorities with project proposals. In the field of VET, the priorities were:

- Adapting vocational education and training to labour market needs
- Increasing the flexibility of opportunities in VET
- Contributing to innovation in vocational education and training
- Increasing attractiveness of VET
- Improving quality assurance in VET
- Creation and implementation of internationalisation strategies for VET providers

The most significant developments with the new programme in Key Action 2 were the introduction of two new partnership models: small-scale partnerships and cooperation partnerships, and a new lump sum grants model. This facilitates project applications and access to the programme, especially for newcomer organisations. Overall, 967 partnerships were contracted funding in 2021, with the lump sums totalling approximately EUR 188 million.

- **Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. We see good numbers already and expect them to grow over the duration of the programme. 297 small-scale partnerships were contracted with over EUR 16 million in funding. The total requested amount for the

small-scale partnerships was EUR 32 million, which shows that there was a considerable interest for this new action.

- **Cooperation partnerships** enable large cooperation projects over a longer period of time. This action was launched successfully, as beneficiary organisations are well familiar with the model. 670 cooperation partnerships were contracted with over EUR 172 million in funding. The total requested amount for the cooperation partnerships was EUR 416 million, demonstrating a considerable interest for this established action.

Key Action 2 partnerships are essential to achieve the programme priorities. In the field of VET, 422 contracted partnerships addressed digital transformation, 261 addressed climate change / environment, 238 addressed inclusion (and 67 addressed civic engagement). We clearly observe a tendency towards digital transformation as a more naturally appealing topic to VET, with civic engagement lacking behind. Many more projects focused additionally on the specific field priorities, the top priority here were 'Contributing to innovation in vocational education and training' and 'Adapting vocational education and training to labour market needs'.

Centres of Vocational Excellence (CoVE)

The initiative on **Centres of Vocational Excellence** aims to be a driving force for reforms in the Vocational Educational and Training (VET) sector, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, meeting the needs of an innovative, inclusive and sustainable economy. Vocational Excellence ensures high quality skills and competences that lead to quality jobs and careers which meet the needs of an innovative, inclusive and sustainable economy. Centres of Vocational Excellence (CoVEs) bring together a wide range of local, regional and national partners from different countries. Together they co-create 'skills ecosystems' that contribute to regional development, innovation, industrial clusters, and smart specialisation strategies, as well as to social inclusion. They also support the diffusion of innovation and applied research, especially among SMEs (small and medium-sized enterprises).

2021 was the first year for a fully-fledged new action on CoVE in the new programming period, building on previous years' pilot projects and calls. The call was very successful with 84 applications received, involving organisations from 55 countries and 13 projects finally selected (instead of 11 initially planned). The selected projects cover 37 countries.

The CoVE project leaders have set-up a Community of Practice (CoP) where they exchange experience, best practices and lessons learned from implementing their projects. The community addresses common issues that are of interest to all CoVEs and promotes thematic discussions on key VET issues. By doing so, the CoP is also a key interlocutor for the European Commission to continue developing the concept of Vocational Excellence that meets the needs of VET practitioners. The CoP has recently launched a mapping facility that provides a user-friendly overview of all the CoVE projects supported through Erasmus+ funding. This facility is available on the webpage of the CoP since June 2022.

Alliances for innovation

This new action in the 2021 programme aims at **fostering cooperation and flow of knowledge** among higher education, vocational education and training (both initial and continuous), and the broader socio-economic environment, including research. The 2021 selection round was very successful (see section on Higher Education).

I think I will be active in Erasmus+ as long as my health serves me. Many peers say that I look better now than before.

Željko Habek,
72-year-old Croatian retired professor and mechanical engineer, participant in the Erasmus+ cooperation project 'Welding is your chance'

Digital Education on the Farm to Fork strategy

Coordinating organisation:	EU Grant:
SVEUCILISTE U ZAGREBU, Croatia	**€156 101**

The DG FARMER aims to tackle the limited resources available regarding digital training materials on sustainable agri-food practices and to support the promotion of the EU Farm to Fork policy implementation especially among VET professionals and trainers in the agri-food sector by up- and reskilling their competences.
The project will highlight the benefits of the transition towards sustainable food systems and production practices in the EU, as well as the importance of the Farm to Fork strategy for sustainable agricultural development.
This will be achieved through interventions that combine innovative curriculum and digital learning. More specifically, the project will develop a training toolkit and a self-assessment for trainers' capacity in sustainable agriculture in a digital form which will be the main content of the Farm to Fork e-learning platform.

Project ID: 2021-1-HR01-KA220-VET-000033253

Training makes good professionals

Coordinating organisation:	EU Grant:
Sredno Opshtinsko Uchiliste so Uchenichki Dom 'Dimitar Vlahov', North Macedonia	**€52 776**

The project aimed at introducing the students of SOUUD 'Dimitar Vlahov' to innovative European practices in pastoral livestock farming, adopting standards in the field of bioforming, agriculture and entrepreneurship, offering them new theoretical knowledge and practical skills in a real working environment - by conducting training in a farm in Bulgaria.
The project had a positive impact on all project participants - students, accompanying persons, school, and partner organizations at local, regional and national level. The mobility will help students to use the new technological tools on farms and thus will be more effective, well-prepared for the development of a business. This project is a good practice for job sustainability between educational institutions in Europe.

Project ID: 2019-1-MK01-KA102-060063

3. School Education

In the field of school education, the Erasmus+ programme aims at strengthening the internationalisation and institutional development of schools in all programme countries as well as the implementation of EU political priorities. It also supports personal and professional development of participants through the funding of **mobility activities for pupils and staff**, and partnerships with relevant institutions.

With regard to learning mobility for school pupils and staff, a wide range of activities, such as job shadowing and professional development courses for staff, individual and group mobility for pupils, invited experts and hosting of teachers and educators in training are supported by the programme.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, and also produce high-quality innovative deliverables. Apart from developing capacities of organisations, cooperation projects contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

Key figures in 2021

EUR 342.2 million[24] in contracted projects

96% managed by National Agencies

Projects funded[25]
4 991

Beneficiary organisations[26]
20 170

Mobility activities

More than 186 100 **participants[27]**

76% of participants are **learners**

[24] Total Erasmus grants allocated to projects contracted under the 2021 budget.
[25] Projects managed by the European Commission and 55 National Agencies
[26] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[27] Learning mobility periods started between 01/01/2021 and 31/12/2021. Due to the implementation scheme of the programme, these mobility periods can be funded by budget allocated to years 2018 to 2021 (a mobility project may last several years).

Highlights in 2021

The year 2021 was marked by the launch of the new Erasmus+ programme. One of its main novelties is the **introduction of pupil mobility** to Key Action 1. This allows for easier access to the mobility activities by beneficiaries and will thus allow a scale-up of their overall number in the field. As one of the means to support this move, **an accreditation scheme has been newly introduced** and successfully launched.

The new programme reinforced the use of consortia, allowing local and regional school authorities, school coordination bodies and other organisations to involve multiple schools in their country in a joint mobility project. This format is designed to improve inclusion and access of schools, removing obstacles for newcomers and smaller schools.

The COVID-19 pandemic had a tremendous impact on the mobilities in 2021. As in the previous year, mobilities were next to impossible for several months of the year. In many countries travel restrictions were still in place, but also organisations as well as individual participants tried to avoid risks.

Learning mobility of individuals

Overall, more than EUR 161 million were contracted for Key Action 1 mobility projects in school education, with 106 000 expected participants (58% pupils, 42% staff).

The first call for accreditations was launched in October 2020, as a preliminary (and conditional) call before the full launch of the programme. This enabled the newly accredited organisations to benefit from the new scheme already in 2021, the first year of new programme implementation.

The first call was successful, with 3 511 applications and 2 357 awarded accreditations, among them 2 038 for individual schools and 3 192 for consortium coordinators. 82% of these accredited organisations applied for funding under call 2021 and were contracted around EUR 112 million in grants. Overall, the consortia represented 5 629 distinct organisations that received funding. A second accreditation call took place in 2021, resulting in further 3 168 applications and 2 106 accreditations being awarded to 1 953 individual schools and 153 consortium coordinators.

In parallel with the launch of accreditations, Key Action 1 opportunities remain open for schools that prefer to apply for small projects of a limited duration. The short-term projects for mobility of learners and staff are designed as a stepping-stone to the new programme. Under call 2021, 1 926 short-term mobility projects were contracted, accounting for close to EUR 49 million of contracted funding.

To strengthen the support for **long-term mobility of pupils**, the new programme offers additional incentives. An individual learning programme with a set of expected learning outcomes must be defined for each participant. Projects supporting long-term mobility of pupils are given additional points in the award criteria, and also benefit from additional financial incentives that include: EUR 500 for organisational support per participant in long-term learning mobility, and EUR 300 per participant for language learning materials and training. Costs related to travel within the country of destination with the purpose of participating in a pre-departure training, are also covered by the programme.

ProuD to Teach All: Professional Development Strengthening Competencies to Teach All Learners in an Inclusive Learning Environment

Coordinating organisation:	EU Grant:
ARTEVELDEHOGESCHOOL, Belgium	**€412 653**

The projects' key message to all European communities is: 'Everybody can learn, no matter what your family background or initial capacities are. By strengthening your interprofessional collaboration, you can raise each other's learning potential and make an inclusive pedagogy work'.
The four objectives of the project are:
1. to investigate professional development strategies that are effective, feasible and replicable to make teachers eager to learn to teach all learners;
2. to devise an accessible online inspiration centre that engages teachers to use evidence-based resources,
3. to strengthen teachers' interprofessional collaboration skills in inclusive networks and
4. to enhance the coaching skills of experienced teachers, school leaders and other senior educational professionals to enable them to lead professional learning communities that are ProuD to Teach All Learners.
Project ID: 2020-1-BE02-KA201-074764

Cooperation among organisations and institutions

Partnerships for Cooperation

With the **Partnerships for Cooperation**, new sector specific priorities were introduced as of 2021 as part of an exercise carried out to increase clarity and the pedagogic approach in linking these priorities with project proposals. In the field of school education, the priorities were:

- Tackling learning disadvantage, early school leaving and low proficiency in basic skills;
- Supporting teachers, school leaders and other teaching professions;
- Development of key competences;
- Promoting a comprehensive approach to language teaching and learning;
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM (Science, Technology, Engineering, Art, and Mathematics) approach;
- Developing high quality early childhood education and care systems;
- Recognition of learning outcomes for participants in cross-border learning mobility.

The most significant developments with the new programme in Key Action 2 were the **introduction of two new partnership models**: small-scale partnerships and cooperation partnerships, and a new lump sum grants model. This facilitates project applications and access to the programme, especially for newcomer organisations. Overall, 1 119 partnerships were contracted funding in 2021, with the lump sums totalling approximately EUR 166 million.

- **Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. We see good numbers already and expect them to grow over the duration of the programme. 535 small-scale partnerships were contracted with over EUR 29 million in funding, utilising 86% of the available funds. The total requested amount for small-scale partnerships was EUR 98 million, which shows that there was a considerable interest for this new action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. This action was launched successfully, as beneficiary organisations are well familiar with the model. 584 cooperation partnerships were contracted with over EUR 136 million in funding, utilising 94% of the available funds. The total requested amount for the cooperation partnerships was EUR 425 million, which shows that there remains a considerable interest for this established action.

Key Action 2 partnerships are essential to achieve the programme priorities. In the field of school education, 352 contracted partnerships addressed digital transformation, 321 addressed climate change / environment, 457 addressed inclusion and 250 addressed civic engagement, showing a good spread. Many more focused additionally on the specific field priorities, the top priority in both actions was supporting teachers, school leaders and other teaching professions.

Erasmus+ Teacher Academies

In 2021, the **Erasmus+ Teacher Academies** were successfully launched and 11 projects were awarded to international networks of initial and continuous teacher trainings providers. In the upcoming three years, they will work to develop a European and international outlook in teacher education, promoting multilingualism, language awareness and cultural diversity, develop teacher education in line with the EU's priorities in education policy and contribute to the achievement of the objectives of the European Education Area. They will also increase the attractiveness of the teaching profession across the programme countries.

Policy support, platforms and tools

European Innovative Teaching Award

In the first year of the **European Innovative Teaching Award**, 104 projects were awarded, representing 31 programme countries in four categories: early childhood education and care, primary education, secondary education, and VET schools. It is an annual award, launched by Commissioner Gabriel in 2021, which highlights outstanding innovative teaching and learning practices within the Erasmus+ programme and recognises the work of teachers and their schools engaged in European cooperation projects.

Mult'culture - Promote Education for Cultural Heritage

Coordinating organisation:	EU Grant:
EB1/PE de Câmara de Lobos, Portugal	**€83 354**

Building cultural bridges across Europe in our quest to rediscover and explore cultural legacies reinforcing a sense of belonging to a common European space, was a priority to this partnership designed by partners from Portugal, Romania, Italy, Greece and Poland.
This project is innovative by blending cultural activities with entrepreneurship. Students had the opportunity to learn about the basic concept of running a business through workshops on the topic, meetings with economists / bank representatives, Fairs – where they actually put into practice what they have learnt. This way, words like: business plan, marketing strategy, profit, bankruptcy were no longer notions that only grown-ups know about. In consequence, students became better critical thinkers and problem solvers, more independent decision makers with increased employability. At the same time, these activities helped pupils to better socialise, communicate and interact as a team, improving not only their knowledge but also encouraging integration and cooperation with their peers.

Project ID: **2018-1-PT01-KA229-047259**

4. Adult Education

In the field of adult education, the Erasmus+ programme aims at strengthening the internationalisation and strategic development of adult education providers in all programme countries, the implementation of EU political priorities as well as personal and professional development of participants through the funding of **mobility activities** for adult learners and staff, as well as partnerships.

The mobility activities for adult learners target learners with fewer opportunities to ensure the access to training activities for adult learners who might benefit the most and are underrepresented in such activities.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, and produce high-quality innovative deliverables. Apart from developing capacities of organisations, cooperation projects contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

Key figures in 2021

EUR 172.4 million[28] in contracted projects

Managed by National Agencies

Projects funded[29]
1 664

Beneficiary organisations[30]
6 560

Mobility activities

More than 5 350 **participants**[31]

[28] Total Erasmus grants allocated to projects contracted under the 2021 budget.
[29] Projects managed by the European Commission.
[30] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[31] Learning mobility periods started between 01/01/2021 and 31/12/2021. Due to the implementation scheme of the programme, these mobility periods can be funded by budget allocated to years 2018 to 2021 (a mobility project may last several years).

Highlights in 2021

The year 2021 was marked by the launch of the new Erasmus+ programme. One of its main novelties is the **introduction of mobility of adult learners** to Key Action 1. It is the first time that adult learners have a streamlined opportunity for learning mobility activities abroad in the scope of the Erasmus+ programme. Beneficiaries will benefit from easier access to the mobility activities and will thus allow a scale-up of the overall number of mobility activities in the field. To support this move, an accreditation scheme has been newly introduced and successfully launched.

The new programme also reinforced the use of consortia, allowing local and regional adult education authorities, adult education coordination bodies and other organisations to involve multiple adult education providers in their country in a joint mobility project. This format is designed to improve inclusion and access of adult education providers, removing obstacles for newcomers and smaller adult education providers.

Learning mobility of individuals

Overall, almost EUR 22 million were contracted for Key Action 1 mobility activities, a planned spending of around 41% of budgeted funds. Projects from call 2021 are expected to support 11 300 participants (22% learners, 78% staff), with figures expecting to grow significantly as influence of pandemic conditions becomes less and less significant.

The new accreditation scheme enables reliable and easier access to funds for Key Action 1 mobility activities for beneficiaries, while acting as an instrument for long-term/strategic planning. It allows continuity and provides a critical mass of organisations as a stable core of the programme. This way, it contributes to building the European Education Area by 2025. It has been successfully launched and has attracted first demand.

The first call for accreditations was launched in October 2020, as a preliminary (and conditional) call before the full launch of the programme. This enabled the newly accredited organisations to benefit from the new scheme already in 2021, the first year of new programme implementation. The first call was partially successful, with 773 applications and 335 awarded accreditations, among them 237 for individual adult education providers and 98 for consortium coordinators. 78% of these accredited organisations applied for funding under call 2021 and were awarded around EUR 12 million in grants. Overall, the consortia represented 575 distinct organisations that received funding.

A second accreditation call took place in 2021, resulting in further 395 applications and 195 accreditations being awarded to 151 individual adult education providers and 44 consortium coordinators.

The adult education field is challenging, as it is usually less structured and more loosely organised than other sectors. The existing capacity of adult education providers (mostly dependent on the volunteer staff) who could participate in Erasmus+ has been limited, e.g. they often have no experience in international cooperation, are not part of established networks etc. In addition the mobility activities target learners with fewer opportunities. In such a context, the high percentage applying for funding in their first year is even more impressive considering the difficult implementation of mobilities due to the pandemic and many projects having funds left from their previous projects due to the pandemic.

In parallel with the launch of accreditations, Key Action 1 opportunities remain open for adult education providers that prefer to apply for small projects of a limited duration. The short-term projects for mobility of learners and staff are designed as a stepping-stone to the new programme. Under call 2021, 386 short-term mobility projects were contracted, accounting for close to EUR 10 million of awarded funding.

Cooperation among organisations and institutions

Partnerships for Cooperation

With the **Partnerships for Cooperation**, new sector specific priorities were introduced as of 2021, as part of an exercise carried out to increase clarity and the pedagogic approach in linking these with project proposals. In the field of adult education, the priorities were:

- Improving the availability of high quality, flexible learning opportunities for adults
- Creating upskilling pathways, improving accessibility and increasing take-up of adult education
- Improving the competences of educators and other adult education staff
- Enhancing quality assurance in adult learning opportunities:
- Developing forward-looking learning centres
- Creating and promoting learning opportunities among all citizens and generations

The most significant developments with the new programme in Key Action 2 were the **introduction of two new partnership models**: small-scale partnerships and cooperation partnerships, and a new lump sum grants model. This facilitates project applications and access to the programme, especially for newcomer organisations. Overall, 1 015 partnerships were contracted funding in 2021, with the lump sums totalling approximately EUR 151 million.

Low skilled women' empowerment through global competence and mentorship – Upcoming Women

Coordinating organisation:	EU Grant:
Right to Childhood Foundation, Bulgaria	**€174 564**

GENDER INEQUALITY is a global problem and according to the Gender Equality Strategy 2020-2025 no Member State has achieved full gender equality and it is progressing slowly.
The UPCOMING WOMEN project has a strategic interest in targeting: Low skilled women and facing situations that create vulnerability: migrants, survivors of gender based discrimination and violence, survivors of human trafficking, people from rural areas. By empowering these women the UPCOMING WOMEN project will also address the need to equally provide the same space for women to thrive and live fulfilling lives and equally contribute toward the economic and social development of their communities. One of the ways of empowering women is through upskilling them in different areas to promote and facilitate their social and labour inclusion.

Project ID: 2021-1-BG01-KA220-ADU-000028365

Small-scale partnerships provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. We see good numbers already and expect them to grow over the duration of the programme. 499 small-scale partnerships were contracted with over EUR 27 million in funding, utilising 87% of available funding. The total requested amount for the small-scale partnerships was EUR 63 million, which shows that there was a considerable interest for this new action.

Cooperation partnerships enable large cooperation projects over a longer period of time. This action was launched successfully, as beneficiary organisations are well familiar with the model. 516 cooperation partnerships were contracted with over EUR 123 million in funding, utilising 153% of the available funds (through shifts of funds from less demanded actions). The total requested amount for the cooperation partnerships was EUR 413 million, which shows that there remains a considerable interest for this established action.

Key Action 2 partnerships are key actions to achieve the programme priorities. In the field of adult education, 314 contracted partnerships addressed digital transformation, 166 addressed climate change / environment, 537 addressed inclusion and 231 addressed civic engagement. We clearly observe a priority on inclusion, in line with the programmes objective for adult education. Many more projects focused additionally on the specific field priorities, the top priority here were 'Improving the competences of educators and other adult education staff' and 'Improving the availability of high-quality learning opportunities for adults'.

Where adult education struggles in the field of individual mobility, it has a very strong standing in Key Action 2 Partnerships for Cooperation. The focus for the next years is on translating this strength into a better pick-up of Key Action 1 mobilities.

Dialogue in Adult Education – Dialogue, Peacebuilding and conflict resolution methods for adult learners

Coordinating organisation:	EU Grant:
COMPARATIVE RESEARCH NETWORK e. V., Germany	**€141 775**

The main objective of the project was to exchange and share good practices on peacebuilding, conflict mitigation, social dialogue, building, and community building.
All partners wanted to develop new educational methodologies, test them and provide an assessment system which can be used widely by other organizations who are interested in working in or with conflict regions.
A special focus was to improve methods and knowledge that is needed to create dialogue in deprived urban areas, encouraging socially excluded groups to join in and to mediate in times of conflict and crisis.

Project ID: 2019-1-DE02-KA204-006097

5. Youth

In the field of youth, Erasmus+ funds projects that support personal development, help people **gain competences and increase their employability**.

Erasmus+ Youth actions support capacity building of youth organisations and youth workers, and provide opportunities for organisations and public bodies for innovative types of cooperation and exchange of good practices.

International cooperation projects are developed through multilateral partnerships between organisations active in the field of youth in programme and third countries not associated to the programme.

Erasmus+ supports Youth Participation through youth-driven local, national and transnational participation projects run by informal groups of young people and/or youth organisations encouraging youth participation in Europe's democratic life.

Key figures in 2021

EUR 217.5 million[32] in contracted projects

91% managed by National Agencies

Projects funded[33]
3 431

Beneficiary organisations[34]
17 204

Mobility activities

More than 96 700 **participants**[35]

72% of participants are **young people**

14%[35] **international mobility**

40% learners with **fewer opportunities**

[32] Total Erasmus grants allocated to projects contracted under the 2021 budget.
[33] Projects managed by the European Commission and 55 National Agencies
[34] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[35] Learning mobility periods started between 01/01/2021 and 31/12/2021. Due to the implementation scheme of the programme, these mobility periods can be funded by budget allocated to years 2018 to 2021 (a mobility project may last several years).
[36] Participants moving from/to non-programme countries

Highlights in 2021

As of 2021, Erasmus+ supports a new action format in the field of youth: **Youth participation activities**. Such action specifically aims at fostering and facilitating young people's participation in Europe's democratic life at local, regional, national and European level. The action supports youth-driven local, national and transnational participation projects with focus on alternative, innovative, smart and digital forms of youth participation. The activities should open pathways to active participation for young people from all backgrounds. Under this new format, support is available for youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations. In this way, young people (at every territorial level, including across borders) can get involved in addressing topics that interest them most.

While **DiscoverEU,** the EU programme that offers 18-years-old people the opportunity to travel around Europe, joined the Erasmus+ family in 2021, the application round in October 2021 was still organised with the remaining European Parliamentary Preparatory Action budget and rules. More than 330 000 young Europeans applied for the 60 000 travel passes available, confirming their great interest in this new action. Exceptionally, due to the COVID-19 pandemic, travel passes were made available to young people (in addition to 18-year-olds) whose rounds were cancelled and the travel period extended until February 2023.

One of the implementation novelties in the field of youth is the **introduction of the new accreditation system** (Erasmus+ Accreditation) with the objective of enabling simplified access to funding for beneficiaries and encouraging them to adopt longer-term strategies by allowing them to plan activities for up to seven years, with monitoring and check-ups along the way. The accreditation system allows to streamline significantly the process of grants application, allowing organisations to spend less time and resources at application stage and instead enabling them to focus on the quality of the activities and implementation.

Work on several thematic strategies expected to contribute to the quality of Erasmus+ was finalised in late 2020 and in 2021. All three strategies – the Youth Participation Strategy, the Youthpass Strategy and the renewed European Training Strategy – were developed by SALTO Youth resource centres, more specifically by SALTO Participation and Information (hosted by the Estonian National Agency) and SALTO Training and Cooperation (hosted by the German National Agency), in close cooperation with the Commission and with strong involvement of numerous stakeholders from the areas concerned.

Learning mobility of individuals

Mobility activities in the field of youth continued in 2021 offering opportunities to more than 200 000 young people and youth workers, of which more than 45 000 coming from disadvantaged backgrounds.

Youth Exchanges

The **Youth Exchanges** action brought around 54 000 young people from different countries together to exchange and learn outside their formal educational system to acquire or further develop skills, competences and European values. More than 6 000 organisations were involved, with an average of five organisations and a EUR 29 000 average grant per project.

In total, 151 accredited projects (out of the 155 received) involving more than 12 000 participants have been funded in 2021, covering youth exchanges and professional development activities for youth workers for a total grant of over EUR 11 million.

Thanks to the format of group mobilities, and activities' short duration, youth exchanges were good at improving the inclusion of young people with fewer opportunities. This is showcased by the large number of young people with fewer opportunities who were involved in projects i.e. more than 20% of the participants who were granted funding.

These figures reflect the success of the scheme, and youth organisations' and young people's sustained interest in it.

Mobility projects for Youth Workers

This well-established action format continued under Erasmus+ 2021-2027 providing **youth workers** with professional development activities and opportunities to develop key competences. Almost 22 000 youth workers took part in transnational training courses and seminars, networking events, study visits and job shadowing, activities funded in the framework of more than 680 awarded projects, corresponding to around EUR 20 million awarded grants, and involving more than 5 000 organisations.

In 2021 mobility projects for youth workers had the possibility to include in their project design also System Development and Outreach Activities, complementary activities aiming at enhancing the impact on the field of the mobility itself, through a variety of activities contributing to the **European Youth Work Agenda** for quality, innovation and recognition of youth work and bringing back the benefits of the mobilities to the organisations involved and to the youth work field at local, national and European level. A minority of the projects (25 activities funded, out of 49 submitted) took up this opportunity for the time being.

In addition, 136 professional development activities have been funded under accredited projects, offering opportunities to more than 5 000 youth workers.

The topic most frequently chosen by youth workers mobility awarded projects was 'Quality and innovation of youth work', followed by 'inclusion of marginalised young people'. Horizontal priorities were also quite well represented, with around 90 projects focusing on green topics and 152 on digital.

Youth participation activities

The **Youth participation activities** constitute a new action format under the Erasmus+ programme for 2021-2027. The awarded projects consist of non-formal learning activities revolving around active participation of young people, and the supported activities should strengthen the participants' personal, social, citizenship and digital competences and help them become active European citizens.

Of the 595 received proposals, 328 were contracted, for a total of EUR 10.81 million during the first year of implementation. This offered the opportunity for several thousand young people to design and implement their own projects with activities reaching an expected number of close to 55 000 young people across Europe and benefiting large communities by driving positive societal change.

By far, the most frequently selected topic for these activities was 'Democracy and inclusive democratic participation', followed by 'Reaching the policy level / dialogue with decision makers", 'Youth policy development', 'European identity, citizenship and values' and 'Community development'.

A total of 760 organisations are involved in the contracted projects. Other categories are local or regional public bodies, foundations and groups of young people. Of an available budget of EUR 17 million, the budget uptake was modest. However, the start of the programme period was difficult. The National Agencies were left with little time to guide applicants in the preparation of the applications for the first deadline and the pandemic still made the possibilities of mobility and project implementation unpredictable. The fact that stakeholders submitted proposals for EUR 23.5 million indicates that with better knowledge of the action and more counselling of applicants, there is potential for a higher budget uptake.

The action was made a flagship activity for the 2022 European Year of Youth.

Cooperation among organisations and institutions

Partnerships for Cooperation

With the **Partnerships for Cooperation**, new sector specific priorities were introduced as of 2021, as part of an exercise carried out to increase clarity and pedagogic approach in linking these priorities with project proposals. In the field of youth, the priorities were:

- Promoting active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship
- Increasing quality, innovation and recognition of youth work
- Strengthening the employability of young people
- Reinforcing links between policy, research and practice

The most significant developments in Key Action 2 were the introduction of two new partnership models: small-scale partnerships and cooperation partnerships, and a new lump sum grants model for the small-scale projects. This facilitates project applications and access to the programme, especially for newcomer organisations.

Cooperation partnerships enable large cooperation projects over a longer period of time. Of the total budget of EUR 120.7 million for the cooperation partnerships in 2021, EUR 88 million contracted to

465 projects. 2 500 organisations, of which around 1 300 NGOs and associations, are involved in the awarded activities, which contribute to promote sector specific priorities on increasing quality, innovation and recognition of youth work and promotion of active citizenship, along with horizontal priorities on inclusion and diversity and digital transformation. The most frequently addressed topics were quality and innovation of youth work, youth employability, inclusion of marginalised young people, entrepreneurial learning – entrepreneurship education, digital youth work.

Small-scale partnerships provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The action was well received, of the total budget of EUR 20 million available for the small-scale partnerships, EUR 20 million contracted to 370 projects. The total sum of received proposals for the small-scale partnerships amounts to EUR 70 million, which shows the interest from the sector for these projects. 1 101 organisations, of which around 800 NGOs and associations, are involved in the contracted activities. The large majority of awarded proposals were for the 60 000 lump sum category.

Priorities addressed were the horizontal priority on inclusion and diversity, the sectorial priorities on promoting active citizenship, and increasing quality, innovation and recognition of youth work, and finally the horizontal priority on common values, civic engagement and participation. The most frequently addressed topics were inclusion, promoting equality and non-discrimination, inclusion of marginalised young people, environment and climate change, quality and innovation of youth work.

Capacity Building

In 2021, more than 200 project proposals for **Capacity building in Youth** were received, out of which 45 were retained. These cover two regions, namely the Western Balkans and the South Mediterranean.

Virtual Exchanges in higher education and youth

Building on the 2018-2020 pilot with the Southern Mediterranean, the **Erasmus+ Virtual Exchanges in Higher Education and Youth** became a full-fledged action under the 2021-2027 Erasmus+ programme with a broader geographical coverage. Out of 58 applications, 13 projects were selected, covering the Western Balkans, the Eastern and Southern Neighbourhood as well as Sub-Saharan Africa.

Policy support, platforms and tools

European Youth Together

European Youth Together is an action targeting youth organisations from across Europe to create cross-border partnerships emphasizing the less well established – connected at European level. The action supports the implementation of the EU youth policy agenda and asks for initiatives from at least five youth organisations from different regions across the EU's and programme countries' territory to share their ideas about EU values, encourage wider civic participation and help foster a sense of European citizenship.

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

- The promotion and development of more structured cooperation between different youth organisations to build or strengthen their partnership,
- Youth organisations, youth workers and the young people involved in the partnership in their initiatives to hold trainings, showcase commonalities among different young Europeans and to encourage discussion and debate with young people on their connection to the EU its values and democratic foundations. Eligible applicants are Youth NGOs who have the capacity to mobilise young people in partnerships covering different regions within the EU and non-EU programme countries territory (East-West-North-South). The initiative implies projects with a diverse youth population that also includes those from remote or rural areas, with a migrant background and from disadvantaged social backgrounds. 23 projects were selected under the call 2021 for proposals for a EUR 3 300 million budget. The maximum grant amount was EUR 150 000.

Mimicry: the roles of young generation

Coordinating organisation:	EU Grant:
CIRCOLO LEGAMBIENTE LIGONCHIO APS, Italy	**€22 057**

The project addresses the issues of social inclusion and active participation of young people with particular focus on the issue of 'NEETs' (people, especially young people, who do not have, nor seek employment and do not attend a school or vocational training course).
The project will have an impact both at local and regional level but also at European level. The participants of the youth exchange have the opportunity to present their experience in front of members and volunteers of the respective sending associations and all interested young people through events organised and promoted by all the project partners in their local realities, in different European contexts. These initiatives represent an opportunity to come into contact with other young people, involve them in the activities of the associations and provide them with tools to reflect on the importance of the status of NEETs and the actions to be taken to create opportunities.

Project ID: 2020-1-IT03-KA105-018158

Eyes on EU

Coordinating organisation:	EU Grant:
EURASIA NET, France	**€132 466**

The 'Eyes on EU' project contributed to young people's engagement with topics related to European citizenship. They achieved this by training young people from various backgrounds including refugees, Not Education, Employment or Training (NEET) and youths from a disadvantaged background from five partner organisations in multimedia and audio-visual techniques and editing. In particular, this work facilitated the production of a six episode web series imagined and created by more than 50 young people from all around Europe, to raise their voices and opinions toward what matters nowadays for them from gender equality in the job market, democracy, the concept of 'foreigner', plastic surgery, through to education and art. The web series has been shown at four international film festivals (Seoul Web Fest, T.O web fest, NZ web fest and Afraid), and won the Best Thriller award from the Afraid festival.

Project ID: 604886-EPP-1-2018-1-FR-EPPKA3-EU-YTH-TOG

Training and Cooperation Activities (TCAs)

Training and Cooperation Activities are support activities implemented by National Agencies aiming to improve the implementation of the programme in qualitative terms and to make it more strategic by building closer links with relevant elements of policy development. In 2021 more than 480 activities, such as transnational thematic activities, training, support and contact seminars, as well as national activities, evaluation and analysis activities, were planned by National Agencies.

The National Agencies' work plans were heavily affected by the COVID-19 pandemic again in 2021, with most of the activities planned in 2020 postponed and therefore overlapping with 2021 plans, still in a pandemic context. However National Agencies managed to transfer many activities online in a timely manner, thereby ensuring continuous support to beneficiaries and stakeholders.

2021 saw also the official launch of 17 long-term strategic activities, some of which built on already existing successful initiatives (e.g. Strategic Partnership on Inclusion, Europe Goes Local), others were agreed among National Agencies, following consultation with the main stakeholders in the youth field, and aim at working on topics under the spotlight on the national and European agendas (e.g. digital youth work, mental health and wellbeing, youth civic engagement and participation in democratic life).

The European Youth Week

In 2021, the tenth edition of the **European Youth Week** was organised virtually due to the COVID-19 situation and no central event took place. The theme of the 2021 European Youth Week was 'Our future in our hands'. Under this topic, young people and stakeholders were invited to organise and engage in activities on a variety of topics. These included active participation in society with its digital dimension, inclusion and diversity, climate change, environmental protection and sustainability, and health and recovery. The European Year of Youth is taking place in 2022, which means that plenty of activities will be organised at local, regional, national and European level throughout 2022.

Salto Awards

SALTO Awards [37]is an annual contest of innovative youth projects in several nomination categories. In 2021, the contest was organised in collaboration between SALTO Participation and Information and SALTO European Solidarity Corps. 148 projects from 38 countries were nominated in the following categories: Environment & Climate Action (18 projects), Digital Transformation (17 projects), Media & Information Literacy (11 projects), Solidarity & Volunteering (18 projects) and Youth Participation (40 projects). These projects stimulate youth engagement related to the field of youth work, inclusiveness, enable digital transformation and participation and promote solidarity as well as sustainability. There were 30 projects which were international and extended specific country borders. The international cooperation projects involved a total of 42 countries. As the award ceremony took place online, there were no participants (other than the organisers) physically present, but the event was attended online by a total of 600-800 people. The information about the event reached more than 14 000 people through Facebook.

The European Youth Portal

The **European Youth Portal** (EYP) offers both European and national information and opportunities that are of interest to young people aged 13-30 who live, learn and work in Europe. Information is focused on the themes of 'Get involved' and 'Go abroad' and provides a direct access to

[37] More information about the 2021 SALTO Awards winners: https://participationpool.eu/2022/01/31/best-youth-projects-of-the-last-year-flashback-to-salto-awards-2021/

EU initiatives targeting young people as well as to a section dedicated to the EU Youth Strategy.

The Portal is available in up to 28 languages. Throughout 2021, the European Youth Portal, with the help of the network of Eurodesks and Eurodesk Brussels Link, continued to provide young people with information about opportunities for mobility and exchange projects, for democratic participation activities in policy areas such as employment, human rights and peacebuilding, as well as for other forms of cooperation on a European scale. In 2021 the number of page views came up to more than 32 million, whereas the number of visits was more than 8 500 million. This shows that the European Youth Portal is highly appreciated by the visitors.

A dedicated European Year of Youth 2022 section was also launched on the European Youth Portal, which is the main communication hub of the Year and which will provide young people across Europe with information on opportunities and activities available in the context of the Year. The European Year of Youth page allows user to upload their activities on a map, provides news items and participatory tools, such as the input received from young journalists as well as a 3D platform to collect voices of young Europeans.

The European Youth Portal is home to the European Solidarity Corps Portal, through which young people can join the Corps, and DiscoverEU, the central entry point for the biannual DiscoverEU applications rounds for 18-year-olds. After a hiatus in 2020 due to the COVID-19 pandemic, a DiscoverEU application round took place in October 2021.

EU Youth Strategy 2019-2027

The **EU Youth Strategy 2019-2027** is being rolled out and adapted to take into account the major impact of COVID-19 on the youth sector. The EU Youth Report 2021 was adopted on 14 October, it takes stock of progress on the implementation of the EU Youth strategy during 2019-2021, including the Council Work plan and national plans. The report confirms that the Strategy provides a strong and impactful roadmap to foster cooperation and support youth policies both at EU and national level.

The report shows that the COVID-19 pandemic hit heavily young people and the youth sector in general, and in response to that, a number of dedicated initiatives and recovery measures have been put in place. The Commission adopted the Youth Employment Support package in 2020. EU programmes and funds such as the Erasmus+, the European Solidarity Corps, Horizon Europe, European Skills Agenda and the European Social Fund Plus can also strongly contribute to the recovery process, as they have been reinforced and adapted in line with recent developments. The 2021-2027 Erasmus+ is now adapted to respond to the necessary digital and green transformations of the economy and society, and is in close alignment with the priorities the European Education Area and those of the Digital Education Action Plan.

The report notes that young people are involved in many forms of civic and political participation. Their involvement in the key European initiatives is strongly encouraged by the Commission. Young people have an active role to play in the **Conference on the Future of Europe**, which addresses relevant issues such as climate change, a stronger economy including the future of work and jobs, education, training and youth policies and the growing importance of digital technologies; as well as in the new

European Bauhaus initiative - a movement to co-design and co-develop new ways of living in harmony with the planet.

Increasing equal access to opportunities for young people in education, training, learning, employment prospects is at the heart of EU youth cooperation and policies. Thanks to the Strategy and its instruments, enabling exchange of knowledge and mutual learning between Member States as well as channelling funding from Erasmus+ and other EU programmes towards the three strategic pillars 'Engage, Connect, Empower' will allow many young people in Europe to reach their full potential and be prepared for the green and digital transitions.

In 2021, the Commission continued contributing to the implementation of the **European Youth Work Agenda**, established by the Council in its 2020 Resolution[38]. The Commission's work has also aimed at ensuring synergies with other international organisations and reinforce the existing partnership with the Council of Europe when implementing the Agenda through complementary and coordinated action. The Commission followed-up on the Council's specific invitation to consider developing an open and multilingual dedicated European digital platform on youth work in close cooperation with the youth work community of practice to share information, knowledge and good practices, engage in cooperation and peer-learning. To this aim, a Sub-Group Youth Work, composed by a broad array of experts from the youth work community of practice, held several meetings debating and developing a draft proposal. Finally, the Commission has been continuing its work to strengthen knowledge-building and evidence-based approaches in youth work in Europe by facilitating expert exchanges and scientific- and practice-informed research on the impact of the principles, developments, concepts, activities and practices applied in the field, in particular by involving youth researchers and building a repository of expertise within youth work organisations. It continues approaching the implementation of the European Youth Work Agenda in a broad and holistic way, whereby actors at all levels need to make their specific contributions to the process, in line with the Final Declaration of the 3rd European Youth Work Convention[39], 'Signposts for the future' (Bonn, 10 December 2020).

The Commission continued to support mutual learning activities among Member States were also supported with a Peer learning activity on non-vocational qualifications for youth work and a Peer learning activity on right based approach to youth policy. Preparatory work on the Council recommendation on volunteering was finalised in 2021 with the publication of the report of the dedicated Sub-group and an open public consultation. The Council recommendation will be adopted in 2022.

As part of the EU Youth Strategy, the European Commission proposed to create the role of **EU Youth Coordinator**, who would contribute to improving cross-sector cooperation across policy areas, giving youth a voice in shaping EU policies, raising awareness of the EU's youth actions, sharing the outcomes of the EU Youth Dialogue. The first EU Youth Coordinator was appointed on 1 June 2021.

The **EU Youth Dialogue** process is the main participatory tool of the EU Youth Strategy for young people, where young people and youth organisations debate with policy and decision makers, as well as experts, researchers and other relevant civil society actors. It is based on work-

[38] (1.12.2020, OJ C 415, p. 1-8)

[39] http://www.bonn-process.net

cycles of 18 months with an overall theme corresponding to the overall priorities of the EU Youth Strategy and the European Youth Goals. At national level, the EU Youth Dialogue is organised by National Working Groups that are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers. The 8th cycle was held under the Trio Presidency Germany - Portugal - Slovenia, which started on 1 July 2020, lasting for 18 months.

The thematic priority chosen by the Trio Presidency was: "Europe for YOUth – YOUth for Europe: Space for Democracy and Participation" therefore directly connected to the Youth Goal number 9: Space and Participation for All. The final joint recommendations from this 18-month cycle were taken on board in the Resolution of the Council on the Outcomes of the 8th Cycle of the EU Youth Dialogue adopted by the Council of the European Union. The upcoming 9th cycle will be held under the Trio Presidency France – Czech Republic - Sweden, starting on 1 January 2022. The thematic priority chosen by the Trio Presidency is: 'A Sustainable and Green Europe'.

SALTOs (Support, Advanced Learning and Training opportunities)

SALTOs, a network of resource centres, support the National Agencies, the Commission, as well as organisations and partners involved in the Erasmus+ Youth programme and youth work development through expertise, non-formal learning resources, information and training for specific thematic and regional areas. In 2021, SALTOs were key to the success of several events and activities. The three regional SALTOs (Eastern Europe and Caucasus, EuroMed, South East Europe) continued to promote Erasmus+ as a unique opportunity for further strengthening the international youth cooperation and capacity building of youth organisations in the Neighbouring Partner Countries and to provide support to facilitate their active participation in the programme, notably by sharing good practices. The three thematic SALTOs continued offering important support to the network of National Agencies and to the quality implementation of the programme in the following areas: inclusion and diversity, participation and information, and training and cooperation.

Eurodesk

The **Eurodesk** network offers information services to young people and to those who work with them. The Network supports the Erasmus+ objective to raise young people's awareness of mobility opportunities and encourage them to become active citizens. In 2021, despite the impact of the COVID-19 pandemic on the activities planned, the Network has ensured continuity in information supply for young people and has managed and contributed to further development of the European Youth Portal and served as its first-level helpdesk. Eurodesk is dedicated to constantly enhance and customise its services based on the needs of youth information workers and young people. Eurodesk federates around 1 000 local youth information providers, so called 'multipliers', that are regional or local organisations working with young people and delivering youth information (e.g. youth centres, youth information centres, associations and municipalities).

Youthpass

Youthpass is the EU level instrument to identify and document non-formal and informal learning outcomes gained by participants in Erasmus+ youth projects. 2021 saw the finalisation of the new Youthpass Strategy, defining the intended direction of further Youthpass development and implementation over the period 2021-2027, as well as the general strategy regarding recognition and validation of non-formal and informal learning in the European youth field. Intensive development work in 2021 resulted in the creation of new versions of the Youthpass certificates, for various action formats of Erasmus+ Youth, to be launched in early 2022. Further conceptual and technical developments will follow, to better facilitate the process of issuing Youthpass certificates and create more ownership over the learning process.

Following a sharp drop in the numbers of Youthpass certificates issued in 2020 (due to the cancellation or postponement of many projects/activities in the youth filed during the COVID-19 pandemic), the Youthpass user numbers started climbing again in 2021. More than 110 000 Youthpass certificates were issued in the course of the year. Further conceptual and technical developments will follow, to better facilitate the process of issuing Youthpass certificates and create more ownership over the learning process

ACTarea

Coordinating organisation:	EU Grant:
Kulturas biedriba 'Alternativa Realitate', Latvia	**€45 092**

The aim of the project was to promote non-violent activism as an effective tool for youth participation and inclusion of young people with fewer opportunities, particularly young people living in villages, internally displaced young people, refugees and minority groups.
The project was about investing in people: capacity building for youth workers, empowerment and acquirement of new competences for young people from vulnerable groups and collaboration with different stakeholders.

Project ID: 2019-3-LV02-KA105-002801

6. Sport

The Erasmus+ programme promotes the **participation in sport and physical activity**, through the programme's sport actions with a view to ensuring increased participation of small-sized organisations.

Grassroots sport is a priority, fostering increased participation in sport and awareness of the importance of health-enhancing physical activity.

The Erasmus+ programme is promoting and supporting a number of priorities across sport, from participation in physical activity, to integrity and values in sport, education and the fight against violence, racism, discrimination and intolerance. It continues to tackle cross-border challenges that impact the integrity of sport such as doping, match-fixing, and violence in sport.

Key figures in 2021

EUR 46.9 million[40] in contracted projects

Managed by the Executive Agency (EACEA)

Projects funded[41]	Beneficiary organisations[42]
256	1 351

[40] Total Erasmus grants allocated to projects contracted under the 2021 budget.
[41] Projects managed by the European Commission.
[42] Beneficiary organisations involved in the Erasmus projects (the number of participations)

Highlights in 2021

The 2021 European Week of Sport

The 2021 European Week of Sport was an occasion to celebrate a #BeActive lifestyle together for the fourth time with the Western Balkans and Eastern Partnership countries and regions. The theme of the 2021 European Week of Sport highlighted the power of physical activity to bring joy, build resilience and connect generations and, of course, promote a healthy lifestyle. From 23 to 30 September, the European Week of Sport saw national coordinating bodies and partners organising more than 45 000 events all over Europe and beyond. The goal was, to increase people's participation in sport activities and to improve their wellbeing.

The 2021 EU Sport Forum

The annual EU Sport Forum took place on 8-9 June under the Portuguese Presidency as the main platform for Structured Dialogue between the European Commission and the sport stakeholders. Under the overarching theme 'Towards a healthier, resilient & sustainable European sport'. Discussions focused on greener sport, opportunities after COVID-19, gender equality and healthy lifestyles with interventions of excellent speakers. Many subjects of major interest for both grassroots and professional sport were covered during these two days.

#BeActive Awards

The #Beactive Awards supported projects and individuals dedicated to promoting sport and physical activity across Europe. A key element of the European Week of Sport, the 2021 #BeActive Awards winners were announced during a ceremony held in Brussels on 29 November. The winners were Education: TSV Neuried e.V. (Germany), Workplace: iData Kft (Hungary) and Local Hero: Alo Looke (Estonia)

"Did you know?"

To promote a broad outreach, uptake and ownership of healthy lifestyles across society, the European Commission wishes to involve sport movements at national, European and international level; state authorities (ministries), cities & regions (local governments) and civil society organisations of the EU Member States, the Erasmus+ programme countries, the Eastern Partnership and Western Balkans countries.
The HealthyLifeStyle4All is open to civil society, including the sport movement and beyond, national (ministries), local and regional authorities and international bodies through its pledge board Make your Pledge | Sport (europa.eu)

HealthyLifeStyle4All

On 23 September 2021, Commissioner Gabriel launched the HealthyLifeStyle4All initiative, aiming to build on the successful Tartu Call for a Healthy Lifestyle. It showcases the European Commission's commitment to promoting healthy lifestyles for all, across generations and social groups, noting that everyone can benefit from activities that improve health and well-being. At the opening ceremony in Bled, Slovenia, on 23 September the European Commission, along with Member States and sport stakeholders signed 36 pledges aimed at showcasing a concrete contribution to HealthyLifeStyle4All, which became 42 by the end of 2021.

EU Work Plan for Sport

2021 marked a new phase in EU sport policy with the adoption of the Fourth EU Work Plan for Sport (2021-2024). Following the adoption, the European Commission launched two expert groups on Recovery from COVID-19 and Green Sport. In addition to this, two Peer Learning Activities were organised by Bulgaria and Germany. The Bulgarian Ministry of Youth and Sports organised a conference that took place on 30-31 August 2021 with the following title: Collaborate to Innovate: Boosting Innovation in Elite and Grassroots Sport in Europe. The German Federal Institute of Sport Science organised a conference on 16-17 September 2021 named Sustainability of Sports Facilities: Ecological, Economical and Social Aspects. Moreover, the High-Level Group on gender equality in sport gathered in six meetings and various working sessions over 2021 to deliver recommendations on more gender balanced sport sector in Europe.

Youth with immigrant background in Sport

Coordinating organisation:	EU Grant:
VANTAAN KAUPUNKI, Finland	**€400 000**

Based on the issues emphasised on the EU White Paper on Sport (2007) the four key objectives of this transnational project were:
1. Advance equal opportunities and enhance social inclusion Youth with Immigrant Background using sports as the main tool,
2. Strengthening cross-sectoral collaboration of grassroot level stakeholders multilaterally
3. Activation of migrant youth into sports and active citizenship
4. Integration of YIB's into society through education and employment.
The main idea was to create well-being through sport for the target group and catch up YIB's (youth with an immigrant background) through all implemented activities. Sport was used as a catapult or one opportunity to reach YIB's. Educational events and activities supported employment and possibilities to combine sports and education and helped YIB's to become active actors.

Project ID: 603522-EPP-1-2018-1-FI-SPO-SCP

Studies and factsheets

On 8 April 2021, the Commission published the study 'Mapping of innovative practices in the EU to promote sport outside of traditional structures'. The study mapped 27 initiatives (one for each EU Member State) promoting sport and physical activity in new and innovative ways among with recommendations to promote sport even further.

The SHARE initiative – a platform designed to raise awareness on the role of sport and physical activity in regional development - published new background documents on how sport and physical activity could contribute to the New European Bauhaus initiative as well as opportunities for the sport sector within the Next Generation EU package (another is foreseen to have the overview in the MFF package, in particular the Cohesion Policy funds). Also, at least nine online capacity-building activities were launched in Member States.

A Mapping study on the fight against anabolic steroids and human growth hormones in sport within EU was published on 12 July. The study maps EU legislation on performance enhancing drugs and other prohibited methods and formulates recommendations at EU but also national level.

The third edition of the Physical Activity Fact Sheets are the result of the collaboration between Member States, WHO and the European Commission. Published on 3 October, the fact sheets provide a snapshot of the epidemiology of physical activity in EU Member States and related supportive policy initiatives. Based on a European Council recommendation from 2013 on promoting health-enhancing physical activity, the reports provide insight into 23 indicators evaluating Health-Enhancing Physical Activity (HEPA) levels and policies in the EU.

A contract was signed to support evidence-based policy-making at the national and EU level by harmonising existing methodologies and definitions on sport statistics, paving the way towards a possible future European Sport Satellite Account.

Reinventing Sporting Traditions

Coordinating organisation:	EU Grant:
BUDAPESTI EGYESULET A NEMZETKOZI SPORTERT, Hungary	**€59 600**

The ReSport project aims to reintroduce European Traditional Sports and Games (TSGs) into the daily lives of young European citizens as a means to tackle modern day's burning social challenges as the lack of physical activity, sedentary lifestyle and decreased levels of socialization.
The main goals of the ReSport projects are to:
1. modernise, innovate and promote TSGs from six countries in order to make them attractive and accessible platforms for youngsters to engage in higher levels of physical activity,
2. develop innovative and modern educational methods to upskill sport and youth associations' staff, particularly coaches, trainers and volunteers in order to deliver TSG based initiatives in their local communities
3.encourage social inclusion, intercultural dialogue, mutual understanding, integration and respect for others through the organization of dissemination events featuring TSGs.
4. promote European traditional sporting heritage and strengthen European identity through sports

Project ID: 622267-EPP-1-2020-1-HU-SPO-SSCP

7. Jean Monnet Actions

The Jean Monnet Actions constitute an integral part of the Erasmus+ programme and aim to contribute to spread knowledge about the European Union integration matters. In this context, the Jean Monnet Actions offer opportunities in the field of Higher Education and in other fields of education and training (International Standard Classification of Education (ISCED) 1–4), while, in parallel, they provide support to designated institutions pursuing an aim of European interest.

The Jean Monnet Action in the field of Higher Education supports teaching and research in the field of European Union studies worldwide, with particular emphasis on the promotion of the European citizenship and values as well as on the role of the EU in a globalised world. In that sense, the Jean Monnet Action strives to function as a vector of public diplomacy towards third countries, promoting EU values and enhancing the visibility of what the European Union stands for and what it intends to achieve.

Learning about the objectives and the functioning of the European Union is an important part of promoting active citizenship and the common values of freedom, tolerance, and non-discrimination. Teachers and trainers are keen to expand their professional development regarding the European dimension of teaching at school, in particular on teaching about the European Union in engaging ways. This is the overall objective of the Jean Monnet Action in other fields of education and training, in the sense of promoting a better understanding, both in general education and vocational training (ISCED 1–4), of the European Union and the functioning of its Institutions.

Key figures in 2021

EUR 15.7 million[43] in contracted projects

Managed by the Executive Agency (EACEA)

Projects funded	Beneficiary organisations
273	284

[43] Total Erasmus grants allocated to projects contracted under the 2021 budget.

Highlights in 2021

Since its launch in 1989, the Jean Monnet actions have supported about 300 000 students each year, more than 6 000 projects on European integration studies and more than 1 000 universities around the world to offer courses on European studies as part of their curricula.

For Jean Monnet open calls in 2021, 861 applications were received, out of which 281 projects were selected from 63 countries with a support of EUR 16 million.

The Jean Monnet actions in the field of Higher Education have a global scope and are open to any officially recognised higher education institution anywhere in the world. Today, the Jean Monnet actions are present in more than 90 countries and they are a prime EU public diplomacy tool around the world. Countries not associated to the programme are very well represented, with more than twice the application numbers compared to those of programme countries in higher education.

For Jean Monnet open calls in 2021, 861 applications were received, out of which 281 projects were selected from 63 countries with a support of EUR 16 million.

They will implement EU studies-related activities during three years through 157 Modules, 71 Chairs and 31 Centres of Excellence in 63 countries worldwide.

As regards Jean Monnet in other fields of education and training, the 'Teacher Training' action was launched for the first time in 2021; 29 proposals from 17 different programme countries were evaluated, out of which 20 projects were selected. 2021 was also the first year for the 'Networks for schools and VET providers' action. 22 partners from 13 countries were involved in the application process. Out of the 4 applications received, 2 applications were invited to prepare the grant agreement. The overall success rate was almost 35%, with a rate over 70% reached for Argentina, Australia, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Denmark, Ecuador, France, Germany, Ireland, Korea, Kosovo, Luxembourg, Mongolia, the Netherlands, New Zealand, Nigeria, Serbia, Singapore, Slovenia, Spain, and the United States. Among these, 16 achieved a success rate of 100%. Overall, Jean Monnet open calls in 2021 have received high quality applications: 37% of the evaluated proposals scored at least 80 points.

Jean Monnet Operating grants

Approximately EUR 36 million went to the operating grants of the six institutions, designated in the Erasmus+ Regulation and based at seven sites:

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

Their 2021 activities included master programmes, summer courses, workshops, conferences, thematic working groups, research activities, data collection and analysis, and support to public authorities for enhancing

reforms. Due to the COVID-19 related reduced opportunities for physical mobility, all institutions increased their online activities and reached out to over 60 000 participants.

Active citizenship: promoting and advancing innovative democratic practices in the Western Balkans

Coordinating organisation:	EU Grant:
UNIVERZITET U BEOGRADU, Serbia	**€296 500**

The project builds a consortium of HE institutions, CSO and research institutions aiming to explore the potentials of innovative democratic practices for advancing democratization in the WB societies by bridging a divide between scholarship on grassroots democratic initiatives in the WB and on institutionalized democratic innovations, practiced in EU countries. We aim to enable institutionally supported knowledge exchange regarding the interplay between democratic innovations and bottom-up citizens' mobilizations, often seen as disparate, even opposing phenomena. Also, we aim to promote innovative democratic practices in the WB, as their institutionalization may be the key element in building citizens' resilience to growing authoritarian and populist tendencies. The project plans a number of multinational activities.

Project ID: **600556-EPP-1-2018-1-RS-EPPJMO-NETWORK**

Programme's Priorities

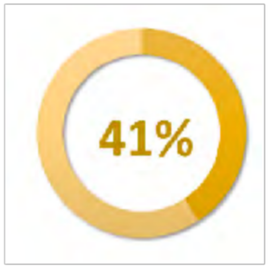
1. Inclusion and Diversity

Inclusion is a transversal priority of the Erasmus+ programme 2021-2027, and the improved access of the programme to people with fewer opportunities is one of its main objectives.

The programme implementing documents use a broad and encompassing definition of people with fewer opportunities, focused on addressing the barriers that different target groups may face in accessing programme opportunities. This includes people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote and rural areas.

The Commission has set up dedicated inclusion measures in the Erasmus+ programme aimed at better promoting social inclusion and improving outreach to people with fewer opportunities in the fields of education, training, youth and sport. These inclusion measures range from dedicated financial mechanisms for participants and organisations, to targeted communication, awareness raising activities and easier-to-access activity formats. Due to the bottom-up design of the programme, people with fewer opportunities and relevant organisations are able to benefit from dedicated financial mechanisms to access the programme.

2021 Key figures



EUR 413.0 million[44]
of the 2021 budget for
cooperation projects supporting
inclusion and diversity

2 194 **cooperation projects** (48% of Key Action 2)

7 481 **beneficiary organisations involved**

88% of participants declare that they will be **more committed to inclusion** following their participation in mobility activities[45]

94% of participants declare that **equal treatment** was ensured by their receiving organisation during their participation in mobility activities[46]

[44] Estimation based on data provided by applicant organisations.
[45] Based on a total of more than 20 000 answers.
[46] Based on a total of more than 165 000 answers.

Highlights in 2021

In October 2021, the Commission published a 'Framework of Inclusion Measures for Erasmus+'[47], which aims to increase the inclusiveness and diversity of the Erasmus+ programme for the period 2021-2027.

The measures include dedicated financial support, tailored support to participants throughout all phases of their project, support to participating organisations, more flexible learning offer, priority in the selection process and clearer communication and reporting. The Commission will closely monitor the implementation of these inclusion measures at national level through the Erasmus+ National Agencies.

At the same time, an 'Inclusion and Diversity Strategy'[48] covering all programme fields was co-developed with stakeholders. The strategy provides practical guidance on how to implement Erasmus+ projects in a more inclusive and diverse manner, using all the mechanisms that the programme puts on offer. It is devised to support an easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. It also sets up a framework for those projects, supported through the programme, which intend to work on inclusion and diversity related issues. This strategy aims to help addressing the barriers different target groups may face in accessing such opportunities within Europe and beyond.

National Agencies are also vital to support projects with a view for these to being as inclusive and diverse as possible. Based on the overall principles and mechanisms at European level, National Agencies draw up inclusion and diversity plans to best address the needs of participants with fewer opportunities and to support the organisations working with these target groups in their national context. At the same time, the SALTO Resource Centres supporting the implementation of the programme are also key players in promoting and rolling out inclusion and diversity measures, in particular as regards to gather knowledge and to conceive and run capacity-building activities for National Agency staff and programme beneficiaries. Likewise, the European Education and Culture Executive Agency (EACEA) plays an equally important role for the programme strands that are managed centrally. In third countries not associated to the programme, EU Delegations and – where they exist - the National Erasmus+ Offices (NEOs) and Erasmus+ Focal Points are also key in bringing the programme closer to the target groups addressed by this strategy.

[47] Commission Implementing Decision - framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27 | Erasmus+ (europa.eu)

[48] Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ (europa.eu)

All Erasmus+ participants say that it is a life-changing experience, one that marked their personal and professional paths and left lasting memories of what it means to live in the European Union. We want to give the opportunity to a greater number of people to take part and benefit from what Erasmus+ has to offer.

Mariya Gabriel,
European Commissioner for Innovation, Research, Culture, Education and Youth

The list of potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer opportunities. These barriers can hinder their participation both as a stand-alone factor and in combination among them:

- Disabilities: This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.
- Health problems: Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- Barriers linked to education and training systems: Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.
- Cultural differences: While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.
- Social barriers: Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can

stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.

- Economic barriers: Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be 'mobile' together with the participants when going to a far place or, all the more, abroad.
- Barriers linked to discrimination: Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- Geographical barriers: Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.

In the field of sport, Erasmus+ sport actions promote social inclusion, including of refugees and migrants. The 2021 #BeInclusive EU Sport Awards aim to celebrate organisations which show inspiring examples of the power of sport in fostering the inclusion of disadvantaged groups. In 2021 there were three prize categories: Breaking barriers, Celebrating diversity, Inspiring change.

Need to Connect

Coordinating organisation:	EU Grant:
Einurð, Iceland	**€296 777**

The project uses the methodology of a needs analysis to define and gather information on the situation of young mothers in partner countries, gaps in service/support to young mothers and better understanding of the needs of the young mothers participating. The needs analysis will also be used as networking, with reaching young mothers and introducing the project to stakeholders. Based on the needs analysis and networking, partners develop the curriculum, training program and open educational resources, each partner will select 10 young women to take part in the pilot training based on the results of the earlier need analysis. The pilot-training will consist of five three-hour training days plus homework estimated to cover 30 hours of learning in total. After the pilot training courses will be developed into an online training form, that can be used by all young mothers on the NTC platforms.

Project ID: **2021-1-IS01-KA220-YOU-000028985**

E-STAR:E-Learning for Standing Together Against Racism

Coordinating organisation:	EU Grant:
ASOCIACION CAZALLA-INTERCULTURAL, Spain	**€125 728**

The impact on participants, partner organisations and target groups will be as follows: Acquisition or improvement of skills related to educational activities to combat racism. The participants and partner organizations after the project will deeply understand the concepts of invisible racism and micro violence, and will be equipped with tools such as educational activities with young people. Acquisition or improvement of skills related to awareness-raising and communication activities. The participants and partner organisations after the project will be able to implement quality awareness campaigns, will be equipped with tools, good practices and ideas for the future.

Project ID: 2019-2-ES02-KA205-013533

"Did you know?"

In order to reach out better to people with fewer opportunities, the programme builds on the following elements and steps:
The framework of inclusion measures outlines a set of measures to be implemented over the 7-year period. The National Agencies interpret this European framework into the needs in their local, regional and national contexts, translating the general measures into specific actions in the ground. Finally, the Inclusion and Diversity Strategy provides practical guidance on how to implement these measures for those carrying out Erasmus+ and European Solidarity Corps activities.

2. Environment and Climate Change

Supporting the green transition is one of the overarching priorities of the Erasmus+ programme. In line with the European Green Deal, the programme leads by example, by encouraging participants to use lower-carbon transport as an alternative to flying.

Erasmus funding is also channelled into building up knowledge and understanding of sustainability and climate action, so that Europeans acquire the world-leading competences needed to create sustainable societies, lifestyles and economies. Erasmus+ thus contributes to equipping Europeans with the necessary skills and developing innovative practices to bring about change.

The 'Green Erasmus' dimension promotes the incorporation of green practices in all projects and supports, across all sectors, awareness raising about environmental and climate change challenges. It supports the use of innovative practices to make learners, staff and youth workers true agents of change (e.g. save resources, reduce energy use, reduce waste such as plastics, waste treatment, compensate carbon footprint emissions, opt for sustainable food and mobility choices, sustainable use of marine resources, ocean literacy).

2021 Key figures

EUR 330.3 million
of the 2021 budget for
cooperation projects supporting
environment and climate change

1 218 **cooperation projects** (27% of Key Action 2)

5 151 **beneficiary organisations** involved

13% **green travel** in the new programme[49]

[49] Green travel has been introduced in 2021, numbers based on travel funded under the 2021 call.

Environment and fight against climate change

Environment and climate action are key priorities for the EU now and in the future. The European Green Deal[50] Communication recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050.

The Erasmus+ programme is a key instrument for building knowledge, skills, and attitudes on climate change and support sustainable development both within the European Union and beyond. The programme aims to increase the number of mobility opportunities in green forward-looking domains which foster the development of competences, enhance career prospects and engage participants in areas which are strategic for sustainable growth, with special attention to rural development (sustainable farming, management of natural resources, soil protection, and bio-agriculture). Moreover, Erasmus+, with mobility at its core, strives for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behaviour. Erasmus+ is a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, universities, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.).

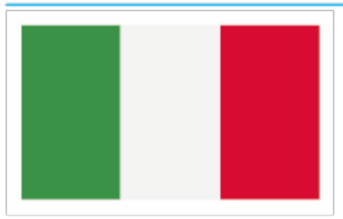
Sustainability Youth Projects

Coordinating organisation:	EU Grant:
Cloughjordan Community Farm, Ireland	**€11 843**

The project refers to the European Youth Goal 'Sustainable Green Europe'. It consists of one peer learning training to design new youth projects in ecovillages and sustainability projects, in the field of education for sustainable development. The ecovillage approach combines care for the planet with the establishment of socially, ecologically and economically healthy working structures and communities. Central themes are social, ecological, economical and intercultural competences, participatory structures towards cooperative thinking approaches, community-led development, co-creation attitudes and how to acquire a network approach of thinking and doing.

Project ID: 2020-2-IE01-KA105-066093

[50] A European Green Deal | European Commission (europa.eu)



EAT GREEN, BEHAVE CLEAN AND BUILD THE DREAM!

Coordinating organisation:	EU Grant:
NINA APS, Italy	**€15 925**

The project will result with 24 young people educated in the field of food and environmental sustainability. While two participants will be involved as trainers. Young participants will acquire a new insight and new input on alternative food production systems and food consumption choices, on environmental sustainability and climate change, on human rights and gender equality. In particular, young participants will manage to develop competences, skills and knowledge emphasizing on green practices and skills development through alternative food consumption opportunities and other tools and methods, that they will acquire during the training and that they will implement with other young people belonging to their local community and/or affiliated to the same organization or association.

Project ID: 2021-1-IT03-KA152-YOU-000020081

The Education for Climate Coalition is the place where the education community, including students, teachers, and practitioners, engage in co-creation processes. The common space that connects everyone is the Coalition's online platform (https://education-for-climate.ec.europa.eu). Teachers, students and education stakeholders can get involved in co-innovation labs, working on concrete challenges, from the creation of new teaching materials to citizen science projects. In this way, education for environmental sustainability is promoted in an innovative manner, empowering young people to actively contribute to activities in their institutions and neighbourhood, aimed at fighting climate change and mitigating its consequences.

I can see that the pupils are motivated and learn in a different way through eTwinning collaboration than by conventional teaching. It provides some authenticity when they do not only make products for their teacher, as they typically do, but have pupils in another country as recipients. That motivates them!

Astrid Søe,
Electronic Platform for Adult Learning in Europe (EPALE)-ambassador, lecturer and writer

Environment and the fight against global warming have become a horizontal priority for the selection of projects. Priority is given to projects aimed at developing competences in various green sectors, including those in the framework of the contribution from education and culture to sustainable development goals, developing green sectorial skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

The programme supports the use of innovative practices to make learners, staff and youth workers true actors of change (e.g. save resources, reduce energy use, waste and carbon footprint, opt for sustainable food and mobility choices, etc.). Priority is given to projects that – through education, training, youth and sport activities – enable behavioural changes for individual preferences, cultural values, awareness, and more generally support active engagement for sustainable development.

Therefore, organisations and participants involved should strive to incorporate green practices in all projects when designing the activity, which will encourage them to discuss and learn about environmental issues.

For instance, in the field of youth, the programme actions promote environmentally sustainable and responsible behaviour among participants, raising awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities.

In particular, the new format Youth participation activities, supported youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations to address the environmental protection and to make contribution to fighting climate change.

Sport contributes to the sustainability and circularity ideas championed in the European Green Deal. A peer learning activity in the field of sport and sustainability called 'SustainSport' involved 52 participants from 13 EU Member States and Israel on the topic 'Sustainability of Sports Facilities: Ecological, Economical and Social Aspects'.

Platforms such as eTwinning and Electronic Platform for Adult Learning in Europe (EPALE) continue to produce support materials and facilitate the exchange of effective educational practices and policies for environmental sustainability.

You can put your idea on the platform and attract partners to your project, just as one can be inspired of other people's ideas. There are also blogs where there is plenty inspiration for topics, projects or invitations to talk together online and you can discuss ideas that can be used in the context of an Erasmus+ project. There is always someone who has just what you need, and you can create a project based on the people you meet. You can't do that anywhere else. It's like walking into a candy shop!

Ann Katrine Rannested,
school consultant in Aalborg municipality

Discover EU as a green initiative

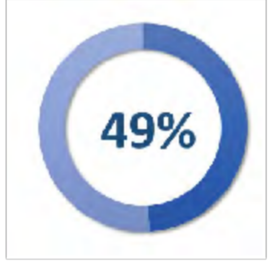
The DiscoverEU Action, integrated into Erasmus+ as of 2022, offers young Europeans aged 18 free travel passes across the continent. Travelling mainly by train, which is one of the most eco-friendly means of transport, the participants are inspired to be conscious and feel accountable for their choices while travelling, including the ones related to the environment and nature of the places they visit. Having made this experience, the young people are encouraged to embrace sustainable practices in their future travelling. 90% of the young travellers who answered to the post-travel survey declared that, following their experience with DiscoverEU, they were more inclined to travel by rail within the European Union.

3. Digital Transition

The COVID-19 crisis has made clear that the Erasmus+ programme must play a vital part in preparing both individuals and organisations for the digital transition – helping to support the competences of participants to make smart and responsible use of digital tools. The pandemic has also reinforced the need for more flexible learning formats such as blended or virtual learning in Erasmus+.

In line with the Digital Education Action Plan's priorities, the programme aims to contribute to develop accessible and high-quality digital learning, foster the capacity of teachers, trainers and youth workers, etc. to use digital tools and content, test and promote distance, as well as blended learning. The mobility actions of the programme provide an increased number of opportunities to acquire and develop digital skills, through initiatives such as the Digital Opportunity Traineeships scheme.

2021 Key figures



EUR 495.4 million
of the 2021 budget for cooperation projects supporting digital transition

2 147 **cooperation projects** (47% of Key Action 2)

7 356 **beneficiary organisations involved**

11% **Traineeships in advanced digital skills[51] in higher education mobility activities**

62% of participants in mobility activities declare that they have **improved their digital competences[52]**

66% of participants in mobility activities declare that they made **use of their digital skills[53]**

[51] 2021 call only
[52] Based on a total of more than 410 000 answers
[53] Based on a total of 58 000 answers

Highlights in 2021

Digital Transformation

Key actions in 2021 included the extension of the successful SELFIE self-reflection tool enabling teachers (SELFIE for Teachers) to help them further develop their digital skills. Furthermore, the Digital Education Hackathon took place on 9 and 10 November 2021 for a third year in more than 50 locations across 32 countries globally, engaging almost 2 500 participants from education stakeholders (schools, higher education institutions, research centres, innovation labs, private sector).

As 2021 marked the Digital Education Action Plan's (DEAP) first full year of implementation, the programme continued to support the first strategic priority of the Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding in all type of education and training institutions on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors, and to develop and implement digital transformation plans of educational institutions.

The programme supported the second strategic priority of the Action Plan, by promoting actions aiming at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). The focus was on fostering both basic and advanced digital skills as well as digital literacy, which has become essential for everyday life and for enabling people to navigate a world full of algorithms and participate fully in civil society and democracy.

The programme aims to reach out to a larger target group both within and beyond the Union by a greater use of information, communication and technology tools, combined use of physical mobility and virtual learning and virtual cooperation.

A Digital VET Toolkit for Promoting the 4th Industrial Revolution in the European Health

Coordinating organisation:	EU Grant:
MACDAC ENGINEERING CONSULTANCY BUREAU LTD – MECB, Malta	**€196 382**

The main aim of this project is to develop a novel digital toolkit by which European VET Trainers and health sector mentors can reach out and assist healthcare professionals and stakeholders to catch up with technologies of the 4th Industrial Revolution. The toolkit will be an open type VET educational resource. The toolkit is expected to have a major impact on European VET trainers and healthcare mentors beyond the digi4HEALTH consortium, as it will give open access to a range of digital resources trainers and mentors can use and even customise for their own training needs.

Project ID: 2019-1-MT01-KA202-051203

Digital SALTO

In December 2021, a call for the Establishment of new SALTOs was launched. This included a call for a new Digital Resource Centre for Erasmus+ and European Solidarity Corps. The aim of the new Digital Resource centre is to support, in line with the Digital Education Action Plan, the implementation of the digital dimension in both Erasmus+ and European Solidarity Corps Programmes, seeking to continuously raise the quality of digital education and Youth.

SELFIE

SELFIE is an online tool, which supports schools to build their digital capacity through a process of self-reflection. It supports the key priority of the DEAP to enhance digital skills and competences for the digital transition. The tool, available in 39 languages, is comprised of questions for school leaders, teachers and students on how digital tools and technologies are used within the school and how students are acquiring digital skills.

The tool allows schools to adapt the questions to their needs (e.g. a school can choose to add additional questions on, for example, internet safety, AI, coding or robotics). Specific questions on blended learning were added mid-2020 as a result of the pandemic and shift to distance learning. On completing the questions, the schools receive a personalised report that highlights strengths, weaknesses and areas for further improvement regarding technology use.

Since its launch in 2018, SELFIE has seen a rapid growth in uptake, starting with around 150 000 users, doubling this number in 2019 and 2020. The COVID-19 pandemic and the emphasis on digital education led to a rapid growth in the last two years. In one year, SELFIE has tripled its number of users. In April 2021, participation increased to one million users, in November 2021, the number doubled to two million.

Digital Education Content Framework

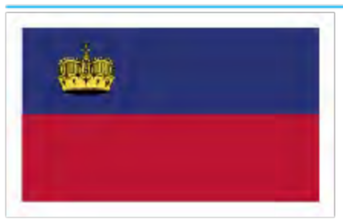
In line with the first strategic priority of the DEAP 2021-2027 (fostering the development of a high performing digital ecosystem), one element looks at digital education content. It aims at engaging in an intensive stakeholder dialogue to support the development of a digital education content framework. The ongoing digital transformation, the technological innovation and the lessons learned from the COVID-19 pandemic demonstrates that teachers, students, institutions as well as educational content producers and providers face various challenges and are presented with opportunities at the same time.

European Exchange Platform (EEP)

In 2021, a Feasibility Study was presented as a deliverable of a specific action of the DEAP, focusing on digital education content and platforms. This study identified that the needs for harmonising the exchange of content, courses and related data were the highest and most urgent in higher education.

Digital Opportunity Traineeships

As part of the related action within the DEAP, the Digital Opportunity Traineeships set out to give higher education students and recent graduates in all disciplines the opportunity to gain hands-on professional experience in digital fields demanded by the labour market. This scheme provides trainees with the opportunity to strengthen their information – communication technology-specific skills in fields, such as cybersecurity, big data, quantum technology and machine learning, and to boost digital skills for businesses in areas including web design, digital marketing and software development. From the launch in 2018 until the end of 2021, around 30 000 university students and recent graduates from a variety of study fields undertook an Erasmus+ traineeship abroad to acquire forward-looking digital skills. Training in advanced digital skills was extended in 2021 from including only higher education students and recent graduates to include also higher education staff and Vocational Education and Training (VET) students / recent graduates.



Fit für die europäische Jugendarbeitspraxis: Partizipation gestalten – digital/divers/hybrid

Coordinating organisation:	EU Grant:
Verein aha-Jugendinformation, Liechtenstein	**€242 801**

A transnational implementation concept for the qualification of youth/youth education professionals and volunteers in the field of digital youth participation will be elaborated. The conceptual work will build on existing building blocks in the field of youth employment, digital learning and digital youth participation, which were previously exclusively nationally/regionally oriented. The mediation of digital youth participation does not work 'universally', but must be geared to the target groups of the respective professionals, who deal with young people of different social and cultural backgrounds, different image levels and different possibilities, explicitly with young people from previously underrepresented groups. Diversification of society requires flexible tools for integration work in youth work. The concept must therefore not only take into account known combinations of the above-mentioned socio-cultural divisiveness, but must also integrate pistes for future needs in order to guarantee a high degree of applicability of the concept and to act as long-term qualification offers for the target group.

Project ID: 2021-1-LI01-KA220-YOU-000030384

4. Democratic Participation

One of the four transversal priorities of Erasmus+ is promoting democratic participation, common values and civic engagement.

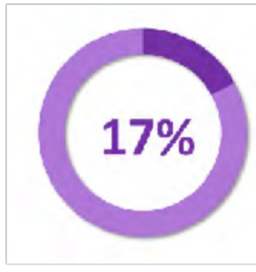
The Erasmus+ Regulation recalls the programme's key role in strengthening European identity and values and in contributing to a more democratic Union. The Regulation also emphasises the objective of encouraging the participation of young people in Europe's democratic life by supporting active citizenship, education and participation projects for young people.

That is why the programme promotes cooperation partnerships focusing on 'common values, civic engagement and participation' as a priority in all programme sectors, under Key Action 2 of the programme.

The Jean Monnet actions are also instrumental in promoting teaching about the European Union, at both schools and higher education levels.

Furthermore, the Erasmus+ programme supports the implementation of the EU Youth Strategy aiming at engaging and empowering young people, including through the EU youth dialogue process.

2021 Key figures



EUR 172.7 million
of the 2021 budget for
cooperation projects supporting
democratic participation

1 117 **cooperation projects** (24% of Key Action 2)

4 175 **beneficiary organisations involved**

82% of participants in mobility activities declare that they are **more aware** about **European values**[54]

[54] based on a total of more than 600 000 answers.

Highlights in 2021

Cooperation with civil society organisations in the fields of education, training and youth continued in 2021. Under Key Action 3, structural support (in the forms of operating grants) is provided to European non-governmental organisations (ENGOs) and EU-wide networks in programme countries. These play an important role in ensuring awareness raising about the European Education Area and other European sector-specific policy agendas, as well as the active involvement of stakeholders in the implementation of policy reforms in the different countries.

In addition, in 2021 a new action grant was made available for ENGOs under the Cooperation Partnerships to increase their capacity to operate jointly at transnational level and to support the development, transfer and implementation of innovative practices and exchanges of experience at European level.

The 'Teacher Training' launched in 2021 under 'Other fields of education and training' of the Jean Monnet actions promotes knowledge on the European Union in schools and Vocational Education and Training (VET) institutes in programme countries by designing and offering structured trainings on EU subjects to teachers.

In the field of youth, the action 'Youth Participation Activities' was launched in 2021. It supports the use of alternative, innovative, smart and digital forms of youth participation and focuses on reaching out to young people from all backgrounds, including those with fewer opportunities. One of the implementing National Agencies gave the following feedback after the first year of implementation: 'The thematic range and type of youth participation activities is very broad and is also reflected in the activities of the applications. For example, one project submitted deals with a theatrical simulation game to offer young people the opportunity to slip into the role of a decision-maker themselves. With this experience of everyday political life and in exchange with political decision-makers, they learn how complex political decision-making is and why it is so multifaceted. With this funding format, the organisation has found an ideal source of funding for its activities'.

Freedom - commonplace or privilege? Life without freedom - different places, different people, different periods

Coordinating organisation:	EU Grant:
Stredni odborna skola stavebni a Stredni odborne uciliste stavebni, Czechia	**€84 888**

During the inter-mobility period, pupils gained new knowledge while working in home schools, working with prepared worksheets, actively seeking out available information on topics and communicating with pupils from participating schools. During the short term exchanges of groups of pupils, pupils gained further information on the subjects through excursions, workshops, professional interpretations, lectures, interviews and competitions. All the activities were focused on personal experience, evoking emotions, processing your own feelings. Pupils processed their experiences in a creative way into partial outputs presented at the end of each mobility. Activities had been planned to form a whole together and to lead towards the expected results, outputs and objectives of the project. Participation in project activities has achieved the additional objective of enhancing the skills and key competences of pupils.

Project ID: 2018-1-CZ01-KA229-048155

'Youth included!'

Coordinating organisation:	EU Grant:
SEY Animal Welfare, Finland	**€59 904**

The 'Youth included'-project experiments new forms of youth involvement in the field of animal protection. Experiments take place in five local member associations where young people will facilitate workshops with adults and youngsters and design small volunteering experiments. Through these experiments, both adults and youth get a feeling of what youth involvement could mean to them and their local association. The young people will also produce an Animal Welfare Action Guide to Young People. Through this guide, young people will receive basic information on animal welfare, volunteering as well as tips and encouragement for advocating for animals.

Project ID: 2021-2-FI01-KA154-YOU-000039079

Communication and dissemination

With the start of the new MFF a new Erasmus+ Communication Strategy was developed and presented to stakeholders. The strategy is based on a thorough research and target audience analysis and revolves around the key message 'Erasmus+ is a powerful learning experience that opens up opportunities for everyone to develop'.

In 2021, the Erasmus+ website received more than seven million visits and more than 18 million page views, resulting in a 13% and 6% increase respectively over 2020.

The dissemination of Erasmus+ projects and their results continued to be underpinned by the Erasmus+ Project Results Platform which hosts more than 100 000 projects. Projects can be searched by topic, key action, country, year, etc.

Erasmus+ Social Media channels on Facebook, Twitter as well as the Youth channel on Instagram bring former and current Erasmus participants and the wider Erasmus community together, engage them in lively conversations and share up-to-date information about the programme, education and training in the wider sense on a daily basis.

Glossary of terms

CoP	Community of Practice
CoVE	Centres of Vocational Excellence
DG EAC	Directorate-General for Education, Youth, Sport and Culture
EACEA	European Education and Culture Executive Agency
EC	European Commission
ECHE	Erasmus Charter for Higher Education
EEA	European Education Area
EEP	European Exchange Platform
EFTA	European Free Trade Association
EIT	European Institute of Innovation and Technology
ENOG	European non-governmental organisation
EPALE	Electronic Platform for Adult Learning in Europe
ESIF	European Structural Investment Funds
EU	European Union
EuroMed	Euro-Mediterranean
EYP	European Youth Portal
FTOP	Funding and Tenders Opportunity Portal
GBL	Game-based learning
HE	Higher Education
HEI	Higher Education Institution
HEPA	Health-Enhancing Physical Activity
HESS	Higher Education For Smart Specialisation
IPA	Instrument for Pre-Accession
ISCED	International Standard Classification of Education
KA1	Erasmus+ Key Action 1
KA2	Erasmus+ Key Action 2
KA3	Erasmus+ Key Action 3
LMRO	Labour Market Relevance and Outcomes
MFF	Multiannual Financial Framework
NDICI	Neighbourhood, Development and Cooperation Instrument
NEET	Not Education, Employment or Training
NEO	National Erasmus+ Office
NGO	Non-governmental organisation
OECD	Organisation for Economic Cooperation and Development
OLS	Online Language Support
OR	Outermost Regions
PIC	Participant Identification Code
S3	Smart Specialisation Strategies
SALTO	Support, Advanced Learning and Training Opportunities
SME	Small and medium-sized enterprises
STEAM	Science, Technology, Engineering, Art, and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TCAs	Training and Cooperation Activities
TSG	Traditional Sports and Games
VET	Vocational Education and Training

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